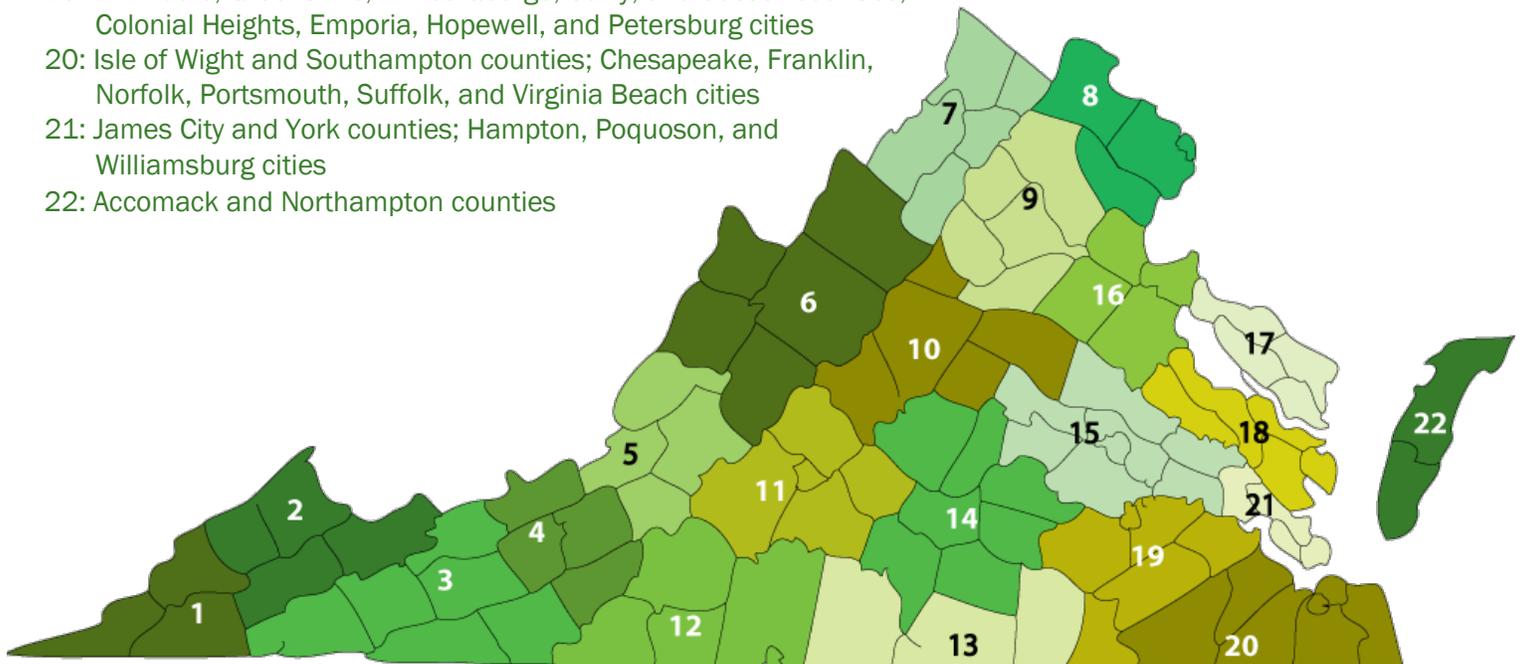


Virginia Adult Education Regional Programs

- 1: Lee, Scott, and Wise counties; Norton city
- 2: Buchanan, Dickenson, Russell, and Tazewell counties
- 3: Bland, Carroll, Grayson, Smyth, Washington, and Wythe counties; Bristol and Galax cities
- 4: Floyd, Giles, Montgomery, and Pulaski counties; Radford city
- 5: Alleghany, Botetourt, Craig, and Roanoke counties; Covington, Roanoke, and Salem cities; Town of Clifton Forge
- 6: Augusta, Bath, Rockbridge, Rockingham, and Highland counties; Buena Vista, Harrisonburg, Lexington, Staunton, and Waynesboro cities
- 7: Clarke, Frederick, Page, Shenandoah, and Warren counties; Winchester city
- 8: Arlington, Fairfax, Loudoun, and Prince William counties; Alexandria, Fairfax, Falls Church, Manassas, and Manassas Park cities
- 9: Culpeper, Fauquier, Madison, Orange, and Rappahannock counties
- 10: Albemarle, Fluvanna, Green, Louisa, and Nelson counties; Charlottesville city
- 11: Amherst, Appomattox, Bedford, and Campbell counties; Bedford and Lynchburg cities
- 12: Franklin, Henry, Patrick, and Pittsylvania counties; Danville and Martinsville cities
- 13: Brunswick, Halifax, and Mecklenburg counties
- 14: Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward counties
- 15: Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, and Powhatan counties; Richmond city
- 16: Caroline, King George, Spotsylvania, and Stafford counties; Fredericksburg city
- 17: Lancaster, Northumberland, Richmond, and Westmoreland counties; Town of Colonial Beach
- 18: Essex, Gloucester, King and Queen, King William, Mathews, and Middlesex counties; Town of West Point
- 19: Dinwiddie, Greensville, Prince George, Surry, and Sussex counties; Colonial Heights, Emporia, Hopewell, and Petersburg cities
- 20: Isle of Wight and Southampton counties; Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach cities
- 21: James City and York counties; Hampton, Poquoson, and Williamsburg cities
- 22: Accomack and Northampton counties

