



## COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION  
P. O. BOX 2120  
RICHMOND, VIRGINIA 23216-2120

**October 7, 2005**

Dear Friends and Colleagues,

Please allow me to say hello and to thank you for the warmth and support with which you have welcomed me into the acting Director position. I am very excited about this opportunity, and I look forward to working with all of you in the coming months. As most of you know, Yvonne Thayer took a position in September with the Southern Regional Education Board in Atlanta. She is working with low-performing K-12 schools in certain states in the South. Please join me in wishing her great success in her new endeavor.

I must tell you that I am thrilled with the work we have done together this year. The Race to GED is enjoying unprecedented success across the state. I've heard several stories about how programs have tested as many learners in the first six months of 2005 as they did in all of 2004. Such stories are proof positive that our marketing, instruction, and testing efforts are paying off. It is your hard work that is making the difference. I am so proud to be a part of adult education's rising status, and I want to thank you all. With a marketing program in the league with professionals, we are on the map as a major player. Our targets are in front of us as we implement the GED Test Out this fall, and together we can ensure that many more Virginians acquire a GED credential.

I believe it is crucial that we all take steps to ensure that we provide our adult learners with the best customer service possible. Professional development is the key to our continued success and that of our learners, and I hope that you will take advantage of some of the information you find here. There are a wide variety of options available to you. Whether you participate in one of the many trainings offered by the Virginia Adult Learning Resource Center, I encourage you to set a personal, professional development goal for this year.

Virginia has one of the finest adult education networks in the country. Our teachers, tutors, and administrators are among the most talented and dedicated anywhere. I believe our successes are rooted in our professionalism, but we must always be striving toward improvement. We owe it to our clients.

Thank you all for everything you do to improve the quality of life for all Virginians.

Sincerely, Elizabeth Hawa  
Acting Director, Office of Adult Education and Literacy  
Virginia Department of Education

### Professional Development

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# PROGRESS

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## A Few Words on *Progress*

**T**oday adult educators and literacy volunteers in Virginia have many options for accessing professional development.

Websites and electronic publications bring current research results and information about best practices into our homes and classrooms. The Virginia Adult Learning Resource Center (VALRC) offers about 200 workshops a year for local programs and within regions across the state. Online training opportunities have increased significantly over the past five years with the Workforce Development Campus at James Madison University and VALRC at Virginia Commonwealth University providing an increasing list of courses and certification options. Regardless of the delivery method, staying current in adult education is easier than ever before.

In this issue of *Progress* we highlight many of the professional development opportunities that are available. Margaret Buse's article on the Workforce Development Campus outlines online course offerings in workforce education, while "Click," guest authored by Lauren Ellington, describes VARLC's online training program. A list of online publications points to other options for learning via the Internet. Also included in this issue are descriptions of VALRC's Online Adult Education Certification Program and several online degree programs that are offered nationally. For those who prefer to get their information from books, we have included several mini reviews on a variety of topics.

In her letter to the field on page one, Elizabeth Hawa, the new interim state director of adult education, has challenged each of us "to set a personal, professional development goal for this year." In these pages you will find ideas for developing that goal as well as methods of achieving it.

Sincerely,



## Calendar

**October**  
**24-31**

ProLiteracy Worldwide  
Annual Conference  
Tuscon, AZ

**November**  
**1**

National Family  
Literacy Day  
Nationwide

**6-11**

American Association for  
Adult and Continuing  
Education (AAACE)  
Pittsburgh, PA

**9-12**

International Dyslexia  
Association's 2005  
Annual Conference  
Denver, CO

**12-15**

National Association for  
Adults with Special  
Learning Needs  
International Conference  
Denver, CO

**December**  
**14-15**

EFF Institute  
Atlantic City, NJ

**January**  
**26-28**

Technology, Reading,  
and Learning  
Difficulties Conference  
San Francisco, CA

by Lauren Ellington

Just as we encourage our students to continue learning throughout their lifetime, we as teachers should also be lifetime learners. However, attending classes and workshops can be difficult to schedule into our busy lives. The Virginia Adult

Learning Resource Center recognizes your need for professional development and your limited time. To accommodate these competing issues, we offer several online professional development courses.

Three of our online courses run for eight weeks each and are offered in fall, winter, and spring. They are: Adults as Learners: An Orientation, ESOL Basics, and Using Technology to Enhance GED Instruction. A content area expert facilitates each course, and you will spend approximately four hours a week working on the course. Upon completion, you will receive a certificate showing 32 hours of work that may be used for re-certification points.

Adults as Learners: An Orientation and ESOL Basics are both geared toward the newer teacher. They provide a strong foundation for teaching in adult literacy programs. Using Technology to Enhance GED Instruction is applicable to teachers at any level. Don't be fooled by the title though: even if you don't teach GED prep courses, you can still benefit from the content of this exciting course. Technology can enhance your teaching of nearly any level student.