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A Few Words on *Progress*

The reorganization of adult education that has marked the past year has brought with it new challenges and changing expectations. Now that the first few unsettling months are behind us, we can stop and take stock of where we need to go from here. While not a new concept in some parts of Virginia, regionalization is new to much of the state. The establishment of twenty-two regions rather than over sixty funded programs has meant that even experienced regional leadership teams have had to approach their work differently.

In this issue of *Progress*, we hear from regional program managers who share their knowledge and experience on a variety of topics that will be of interest to adult educators who want to know more about building strong regional programs. Rebecca Scott, Danielle Robinson, and Mary Ellen Dreybus give regional perspectives on the collection and use of data while Tonia Varner writes about developing partnerships to support her region's new PluggedInVA program. Retired program managers Susan Utt and Bette Sneed share information gained from their extensive experience managing regional programs.

In an interview with editor Hillary Major, Susan Clair, Ed.D., the new State Director for Adult Education, speaks about her commitment to supporting programs as they adjust: "It's going to be challenging at first ... I have a lot of confidence in our regional managers' and specialists' ability to bring their regions together, and our office in conjunction with the Resource Center will do everything we can to support [their] needs ..."

A year ago, having only twenty-two adult education regions was only an idea on paper. Today it is a reality. A year from now, many of the challenges regional programs face will be behind them, but it is certain that other, possibly more difficult, challenges will emerge. The programs that develop strong communications, partnerships, and instructional offerings will be the ones that meet each set of challenges and grow from them. The articles in this issue provide a good starting point for new regions and offer important ideas for established ones. Let 2013 be the year of building a strong regional adult education system to benefit adult learners throughout Virginia.



Calendar

November

1-2

Read. Write. Act.
Virtual Conference

7-9

Effective Transitions in
Adult Education
Providence, RI

13-15

Clean Energy Workforce
Education Conference
Albany, NY

28 - December 1

CareerTech VISION 2012
Atlanta, GA

December

3 - January 22

Winter Session Registration
VALRC Online Courses

January

25 - March 21

VALRC Online Courses
Winter Session

February

21-22

VLLC (Virginia Literacy
Leadership Council)
Annual Conference
Richmond, VA

March

13-16

Technology Literacy
Conference
Myrtle Beach, SC

Meet OAEL Director Susan Clair



Susan Clair, Director of the Office of Adult Education and Literacy at the Virginia Department of Education, spoke to *Progress* in late November.

Q: Would you like to say a little bit about your background and how you got into adult education?

I started in adult education and literacy at the Resource Center in 1998-2000. I was hired to be the technology specialist for the Resource Center and project manager for the GTE/LINCS Virginia for Literacy project. In that position at VCU, I coordinated and managed the development of several workforce-related projects to benefit adult learners.

At that time, GTE (which later became Verizon) felt a need from a business perspective to be a partner in workforce development. Through GTE's grant, I designed and developed two websites, one of which was the Workforce Education Lab. This was a site adult education teachers could go to for workplace-related resources. We developed curriculum, workforce activities, and lesson plans that teachers could access online.

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The Workforce Education Lab website was a collaboration between VCU, Old Dominion University, James Madison University, and George Mason University. It was also a cooperative venture with the Center for Literacy Studies at the University of Tennessee and with the National Institute for Literacy. So the project involved bringing together all of these universities and organizations, along with businesses such as Verizon and program managers and others from the field who helped us with the site's content.