Read what some of our online participants have had to say about the courses:

*"The discussion board was really amazing. I have not taken very many online learning courses. The input from the other students and the teachers was very interesting and very informative. Thank you for a wonderful learning experience!"* – Anne Winston Pinde-Batchelder

*I really enjoyed the "the varied backgrounds of the other participants, and seeing things from their perspective."*

– Tracy Kropp

*"The facilitators were excellent and always answered questions instantly."*

– Peggy C. Meade

If you are interested in any of these online courses, the winter session will begin on January 16, 2006. Registration for the courses will begin on December 19, 2005. There will be an announcement of the beginning of registration on the

VAELN listserv.

In addition to these three courses, we also offer TABE Certification Training Online. This certification training enables you to accurately administer the TABE to your adult literacy students. There's no more need to wait for a TABE Certification training to be held in your area; you can enroll and be certified at anytime that's convenient for you. You will only need to spend approximately three hours total on the training. You may choose to complete it all at once or break it up into segments to accommodate your schedule.

Read what some of our recently certified participants have had to say about this training:

*"I am grateful that this was available online. It refreshed my memory of a few things dealing with TABE. Also, I could work on this at my convenience."* – Debbie Roark

*The strongest feature was "having the flexibility to work on the course to fit my schedule."* – Glenna McReynolds

You may register for the TABE Certification Training Online at any time. To register, go to: <http://www.aelweb.vcu.edu/forms/register/tabe.shtml>.

Feeling hesitant about taking the leap into online learning? To help you become familiar with the online format, we have developed the "How to Be a Good Online Learner" tutorial that gets you ready to participate in this exciting learning format. To visit the tutorial, go to the [website](#)

Don't worry that you will be alone in your online learning experience if you decide to give it a try. Lauren Ellington, the online training specialist for the Resource Center, and your course content facilitator are always just an email or a phone call away to help you through the process. So leap into online learning! We promise to take that leap with you.

We are always striving to offer you professional development opportunities that meet your needs. We welcome any suggestions or feedback for additional online courses. Please send your comments, questions, and suggestions to Lauren Ellington at [lellington@vcu.edu](mailto:lellington@vcu.edu) or 1-800-237-0178

*Lauren Ellington is the Online Training Specialist at the VALRC.*

Interested in receiving your advanced degree? Don't have the time to attend classes? Is the degree you want not offered in your area? If you answered yes to any of these questions, then an online degree program may be right for you. Here are some of the online degree programs that might be just what you are looking for.

The University of Phoenix

- o M.A.Ed/Administration & Supervision
- o M.A.Ed/Curriculum & Instruction
- o M.A.Ed/Curriculum & Instruction English as a Second Language
- o M.A.Ed/Curriculum & Instruction Adult Education
- o M.A.Ed/Curriculum & Instruction Computer Education
- o M.A.Ed/Special Education
- o Non-degree Continuing Education for Teachers
- o For more information, go to: <http://www.onlinemaed.com>

Capella University

- o M.S. in Education and Ph.D. in Education Leadership in Educational Administration
- o M.S. in Education ~ Curriculum and Instruction
- o M.S. in Education Advanced Classroom Instruction
- o M.S. in Education ~ Reading & Literacy
- o M.S. in Education and Ph.D. in Education Leadership for Higher Education
- o M.S. in Education and Ph.D. in Education Postsecondary & Adult Education
- o For more information, go to:

University of Georgia

- o M.Ed. in Adult Education

Indiana University

- o M.S. in Adult Education
- o M.S. in Instructional Systems Technology
- o M.S. in Language Education
- o EFL/ESL Certificate Program
- Given some of the stories in the media

about online education scams, we would like to assure you that the programs listed here are legitimate. University of Phoenix, Kaplan University, and Capella University are accredited by the Higher Learning Commission and are all members of the North Central Association of Colleges and Schools. The University of Georgia is accredited by the Southern Association of Colleges and Schools. Indiana University, School of Education is accredited by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

## New Online Adult Education Certification Cohort to Begin in January

The School of Education's Department of Continuing Education at Virginia Commonwealth University, in collaboration with the Virginia Adult Learning Resource Center, will again be offering the Online Adult Education Certification Program.

The program has been developed to meet the requirements of the endorsement in adult education available to individuals who already have a Virginia Teacher's License. Some participants are using the courses for recertification points. It is also valuable to those who have degrees in other fields but who wish to qualify for teaching or management positions in adult education.

As of January 2006, tuition will increase to \$500 per course, bringing the certification program's complete cost to \$2500. This is still an exceptional value compared to traditional 3-credit graduate courses.

After completion of all 15 credit hours, each participant will receive a certificate from VCU's School of Education.

The following three-credit, graduate-level courses comprise the Certificate Program:

**ADLT 601, The Adult Learner,**

**January 16 – March 3**

**TEDU 651 C95, Curriculum Development for Adult Learners,**

**March 13 – April 26**

**TEDU 651 C98, Instruction for Adult Learners (Reading & Math),**

**May 8 – June 23**

**TEDU C82, Teaching Writing to Adults,**

**July 10 – August 25**

**EDUS 651, Adult Education Practicum,**

**September 18 – November 3**

"My personal experience so far has been pleasantly surprising. The Black-

board forum allows for meaningful dialogue between all students. People can take the time to be selective and think through their ideas, making the quality of the contributions high. I especially enjoyed reading the biographies of my colleagues and learned a lot from their backgrounds and work-related experiences. I actually have more direct access to the instructor online than in a time-structured formal class and am able to get answers to my questions quickly through the webmail." Sharon Wills, Fairfax County Adult Education.

For Further information please contact Barbara E. Gibson, Manager, Virginia Adult Learning Resource Center at [begibson@vcu.edu](mailto:begibson@vcu.edu). ::

## Online Professional Journals, Newsletters, and Memos

The Internet and World Wide Web continue to expand the professional development opportunities available to our field. We have compiled a short list of online journals and newsletters that are available to you. If you regularly read any others that are not covered here, please let us know so that we may feature them on our website.

### Progress

Available online and in print quarterly, *Progress* is Virginia's adult education and literacy newsletter. Information about current and upcoming literacy events and opportunities are available here, as well as updates on literacy programs around the state. Here you'll find success stories and why they worked, as well as encouragement and practical ideas for the development of your program. For information about *Progress*, or to submit a story, please contact Randy Stamper at the Resource Center.

### Update

<sup>4</sup> *Update* is a monthly electronic publication with information about

statewide conferences, technology resources, research updates and sites, and resources for teachers to use with their students. *Update* also has information about online courses, ESOL resources, and valuable websites to help your program flourish. Please contact Lauren Ellington at the Resource Center about [Update](#).

### Update on LD

Follows the same format as *Update*, but focuses on resources and developments that pertain to teaching those with learning disabilities. For more information, please contact Lauren Ellington at the Resource Center.

### Outreach

*Outreach* is a monthly electronic news memo created by the Literacy Support Center and sent at the 15th of each month to Virginia's nonprofit, community-based literacy organizations. It's like an Internet yellow pages for program resources, and it also includes important upcoming dates. For more information about *Outreach*,

please contact Vicky Gerken Sanborn at the Resource Center.

### Vertex

*Vertex*, an online journal of adult and workforce education, shares the latest re-search on adult education methods and brings you up to date on various literacy initiatives, and their impact, around the state. <http://vawin.jmu.edu/vertex/>

The Ohio Literacy Resource Center offers several free publications that may be of use to you and your program. Among those featured on their website are a math literacy newsletter, tech tip worksheets, and their periodic newsletter. All may be accessed at the following URL: <http://literacy.kent.edu/Oasis/Publications.html>

Finally, there is "The Review". "The Review" is an update from the Office of the Assistant Secretary at the Office of Vocational and Adult Education, U.S. Department of Education. It is available at the following URL: <http://www.ed.gov/news/newsletters/ovaereview/orev092905.html> ::

# A Tale of Two Programs (With Apologies to Charles Dickens)

*By Victorie Gerkins Sanborn*

It was the best of times...during the mid-1980s, First Lady Barbara Bush led a well-publicized crusade in support of adult literacy organizations, and Virginians heard her rousing call. Adult literacy programs sprouted up all over our Commonwealth, spreading good deeds and hope to thousands of adults with poor literacy skills.

It was the worst of times...inexperienced volunteer boards and staff faced enormous challenges in running small grassroots organizations with limited funds and poor community visibility.

It was the age of wisdom...adults who were motivated to learn achieved their literacy goals in record numbers. However, the need for literacy services has remained steady, with the numbers hovering around 20% of the adult population, even as the profile of adults seeking literacy services has changed. A majority of newly recruited students (60-70%) show signs of a learning difficulty or disability, which volunteer tutors and staff find increasingly hard to deal with, given their limited training and resources.

It became the age ... for professional development.

Apple Valley Literacy Council and the READ Connection were established as 501(C)3 organizations in 1985. The two resembled each other closely. Each was located in sparsely populated rural areas and benefited from an active, hands-on board of directors who also served as volunteer staff. After two years of hard work, both programs looked similar on paper, with over 25 student/tutor pairs and a steady infusion of private donations and public monies.

Twenty years later, The READ Connection's literacy services to 317 adult basic literacy and ESOL students has spread over 3 counties. READ's healthy budget is financed primarily by private donations and by a signature fundraiser that nets \$35,000 per year. The organization has built an excellent reputation

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within the community because of board member outreach, the services of a full-time Executive Director, collaborations with important institutions, and regular attendance at area agency meetings.

***Twenty years later, The READ Connection's literacy services to 317 adult basic literacy and ESOL students has spread over 3 counties.***

In contrast, Apple Valley Literacy Council's student/tutor matches still hover around 20-30 per year, even though Apple Valley County has one of the highest illiteracy levels in the state. Two years ago, after their proposal for a state grant was rejected, the board cut the executive director's hours from 20 to 15 per week and closed the Council's office on Tuesdays and Thursdays.

What caused such a drastic difference in outcomes for these two organizations? The answer lies in two words: professional development.

After a grand start, Apple Valley's Board of Directors, the majority of whom served years beyond their original board tenure deadlines, were happy to keep the status quo. Why change what worked? Even after hiring a part-time executive director, they continued to micro-manage the program, frequently second guessing the executive director's decisions.

***The board also consistently refused to fund additional training for themselves, the staff, and volunteers, and denied the director paid leave to attend state and regional meetings, workshops, and conferences.***

This part-time director was expected to serve as program manager, trainer, publicist, recruiter, fundraiser, and grant writer. Needless to say, she volunteered extra hours each week in order to complete her tasks. The board also consistently refused to fund additional training

for themselves, the staff, and volunteers, and denied the director paid leave to attend state and regional meetings, workshops, and conferences.