I also designed and developed GED Jobs and Beyond, which was one of the first attempts to design and develop a website for adults with low-level literacy skills. I have to mention a good colleague of mine, Dr. Anita Prince, who helped me develop that website and had a lot of input into it. In 1998-2000, the World Wide Web was still evolving; so, the Internet just didn't have many GED® or literacy resources. Our contribution was to provide a website where adults could click on wherever they were located and find information about the GED® test or about jobs. It was pretty cutting edge at the time, pretty innovative.

The other project I worked on was at the Adult Career and Development Center (ACDC) in Richmond. I worked closely with the principal there and, in cooperation with VCU, we installed a state-of-the-art computer lab and also purchased some GED® software for the center.

So, it was at the Resource Center that I first got my start in adult education. After the GTE/LINCS Virginia for Literacy grant ended, I went on to the Department of Correctional Education (DCE), where I was the Instructional Technology Support Specialist. I worked with both juvenile and adult schools in providing technical assistance, training, and resources to both adult education teachers and secondary education teachers who taught in juvenile correctional facilities. I was then promoted to Director of Instructional Technology, and my last position was the Director of Accountability and Educational Technology at the Department of Correctional Education.

A lot of people don't know that we have a significant population of incarcerated adults in Virginia. In most of the adult schools, there are waiting lists for inmates to have access to educational opportunities. *Continued on page 18 ...*

Data Management from Start to Finish

by Danielle Robinson

At Middle Peninsula R.A.C.E., data management begins at the outset,

while responding to the RFP (request for proposal) from any grantor. We respond to an RFP because we want to fund a specific project. To write a persuasive application, we must be able to tell the grantor what we want to achieve and how we plan to document our effectiveness if funded. Data management begins with designing/identifying an instrument or process to gather accurate data. We must identify and define the role of staff in gathering the data. We set aside time to analyze data and make changes as indicated to reach set goals. Lastly, we make sure we have an avenue to share the data to inform and promote the service delivery system with program participants, staff, the grantor, stakeholders, and the community.

With adult basic education, NRS Pro makes it easy to input, analyze, and present data in a way that is clear and concise. The tables and reports make it easy to share information within and outside of the field. The challenge we face is how to gather the data given that our part-time teachers are paid one hour per week for planning, six hours per week for instruction, and

Our staff is right there when we write a grant. Before we set goals and objectives, we ask: Who wants to be responsible for what?

zero dollars for data collection. The challenge is compounded when you add the logistics of serving seven rural localities with classes located more than fifteen miles apart and instructional staff teaching an average of forty miles away from the regional administrative office.

We find that a lot of work has to be done on the front end. Our staff is right there when we write a grant. Before we set goals and objectives, we ask: What is possible? What is realistic? What are potential barriers? Do we, as a group, have the skills needed to accomplish what we intend? And who wants to take responsibility for what? Once these questions have been answered and the goals and objectives have been fleshed out, we divide up and go about developing strategies



The MP R.A.C.E. team never forgets that our data represent individual students and their individual goals.

and activities to help reach the goals we've set and forms to streamline the process of data collection from all staff. This initial buy-in has proven to be very effective in helping our team focus on common goals. Each class has a part-time teacher and an assistant teacher. The team mails in their time sheets, professional development certificates, purchase order forms for needed materials, copies of new student USPD forms, updated USPD forms (with post-test and exit information), and class attendance forms monthly. The rule is that the entire packet must be mailed together as a team to promote accurate and timely data entry.

Supporting the part-time staff has also played a key role in our overall achievements as a program. Our data clerk completes data input in a timely manner and mails a monthly class report to each teacher. The program planner, lead teacher, and/or data clerk review each class report with each teacher. Data is used to identify professional development needs. Together, we do case management to guide in instruction, plan for student post-testing, and initiate strategies to address individual student and overall class retention rates. We identify students for recognition for attendance hours and post-test scores. We also identify staff members for recognition as team players for their investments into the program and for their students' achievements.

Continued on page 11 ...
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Regional Communication Strategies to Achieve Common Goals

by Victoire Gerkens Sanborn

One of the biggest challenges our new regions face involves efficient communication among the new partners. In order for regional partners to become stronger as a group, they need to stay on the same page. According to Phillip Davis, grant coordinator with nonprofit resource center TSNE (Third Sector New England), regular and ongoing regional communication involves building a climate of trust among all the partners, creating a system of shared responsibilities, and institutionalizing lessons learned from the collaboration. Not only should partners stay in constant communication with one another, they should all be clear about the region's key message; its mission, vision, and values; and their own roles in the coordinated effort to provide adult education and literacy services across a wide and diverse geographic area.