The READ Connection took a radically different path. The board hired a consultant to help create a plan that would get them to the next level of program management. They developed 3, 5, and 10-year strategic plans, as well as a business plan with fundraising targets. The board then arranged for a board development workshop to help them understand their duties and responsibilities. In addition, they hired a full-time executive director who was encouraged to acquire the training she needed to guide the day-to-day operations of the organization. Due to her board's support, the director was able to: pursue a joint project targeted at learning disabilities with the local college and a nearby ABE program; establish satellite programs in surrounding counties; include important corporate partners in her grants; and spot regional trends, which led to ESOL services in addition to traditional basic literacy instruction.

How does this cautionary tale end? Four of Apple Valley's board members resigned when directed to step up fundraising efforts. Their former executive director applied for another position but was rejected because of a lack of professional development training. As for the READ Connection, the organization recently received an EL/Civics grant and a community award for outstanding non-profit program. It is a far, far better thing that you do to plan for professional development and enhance your program's capacity to serve students...than to plan for none. ∴

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*Victorie Gerkins Sanborn is the director of the Literacy Support Center at the VALRC.*

# Virginia Institute for Lifelong Learning

Held July 11-13, 2005 at Radford University

by Sharon Hutchinson

During a hot and muggy week in Radford, Virginia, hundreds of adult education practitioners gathered to learn more about the most effective methods to help their learners study for the GED exam, learn to read, or improve basic skills. The theme of the twelfth annual Virginia Institute for Lifelong



Learning (VAILL) was Race to GED. Black and white checkered flags waved in front of buildings where conference activities were conducted. The dining room was decorated in a racing motif featuring race cars made of cardboard or chocolate. Registration assistants proudly wore their black and red Race to GED shirts, and all attendees were presented with a tote bag featuring the same racing colors and logo. Gifts inside included items all practitioners need to be prepared to tune up a class full of eager learners: pens, pencils, tire-shaped measuring tape dispensers, and a ratchet, screwdriver, and socket set. Keynote speaker Myrna Manly shared results from the Adult Literacy and Lifeskills Survey that show 27% of the US adult population at the lowest level (Level 1) of numeracy skill. She stressed the importance of increasing the numeracy skills of the Level 1 learner by showing evidence that these skills and an individual's earnings are correlated. A separate study underscored the impor-

tance of adult basic education by showing that a country's economic growth is influenced more by reducing the percentage of those with Level 1 skills, than by increasing those with Level 4 and 5 skills. Manly demonstrated some flexible, alternative methods for computing which help enhance number sense while they build basic computational fluency. Office of Adult Education and Literacy Director, Dr. Yvonne Thayer, affectionately known as our "Crew Chief," addressed the general session with predictions from Stan Davis's book, *Lessons from the Future*. She discussed anticipated advances in biotechnology, which is predicted to blend genetics and computers in the near future. She also presented information regarding the job outlook for 2010: 70% of jobs will be highly skilled, requiring education beyond the GED. She advised us to consider the GED as just an entry point, and to prepare our learn-



ers for a "knowledge-based economy." Thayer presented results from interviews conducted with learners in the Race to GED program, and pointed out that their comments are contrary to some conventional wisdom held by educators. Rather than being timid about testing and preferring a cautious approach to their studies, our learners want structure and are willing to enter into contracts that specify their time commitment to the process. In fact, it has been found

that contracts encourage attendance by letting the learner know what is expected of him. According to the interviews, learners want to know how long it will take to obtain the GED and desire it as quickly as possible. They prefer to be grouped in a class with others of similar abilities, and just-in-time testing is im-



portant to them. Adult learners say that assessments are helpful to them when the assessments are described as tools for the teacher to use "to figure out where you are, and what you need to work on."

New York Times Best-Selling author, Sharyn McCrumb, addressed the closing session, giving details about the process of writing her new book, *St. Dale*. The novel is the story of a pilgrimage of race fans touring important NASCAR sites and honoring racing legend Dale Earnhardt. McCrumb is a southern writer who is best known for her Appalachian ballad novels, including *She Walks These Hills*, *The Rosewood Casket*, *The Ballad of Frankie Silver*, *The Songcatcher*, and *Ghost Riders*. She shared a story of making a connection with a group of high school learners whose disinterest in literature was obvious until they discovered that she shared their passion for racing. Her entertaining speech gave insight into the making of a race fan, as well as the making of a novel.

Workshops covered a wide variety of subjects from New Teacher Training to

ProLiteracy America Train the Trainer to Writing & Revising to GED Essay Scoring. Those in attendance came away with much to implement in the classroom.

Practitioners are used to encouraging their learners, but at VAILL, they received a little encouragement themselves as several racecar drivers made an



appearance to lend their support to the cause. Three drivers and a crew chief were on hand to meet the attendees, pose for pictures, and discuss racing. Ben Farmer, a driver for Motor Mile Speedway in Dublin, Virginia, said, “Those who

have completed their GED have made a great accomplishment. For those who haven’t, even if they have achieved in their career, it’s important to return and study for that GED for your future.”

Peyton Sellers – a college student, racecar driver, and GED spokesman – explained, “What hit home for me is where we live in south side Virginia, there are many textile companies, and those mills are closing. People are having to re-develop their skills, maybe by going back to the community college. They need at least a GED for entry level in any job.” H.C. Sellers, crew chief for his brother, Peyton, commented, “I think to be able to make people aware that there is a second chance in life to get an education or to improve in your career is a great opportunity. It is an honor to promote education and to encourage people to stay in school, or if you have dropped out, to return and get a GED.”

The drivers may be competitors at the track, but in the community, they are united in their support of adult education.

Adult educators are encouraged to make plans attend next year; it promises to be another great conference for all involved. The summer institute provides an opportunity to meet with fellow practitioners and to learn with and from each other to improve the field of adult education..:

*Sharon Hutchinson is an instructor with Mount Rogers Regional Adult Education Program.*



## Free GED Test Blitz Sweeps Accomack: 80 People Tested in 6 Days

*by Maureen Dooley*

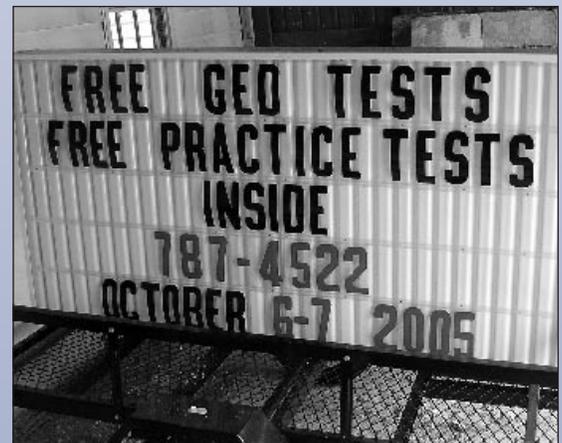
Governor Mark Warner’s RACE to GED initiative “blitzed” into Accomack County this summer, when approximately 80 people took the Official GED Test for free.

The goal of the statewide GED blitzes is to award thousands of GEDs in Virginia – and it is working. “From January to June of this year we already had tested more than we did all of last year,” says Benjamin Mason, GED Chief Examiner for the Eastern Shore and Director of Career & Technical Education for Accomack County Schools. “With the blitz, we are breaking local testing records. If you want more GEDs awarded, you have to offer more tests,” says Mason. And you have to attract more test takers. To get the word out, a mobile trailer sign was rented to advertise the free testing opportunities. The sign was placed in front of Nandua High School, and the response was surprising.

Does advertising the free testing program make a difference? Just ask Mrs. Virginia Hartman of the Badger Center, who registers each test taker. “When that sign was in front of Nandua High School, keeping up with the GED calls was just about all I could do,” Hartman said. “The sign was supposed to move up to Arcadia, but there was no need. The test filled up so quickly, the August dates were added, and they filled right up, too.”

The blitz is also an aid for retention. The Adult Education Program at Eastern Shore Community College (ESCC) offers intensive one-on-one tutorials to “blitzers” who don’t pass all sections, so they may get ready for retesting. Blitzers bring their test scores to ESCC to be eligible.

Next up is Northampton County. The sign will be there next, and we are promoting Fast-Track GED classes in math and writing to prepare future testers. If the response in Accomack is any indication, more records are sure to be set. ∴



For a small investment, about \$1800, this mobile sign elicited remarkable sign-up response in Accomack County.

*Maureen Dooley is the program manager at Eastern Shore Community College.*

# The Workforce Development Campus: Combining Learning and Technology in an Online Campus *By Margaret S. Buse*

Since 1999, the Workforce Development Campus at James Madison University has offered vibrant, dynamic online courses to working professionals. Through these courses relationships are established, skills are developed, and professionals in a variety of fields are better equipped to meet the global changes affecting business, education, and workforce development. The Workforce Development Campus at James Madison

University offers online learning opportunities in career, skills development, curriculum development, project collaboration, e-facilitation training, e-course hosting, and on-site training and certification. A program of the Workforce Improvement Network, under the direction of Dr. Diane Foucar-Szocki, WDC has grown to include course offerings that attract professionals from many disciplines.



As a part of the Learning, Technology, and Leadership Education department at James Madison University, WDC uses industry experts, practitioners, and professors to design, develop, and facilitate academically rigorous, yet practical courses pertinent to the workplace. All WDC courses are seven-weeks long and earn Continuing Education Units (CEUs) from James Madison University. For an additional fee and advanced course work, graduate or undergraduate credit can also be earned. Cer-

tificate programs, which require specific combinations of WDC courses, are offered in Program Development, Curriculum Design, Workplace Instruction, ESOL Program Development, and E-Instruction.

## **WDC 500 - Introduction to Online Learning and WDC**

An introduction to the WDCs

Topics covered include: why workforce education is important, how to know when workforce education is applicable, and the typical role an educator plays. Related fields of specialization are discussed also.

## **WDC 501- Introduction to Workforce Development and Education**

This course explores marketing, promoting, pricing, and contracting for workforce learning programs, including evaluating marketing strategies, creating a marketing plan, and preparing a cost worksheet.