Build a climate of trust.

A climate of trust promotes honest dialogue among all the partners, who assume shared responsibility for collaborative work. Contributions made by the region's team members should be equally valued and considered. Although roadblocks and challenges will occur, each team member should be committed to listening openly to all sides and be willing to make the necessary compromises to achieve the group's goals. This means understanding the needs of each partner, discussing expectations, and clarifying meaning and intentions.

All the collaborators should be comfortable stating what they need (or think) in a group setting, knowing their message will be heard. Regardless of their standing in the group, they should be allowed to bring up issues and concerns without being judged. To promote group interaction, regional partners can become resources for each other, expanding options for information sharing. More importantly, team members should be able to lay aside personal motives in order to come to a consensus on group decisions.

Create a system of shared responsibilities.

Excellent internal and external communication plans are vital for informing team members. Communication plans require the implementation of a schedule for disseminating information and an action plan for coordinating shared responsibilities. A program manager must first determine the strengths and skills of team members: Who will coordinate meetings? Who will distribute information before and after each meeting? What are the key messages? For what purpose do we communicate? To instruct? Inform? Persuade? Which media will we use? In how many languages? Who can best disseminate this communication?

Fewer mix-ups occur when one person oversees the communication plan, preventing duplication of messages, miscommunication, and confusion. The coordinator also assesses the effectiveness of outreach materials and ongoing communications. Online communications that involve emails, social media, websites, apps, and other electronic means require regular updates to stay relevant and often require one individual to oversee the weekly or bi-monthly changes and additions.

Another team member could be responsible for regional meetings, setting down the ground rules for meetings and clarifying roles, responsibilities, and the processes for decision making. The length of meetings and when and where they should be held is dependent on the context and topic. Often a conference call or online meeting using software such as **TeamViewer** will serve the purpose just as well as an on-site meeting while saving valuable travel time. These days, meeting apps; online social calendars; and **Doodle**, a free online scheduler, make scheduling a meeting less time consuming. Placing documents online on **Google Docs** or a wiki allows for easy information sharing, proofing, and editing, and an electronic **dropbox** helps to cut down on massive paper filings by allowing documents to be shared online. Another time-saving strategy is to schedule an "as needed"

Continued on back page ...

Managing to Make the Most of Your Region

by Susan Utt



As a retired regional program manager and as a "TTAC'er" (Targeted Technical Assistance Contractor), I was asked to attend the recent Program Managers' Meeting in Williamsburg. I had the unique opportunity to listen to the presentations and envision the opportunities and challenges ahead without the burden of thinking, "How will I get everything done?" As I listened to the regional presentations, I was impressed with the leadership of the program managers and the diversity of the twenty-two regions both in geography and population. While thinking, "Thank goodness I am retired!" I also felt the creative juices flowing, imagining all of the possibilities in tackling the challenges ahead.

In some ways it seems that everything is new – new regions, new mission statement, new strategic plan, new grants, new program managers, new GED® testing, and even a new state director. While everything seems to be changing, the great need for adult education services remains firmly in place and growing. Yes, Virginia's world of adult education is changing, but the needs, dreams, and goals of our adult learners are the same. They want to be empowered through education to provide better lives for themselves and for their families. However, with the demands of the new 21st century skill sets, meeting the need to empower adults through education is changing.

While the challenges of all that is new could become overwhelming, I have some very basic advice to offer to regional program managers.

First, keep focused on what is important, and the rest will fall into place. Be as "hands on" as possible, but delegate responsibilities when appropriate. Utilize your regional specialist. He or she is your "new best friend!"

What else is important for a regional program manager?

- Embrace your adult learners.
 - Take time to listen to their stories and their needs.
 - Visit them in the classrooms.
 - Remember, they are the only reason your regional program exists.
- Support your teachers.
 - Communicate with them and keep them informed.
 - Visit them in the classroom and allow additional time for personal conversation.
 - Provide paid professional development.
 - Equip them with the needed technology and instructional materials.
 - Make sure they know you value and respect them as professionals.