## **WDC 502 - Marketing Workplace Learning Programs**

This course addresses key issues involved in planning a learning pro-

## **WDC 503 - Planning for Workplace Learning Programs**

gram for workforce development. These include obtaining support and expertise of others, resource allocation, avoiding common mistakes, and how to use a program planning model.

## **WDC 504 - Organizational Assessment and Needs Analysis**

Assessment is a critical step in successful implementation. Processes and techniques for identifying performance gap and learning needs in organizations are introduced and practiced. Specific deliverables, including a learning proposal and job/task analysis, are addressed.

## **WDC 505 - Designing Learning Programs for Workforce Development**

This course focuses on developing learning programs that follow a sound instructional-design model. Participants follow step-by-step how-tos for designing programs and activities to meet learning objectives.

## **WDC 506 - Instruction in the Workplace**

Topics addressed in this course include: Presenting to employers and professional organizations and organizing, facilitating, and teaching delivery skills for instruction in the workplace. Facilitation and delivery skills are the focus.

## **WDC 507 - Program Evaluation for Workplace Learning and Development**

Participants learn evaluation skills through hands-on case studies and online activities as well as real-world applications of data collection and analysis.

## **WDC 601 - ESOL in the Workplace**

Through learning activities, outside reading, and shared discussions, the basics of ESOL in the workplace

are introduced. How to evaluate ESOL workplace programs and approaches for attaining buy-in and support for initiatives are discussed using ESOL Workplace Education Competencies as a foundation.

### **WDC 700 – E-Learning Classroom Facilitation**

To successfully facilitate an online learning course, multiple useful techniques to ensure an interactive, effective engagement are introduced in this course. Topics include: E-etiquette, E-support, E-activities, tests, quizzes and E-learning. Uses of course management systems such as Blackboard are addressed.

### **WDC 701 – E-Learning Course Development**

Students develop an online course specific to their needs and evaluate the course for effectiveness. Pre-requisites: WDC 700,702 or equivalent

### **WDC 702 – Strategies for E-Communities**

Learn to incorporate e-community strategies into family, work, instruction, church, or school by building an e-community using various technologies including discussion boards, wikis, and weblogs. These tools can be used for a variety of purposes and are not limited to educational settings or purposes.

### **Program Development Certificate**

The Program Development certificate supports workplace program implementation by developing the ability to meet with employers, learn the needs of the organization, and help the employer determine the kind of program that will best meet those needs. Learn to market, contract, and schedule a learning program, and then gauge its effectiveness. The Program Development Certificate courses also include information on specialization, working with costs, data collection, common mistakes and how to avoid them.

*“My JMU WDC certificate as a Program Developer had a direct impact on my new career opportunity, I am*

*exceptionally grateful that I have been associated with this venture.”* – Lynn Chambers, Technology Trainer

### **ESOL Program Development Certificate**

The ESOL program development certificate addresses the specific needs for establishing training programs in a diverse workplace. With creating and implementing an actual training program as the goal, this course of study includes studying workplace cultural issues, native or non-native development needs, and designing, coordinating and evaluating these programs.

*“I am grateful for the opportunity to be a part of this learning and look forward to further professional development with WDC. I am most thankful to the instructor; she was extremely helpful and always prepared to respond appropriately and in a timely fashion.”*

– Christine Hicks, Instructor/Administrator

### **Curriculum Development Certificate**

The curriculum development certificate series teaches the student how to develop learning experiences that link the needs of the employer with the needs of the employees, and create a program that will accomplish these goals. The Curriculum Development Certificate is particularly beneficial to those interested in training employees with an entry-level, high school, or technical education. Certificate holders begin to develop proficiency in instructional design and needs assessment.

*“The course was new learning and I found it very interesting... I learn(ed) a lot more in the area of curriculum development and writing. I look forward to using this information on my job.”*

– Maggie Clower, Assistant Principal

### **Instructional Specialist Certificate**

The Workplace Instruction Specialist leads programs and teaches at or in cooperation with a workplace program. The instructional specialist works with employees to address

employer needs and help employees develop skills to address workplace needs. Certification topics include workforce specialization, facilitation and delivery skills, learning assessment, instructional strategies, evaluation, and communication.

*“I liked the interaction with other participants because they had so much to add. It was like having ten instructors instead of one.”* – Cheryl Rowe, Instructor

### **The E-Instruction Specialist Certificate**

The E-Instruction Specialist focuses on developing an online course specific to workplace needs, including skills to successfully facilitate such a course. Individuals develop and evaluate a course and learn e-etiquette, basic html, e-support, and course management programs such as Blackboard. Additionally, graduates of this series are eligible to become WDC online facilitators.

The Workforce Development Campus is growing and changing to meet the demands of our students, the workforce, and the workplace. We are excited to offer our new certificate program in E-Instruction, beginning in January 2006. Our grant writing courses and certificate program are currently being created and will be available beginning in mid-2006.

Please consider joining the WDC community of leaders who recognize the power of technology as a tool for learning for themselves and those with whom they work. Learning online can be an engaging, worthwhile, and classroom-like experience. Try a WDC course and see for yourself!

For more information contact Margaret Buse, [busems@jmu.edu](mailto:busems@jmu.edu), 540-568-8050 or visit our website at <http://www.jmu.edu/wdc/> .:

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*Margaret Buse is the Assistant Director of the WDC.*

# exciting new GED PROJECT

by Susan Erno

What happens when a high performing workplace connects with Race to GED? In one case, it has signaled the beginning of a long and productive relationship. Imagine the Dome Room of the Rotunda at the University of Virginia filled with employees and administrators, including Leonard W. Sandridge, Jr., Executive Vice President and Chief Operating Officer of UVA, many of them receiving and wearing Race to GED shirts. Imagine adult educators and GED graduates being recognized and applauded by this assembly. As program manager for Charlottesville City Schools' Adult Education, I recently witnessed such an event.

UVA Facilities Management is the largest division of the university. Employees include landscapers, custodians, and housekeepers. In August 2004, a Facilities Management Human Resources staff member noticed some Race to GED advertising and contacted the statewide GED Helpline. Helpline staff put that person in contact with me, and this led

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*“UVA Facilities Management’s new initiative of offering GED and ESL classes has benefited our organization by empowering our employees with more knowledge.”*

Collette Sheehy, Vice President for  
Management and Budget

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to a meeting between Donna Barnes, HR Director, Betty Wooding, Information Officer, and me to discuss workplace options. Based upon their needs and employees' skill levels, they decided to offer a GED preparation class onsite to employees. Deb Meyer from UVA Housing Human Re-

sources enthusiastically partnered in this effort, increasing the outreach to include UVA Housing employees. The initial uncertainty about whether there would be enough employee interest was quickly dispelled when 24 motivated employees took the placement test.

Soon, one contracted class immediately grew into two classes. Employees were divided based upon their skill levels, and classes were offered mid-afternoon, mostly on work time, onsite. Employees signed an agreement outlining expectations and employee responsibilities. Classes were offered two days per week, 1.5 hours per class. Two, twelve-week and one, six-week session were offered in 2004-05.

In December, we met with Donna and Deb to discuss contracting for ESL classes because our evening ESL classes had become full. We noticed that many ESL students worked for UVA. Again, there was an eagerness to support employee learning, and the process of recruitment, assessment, and creating classes was initiated. Two contracted ESL classes began in January 2005. The schedule was identical to the GED classes.

Now, after nearly one year, we have had six GED graduates, two prizewinners from Voices of Adult Learners and many reasons to celebrate. It was a great joy to see adult learners' achievements publicly recognized. The message that all employees are expected to learn and all learning is valued was clearly and effectively delivered.

The Virginia Office of Adult Education and Literacy supported this effort in several ways. Patty Shortt linked UVA and our adult education program, and the Race to GED initiative paid for onsite testing for UVA employees and promotional materials that were given to the graduates



Participants in UVA's Race to GED event were: (from left to right) Mary Johnson, Voices winner; Susan Erno, Adult Education program manager, Charlottesville; Markietta Frazier, GED graduate; Lystra Cedeno, GED graduate; and Roberet P. Dillman, UVA Chief Facilities Officer.

and key UVA administrators. At the beginning of classes, each participant received a bag of Race to GED promotional materials as well.

What does the future hold? All four classes will be offered again this fall. More employees are excited and eager to enter the program. Promotion and training opportunities for employees will continue to expand as their skills improve. Finally, we plan to use this partnership as a best practice model as we promote and develop area workplace programs.

Will Rogers once said, “Even if you’re on the right track, you’ll get run over if you don’t keep moving.” When an organization believes their employees are their most important asset and puts into practice this belief through professional development opportunities for all employees, they are on the

right track and moving forward in the right direction. UVA Facilities Management has made great strides this year, and their steady pace will insure their continued success. ∴

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*Susan Erno is Program Manager for Charlottesville Adult Learning Center.*

## Book Reviews

In this issue, we want to highlight a number of newly acquired books that are available through the VALRC's library. If you are interested in borrowing any of these, please call the Resource Center, and we'll send them out to you. You can also check out our entire collection online at: <http://www.aelweb.vcu.edu>

### ***The Power of Appreciative Inquiry*, Diana Whitney, Amanda Trosten-Bloom. Foreword by David Cooperrider.**

San Francisco: Berrett-Koehler, 2003. • Reviewed by Marcia Phillips

Appreciative Inquiry is a popular, new change-management tool, particularly well received in the non-profit and public sector. The approach seeks to improve performance by encouraging people to learn from and build on what is working, rather than focusing on what is wrong.

In this book, Diana Whitney and Amanda Trosten-Bloom, who have led in the development and practice of Appreciative Inquiry (AI), use examples from a variety of organizations (clients with whom they have worked) to illustrate the technique in action. They draw several examples from one, five-year project to show the customized and flexible nature of the process, particularly as organizations use it for strategic planning and responding to changes in the marketplace.

AI focuses on the positive potential of an organization. It is highly improvisational, based loosely on a set of principles, and generally developed against a framework established by the 4-D Cycle (Discovery, Dream, Design, and Destiny), all guided by a series of questions. This How-To guide would be very helpful to any organization, which, facing a changing landscape and multiple challenges, wants to build into a stronger and more successful entity.