- Understand the nuances of the jurisdictions that make up your region.
 - Have “point people” in each jurisdiction who can make contacts for you and inform you of grass root needs and opportunities.
 - Work with your advisory committee, keeping them informed and committed.
 - Network in all jurisdictions.
 - Find a good balance in meeting the needs of rural and urban areas.
- Develop strong partnerships.
 - Make sure you have a place at the table where important decisions are made.
 - Collaborate with others to develop opportunities for combined resources, referrals, and potential community and workplace classes.
 - Advocate for your regional program.
- Understand your data.
 - Study classroom data reports.
 - Utilize the potential of the NRS.
 - Correct problems and celebrate success on an ongoing basis.
 - Make sure you are on track for meeting your regional targets and goals.
- Manage your finances.
 - Have a solid understanding of the complex financial “pots” of your regional program and the multiple budgets within the regional budget.
 - Stay on top of the money flow, wisely spending all that you are allocated but not running out of money too soon.
 - Talk with your financial agent and ask questions.
 - Utilize OMEGA.
- Read and reread your one-year and three-year grant narratives.
 - Be inspired by your needs statement and work to meet it.
 - Chart the goals and objectives in the narratives to keep you on track.
 - As you used OAEL’s strategic plan to write your grant, use it to guide your planning.
- Prepare to be monitored.
 - Go down the checklist and have your house in order.
 - See the monitoring process as an opportunity and not as a punishment.
- Plan for continuous improvement.
 - Involve teachers, staff, adult learners, and community partners in making your regional program a Tier One program.
 - Utilize the Virginia Adult Learning Resource Center.
- Be passionate about adult education and have fun doing your job! 🌱

Susan Utt is a Targeted Technical Assistance Contractor (TTAC) for the Virginia Office of Adult Education and Literacy. Before her retirement, she served as program manager of Northern Shenandoah Valley Adult Education.

TRACKER Paves the Way for Data-based Recruitment, Retention, and Decision Making

by Rebecca Scott

As a program manager, have you ever been frustrated while trying to locate information, connect the dots, and come up with the correct solution? Have you tried to use your program data only to realize that your best information was weeks old before you received it from your classes? Did you ever catch yourself wishing for information that is not collected in the National Reporting System (NRS), like OPT and GED® testing scores or GED® Access Codes? Have you wondered what happened to the woman who called last week promising to join one of your night classes: did she show? did anyone call to tell her we still want her to come? did she respond to the email we sent?

What our field needs is an agile database, a learning management system, which collects our data for recruitment, instruction, retention, and follow-up activities to support and report the success of our learners. That database is now available to adult education programs here in Virginia using FileMaker Pro 12 software.

Learning management systems are hot in education and training circles now. These



Database development: Tommie Sizemore, Data Specialist, and Amy Stutzer, Student Specialist, work with software developer Michael Meade to customize the learning management system.

databases allow companies and institutions to track employee or student learning despite the many starts and stops that we have in adult education. Learning management systems record requirements, participation, and experiences

Birth of the TRACKER

compiled by Mary Ellen Dreybus with the help of memories from Dr. Cynthia Cooper and Jane Skinner

In 2005, Hampton Adult Education, along with all the state programs, was challenged with doubling GED® credentials earned in a single year. For Hampton's program, that meant going from 180 to 360 credentials. Cynthia Cooper, our director at that time, returned from a state meeting and called the staff together. She drew a timeline on a chalkboard with key steps in the process of a learner progressing through our program. She asked a question about each step of the process.

It went something like this:

- How many people call us for information and never come through the door?
- How many people say they'll come to take an assessment but never show up?

- How many people take the assessment but never register for class?
- How many folks qualify for GED® testing but never register?

Cynthia remembers saying that, if we were going to meet the challenge, we needed to be able to go after every person who called, came to the counter, took an assessment, or came to class even once ... that reaching every one of those folks could well add up to meeting our goal.

Over the next several weeks, the front office team led by Jane Skinner, our administrative coordinator, designed a system that would allow us to query for folks who were stuck in a status that should have changed (for example, a client

of the learners involved. The NRS is not a learning management system. It is a system for measuring performance accountability at the state level. It is not nimble or robust enough to direct real-time recruitment, instruction, or follow-up at the program level.

Eight years ago, under the leadership of Dr. Cynthia Cooper and Mary Ellen Dreybus, the adult education program of Hampton City Public Schools created its own local database, which helped them recruit students for their classes. The Tracker, as they still call it, was built by their public school IT department for Mac computers on a FileMaker software framework. It was quite a hit in 2005 at the first meeting of the pilot Race to GED® programs held in Richmond. Many of us left that meeting wishing we had a Tracker system.

Our program stayed on the trail for six years. We called Mary Ellen for details, talked to our IT professionals, and listened when OAEL staff told all of us that adult education programs were not collecting all of the information we needed to succeed. When our program's recruitment and retention performance slipped in PY 10-11, Hampton's Tracker program looked like a solution we had to incorporate. Mary Ellen and her staff graciously joined our staff at the 2011 VAILL in Radford to discuss their database and the many ways they utilized it for recruitment. Two months later we purchased our own FileMaker

who had called for information but hadn't come for an assessment or someone who had registered for the GED® exam but had not shown up). We wanted to generate lists of such folks to call to encourage them to come, hence our "relentless harassment" policy, to quote Cynthia.

Cindy Hessler, an information technologist from Hampton City Schools, developed the database in FileMaker Pro, a system that would capture an individual's name, contact information, and status with a date. We later worked with Anh Lam to make changes as they were needed. We established responsibilities for each of us as to managing the shared database and making the client calls.

We did, in fact, more than double the number of GED® credentials that year and have gone on to increase our number again and again. We think the number one reason for our success is the Tracker's ability to never lose a client. It is a great tool that allows our staff to help students

Reference Number	Log Date / Time	Created By	Log Type
339	10/10/2012 7:02:52 AM	rscott	Initial Registration
338	10/10/2012 6:14:17 AM	rscott	Initial Registration

The Student Information screen captures information from page 1 of the Universal Student Profile Document (USPD).

software, visited the Hampton program to see Tracker in operation, and expected great things to happen.

Then we sat – a little confused. Mary Ellen works in a Mac world and we are PC people. Hampton's Tracker, in effect, was written in a foreign language.

Continued on page 16...

when they come into the office and are not sure where or what they need to do but know they have talked to someone about some step at some time. We have also used the Tracker extensively to gather data for grant writing and marketing. We even nominated Jane Skinner for the 2006 VAACE Distinguished Support Staff Award because of her vision and design of the Tracker: she won!

Keeping track of and using program data is an ongoing project; we are excited about the next step that Rebecca Scott's program has made in developing our Tracker to a new level for use in a region. ■■

Mary Ellen Dreybus is program manager of the Peninsula Regional Education Program (PREP; Region 21).

Partnering

in the World of Adult Education and PluggedInVA

by Tonia Varner

As a new program manager, one of the most challenging aspects of the job has been building partnerships to expand and strengthen the program. Now that I have been doing it for two years, I realize that it is no easy task, but there are some strategies that can help! So, get ready to don your collaboration hat and enter the world of partnering.

Explore options for mutual benefit.

I have found that one of the best strategies is finding common ground with community organizations and employers. Understanding what their goals are and matching them to your program goals will help build a strong foundation for a partnership. As adult education program managers, we are very goal-driven, and sometimes it's easy to lose sight of the fact that everyone around us has goals, too. Sometimes our goals align easily with potential partners and sometimes they don't. Sometimes you need to be creative! I recommend doing some research to find out the goals of potential partners before you approach them. Websites can be a great source of information. For instance, many local WIBs (Workforce Investment Boards) have websites that list their strategic plan. Be familiar

I have found that working with our workforce development office and employment commission has been helpful in making connections with employers.

with this strategic plan and, when you meet with the WIB, tell them how a partnership with your program will help them meet the objectives of their strategic plan. After doing some research, I found out that one of the goals of our local WIB was to increase Career Readiness Credential (CRC) attainment of adult WIA clients by 25%,

We are very goal-driven, and sometimes it's easy to lose sight of the fact that everyone around us has goals, too.

so when we created our PluggedInVA program and asked the WIB to be a partner, we made sure to highlight the CRC attainment criteria for all of the students enrolled. This was one way we were able to obtain funding through the WIB. I also created a special projects position that now coordinates the PluggedInVA program as well as extends local outreach for the CRC. Because this position helps with attaining a 25% CRC attainment goal and educates the community about the CRC, I was able to get WIB funding to support the position. We are now helping the WIB reach their goals, and they are helping us reach ours.

This holds true for businesses, too. If you are developing a PluggedInVA program, try researching what qualifications businesses in your area are looking for in certain positions. We found out that certified nursing aides can be more marketable to our local businesses if they have a medication aide certification in addition to a nursing aid certification, so we added this to our PluggedInVA curriculum. Now businesses will have an easier time finding qualified employees, and our students will have an easier time finding sustainable employment.

Build on preexisting partnerships.