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### ***Teaching Adult Second Language Learners*, Heather McKay and Abigail Tom.**

Cambridge: Cambridge Handbooks for Language Teachers, Series Editor Penny Ur, Cambridge University Press, 1999. • Reviewed by Nancy Faux

*Teaching Adult Second Language Learners* addresses the special needs of adults studying English, particularly those who have immigrated to English-speaking countries and must acquire the language for survival. It provides a useful summary of the principles involved in teaching adults as well as a wealth of activities specially designed for adult learners.

The book is divided into three sections. The first contains an introduction to the adult language learner. It also discusses assessment and placement of students, curriculum and lesson planning. The second gives teachers with techniques for building community in the classroom. The third section provides multi-level activities organized thematically around topics such as self-identification, food, clothing, and work.

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### ***Well-Said: Pronunciation for Clear Communication*, Linda Grant. Second Edition.**

Boston: Heinle and Heinle, 2001. • Reviewed by Nancy Faux

*Well-Said* offers a lively and communicative approach for increasing pronunciation and speaking skills that students need to communicate in social, academic, business and professional settings. In this second edition the increased emphasis on stress, rhythm, intonation, and the most troublesome consonants and vowels helps students improve their overall speech intelligibility. There are updated communicative activities and pronunciation strategies which make the text relevant and useful. Teachers can select many activities from the book to integrate into their classroom lessons to improve their students' pronunciation. In addition to the text, there are: audio cassettes and CDs, and an instructor's manual.

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### ***Radical Equations: Civil Rights from Mississippi to the Algebra Project*, Robert P. Moses**

Boston: Beacon Press, 2002. • Reviewed by Jason Guard

Bob Moses approaches education with the same passion and vision that established him as an inspiring leader of the Civil Rights Movement when he was registering Mississippi voters in 1964. Thirty years after setting up adult literacy programs to help African-Americans register to vote during the historic Freedom Summer campaign, Bob Moses is again making a name for himself by teaching in the deep-South, and he is calling his program "the Algebra Project." As Moses sees it, disenfranchised low-income learners need algebra and abstract math concepts in order to bridge the digital divide and "full technological citizenship." This book outlines the genesis of the Algebra Project, and chronicles the ongoing effort to bridge learning gaps in education.

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### ***Telling Ain't Training*, Harold D. Stolovitch and Erica J. Keeps**

Washington, DC: American Society for Training & Development, 2002. Reprinted 2005. • Reviewed by Debbie Bergtholdt

This book provides an entertaining, practical, and easy-to-read guide for every trainer and teacher. It is divided into three sections: how do learners learn, why do learners learn, and how do you make sure that learning sticks. The authors of this interactive volume provide solid answers to these questions backed up by real world experiences and academic study. The book uses an interactive approach, which models the basic message that humans learn best through active mental engagement. In addition, there is a workbook, *Beyond Telling Ain't Training Fieldbook*, full of worksheets, assessments, tools, and advice designed to help you get the most from *Telling Ain't Training*. It also contains a CD-Rom with all the worksheets and tools you need to start transforming learning in your program. The book and workbook are fun to read, and would be helpful to any adult learning program.

## RC Staff Attend Mid-Atlantic Professional Development Forum by Marcia Phillips

On July 26th, representatives of the adult education programs in Virginia, Maryland, Delaware, Pennsylvania, and West Virginia met for the first time as a group to discuss their states' current professional development structures and delivery systems. Barbara Gibson, Director of the Virginia Adult Learning Resource Center, and Marcia Phillips, a specialist with VALRC, attended.

The meeting was held in a roundtable discussion format. Issues covered included: professional development requirements for full- and part-time teachers; evaluation processes, integrating research into professional development and classroom practice; transitioning students into post-secondary education and job training; and defining and using criteria for quality professional development. Each state has a very different delivery model. Pennsylvania is regionalized, and each region is largely self-

directed. Delaware has just established adult education teacher certification and is providing money to the teachers to take the requisite courses to get their certifications. Maryland is focusing on the promotion of teacher-driven projects (rather than a single, state-mandated process) and looking closely at the transfer of learning from those projects into classroom practice. West Virginia requires core courses, which are offered at state meetings, as well as other course work to maintain certification. Barbara Gibson spoke of the recently developed online certification program offered in conjunction with VCU.

In spite of the distinct differences in the way each state has organized and funded its adult education program, it was clear after the day-long discussion that the common interest in program development would be well served by further meetings. We hope to continue to work with each other to provide

professional development opportunities for teachers, both by collaborating on program offerings, and creating and implementing programs for participants in all the Middle Atlantic States. To prepare for such collaboration, participants established a listserv and made plans for future meetings to carry the ideas forward.

In addition, we agreed to inquire of NCSALL about possible plans for the next research-to-practice symposium to determine the possibilities for an interstate-sponsored event. Although we did not set a date for the next meeting, we agreed that the next step was to discuss state-adopted criteria for quality professional development with our respective state directors to determine the efficacy of collaborative development or adaptation of common criteria. ∴

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*Marcia Phillips is the Special Projects Specialist at the VALRC.*