It's true, working with employers can be extremely challenging, especially for some of us who have been immersed in the world of education and not business. This is something that my program struggles with. I have found that working with our workforce development office and employment commission has been helpful in making the connections with employers. They already have experience doing this and know

many contacts in the private sector. Use this to your advantage. The workforce development office has a goal of increasing the number of employers that they partner with and we need to partner with more employers, so the goals align. Since bringing this goal alignment to the forefront, the workforce program manager is now assisting our special projects coordinator with creating a medical field employer focus group to support our PluggedInVA program and to help with CRC outreach. We are still working on this endeavor, but we have a plan and we are beginning to see results. Some businesses have already offered to interview our PluggedInVA students, and some have agreed to participate in our focus group.

Keep partners involved and informed.

The use of planning committees, focus groups, and advisory boards is essential in creating and maintaining partnerships. It requires a bit of extra work, but maintaining these groups will ensure good communication with all of your partners, including our very important local school divisions. I suggest maintaining a strong and active advisory board. In the beginning,

our board met monthly, but now that we are comfortable with the role of the board, we only meet quarterly. During the last grant cycle, I used the advisory board as an external source of feedback to develop our program's three-year plan, which helped align the plan with the needs of all of our stakeholders. The board is also a great way to keep a pulse on the community's needs and to receive suggestions for program improvement. I highly recommend creating planning committees for special projects. I couldn't have moved the PluggedInVA program forward without the help of my planning committee. Each of the committee members brought a different nugget of knowledge that helped craft a viable program.

I hope these ideas offer some help as you begin your partnerships. Just remember, partnering takes time! After two years, I am still nowhere near where I want to be with partnering, but I have at least made the leap. You can do it, too!

Happy Partnering! .:

Tonia Varner is program manager of the Rappahannock Community College (RCC) Regional Adult Education Program (Region 17).

Data Management from Start to Finish

(continued from page 4)

We use data to shine a light on the program, our staff, and our students. Newspaper articles, radio spots, newsletters, and flyers proclaim our achievements with supporting data.

Presentations to school boards, Boards of Supervisors, civic groups, and other stakeholders are avenues to share data-driven program performance information. Using our data in these public arenas adds to the importance and relevance of data collection for each staff member. The regional office staff conduct student surveys to gather additional data from incumbent and exited students to guide in continuous program improvement activities.

We also engage our learners in data collection during the intake process. Forms are provided to learners to help document their achievements of specific program and individual goals. They are able to keep track, share, compare, and compete with one another. A program goal for the first quarter of 2013 is to have 60% of all

learners increase their keyboarding skills to 30 words per minute in preparation for computer-based GED® testing. After initial instruction, learners are given a website where they can practice on their own and a form to document their practice time; they must download a final score to attach to the form and submit it to their teacher. The competition among students and teachers in different localities is getting hotter as the deadline date draws nearer.

We are glad that our combined efforts have resulted in MP R.A.C.E. achieving NRS target goals at all applicable educational functioning levels two years in a row. .:

Danielle Robinson is Regional Program Planner (Region 18). She manages Middle Peninsula R.A.C.E., which serves Essex, Gloucester, King and Queen, King William, Mathews, and Middlesex counties and the town of West Point.

Evaluating Instructional Delivery

by Bette L. Sneed

Evaluating instructional delivery in an adult education program is a key component to managing an effective program. Taking the time to evaluate various aspects of a program is time well spent. It is imperative that evaluation be seen as positive and motivational rather than as negative and punitive.

The evaluation of instructional delivery can be conducted utilizing two different and revealing methods. The first, and most significant, method is observing the instructor in the classroom. Teaching methodology used in the classroom determines if the student is receiving instruction at an appropriate level, if individual student needs are being met, and if a sense of community is developed. When working with adult students, it is most important that instruction be tailored to the needs of the student; otherwise, individuals will “vote with their feet” and not continue to attend class. Observing teachers in the classroom will provide a program manager with a rich knowledge regarding instructional practices and strategies, classroom environment, student engagement, and teacher preparedness and organization.

Teachers should be made to feel as comfortable as possible during the observation period so that the evaluator sees a true picture of a typical classroom. Let the teacher know in advance when you will be attending class for an observation in addition to sharing the purpose of your visit. Putting the instructor at ease during the evaluation session will provide a more realistic classroom environment. During the evaluation, the following criteria should be included in the observation:

- A lesson plan is provided to the observer.
- Lesson objectives and purpose are included in the lesson plan.
- Clear directions and explanations are given to the students.
- The agenda is posted in the classroom or provided to the student.
- Content standards are incorporated into the lesson.
- A variety of instructional methods, techniques, and tools are utilized.



- Instructional strategies match learning objectives.
- The sequence of skills and the pacing of instruction are appropriate.
- The teacher monitors students for learning and understanding.
- Transfer of learning is explicitly taught.
- The teacher interacts equitably with all students.
- Multi-directional communication is encouraged.
- Students' participation in classroom decisions is encouraged.
- Collaboration strategies are taught to encourage students to work with their peers.
- Sensitivity is demonstrated regarding personal issues in adults' lives that create barriers to learning.

Give teachers opportunities to speak directly with the program manager about their individual needs and concerns.

After each observation, the evaluator should meet with the teacher to review the observation, provide examples of effective teaching observed, and give recommendations for teacher follow-up. The teacher should be given the opportunity to comment on this evaluation experience and ask questions as needed. Professional development needs can be determined not only when observing teachers in the classroom but also when talking with each teacher after the observation. These conversations provide valuable information and give teachers opportunities to speak directly with the program manager about their individual needs and concerns. Other benefits of visiting/observing classrooms include showing teachers that they are not working in isolation, helping teachers gain confidence in their teaching ability, providing opportunities for team building, and gathering best practice teaching techniques that selected teachers can share or demonstrate at future staff meetings.

The second component to be utilized when evaluating instructional delivery is National Reporting System (NRS) data. Information can be retrieved for individual classes that will provide data on how many students are enrolled in each class, individual student attendance, and the number of students increasing an Educational Functioning Level (EFL). Monitoring this information throughout the year will allow the program manager to determine student retention and consistency/inconsistency of class attendance. An invaluable question to pose is, "Is the teacher retaining students in his/her classroom?" If so, what is the teacher doing to ensure that students return to each class session? If not, why are students not returning? In many instances, a warm, nurturing classroom that embraces each student is as important a factor as instructional methods. For some students, attending adult education class is a social event as well as a learning experience. Greater learning takes place in a classroom where there is mutual respect, a sense of acceptance, and a feeling of camaraderie.

The use of both classroom observation and NRS data can provide the program manager with abundant information to effectively monitor and evaluate instructional delivery in his or her program. The program manager can help a teacher to grow professionally by using facts gathered during an observation and by analyzing data that includes information regarding attendance, retention, and learner progress. Classroom instruction is the heart of adult education. In order to provide the student with the greatest learning opportunity, the teacher in the classroom must be well equipped to teach. Since many adult education teachers work in remote locations, visiting classrooms, providing feedback, and sharing class data will provide teachers with some of the tools necessary to benefit not only the students in their class, but the program as a whole. Having the opportunity to visit classes and review data can provide the program manager with a clear picture of the effectiveness of both individual teachers and of instructional delivery in the entire program. ■

Bette Sneed is a Targeted Technical Assistance Contractor (TTAC) for the Virginia Office of Adult Education and Literacy. Before her retirement, she served as program manager of Prince William County Public Schools Adult Education.

VALRC Accessing Resources Training Update: for Your Region

by Jeffrey Elmore

Now that the chaos of regionalization is beginning to subside and programs are either bringing things back to normal or creating a new normal, I would like to take a moment to remind everyone about how you can access the professional development services of the Virginia Adult Learning Resource Center. We offer both face-to-face and online training opportunities for all practitioners in Virginia's adult education community; here, I would like to address specifically our face-to-face trainings.

The easiest way to see what's coming up is to visit our website and have a look at the [Upcoming Training page](#). At the top of this page, you'll find a chronological listing of all face-to-face trainings that are currently scheduled. Each entry includes the training's date, its title and ERO SRN, and its regional location. Below the chronological listing is our Google calendar, defaulted to the current month. By clicking on an entry, you can get more specific information about upcoming face-to-face trainings. Entries include not only the title and date, but also the time of the training, the specific location with a link to Google Maps, a description of the training, and an afterwork due date where applicable.

Another easy way to find out what's coming up is through our registration system, ERO. Once you are logged into ERO, there are a couple of ways to find this information. The most general method is to take a look at the Schedule Calendar. To do this, move your cursor over the Course Catalogue tab. A drop down menu will open with a link to View Schedule Calendar. Click on this, and it takes you right to the calendar, again defaulted to the current month. On dates that we have trainings scheduled, you will see "1 scheduled," "2 scheduled," and so forth. Click on the link to find out what trainings are set for that date. Next to each training title is a link to "view" details about the training and registration information. If you are eligible to register, you can do so directly from this screen.

There are several other ways to access this registration page in ERO, but they all require you to know some information about the training

you are looking for. If you've got the SRN, move your cursor over the Course Catalogue tab, and you'll see "search" in the drop down menu. Click this, and it will open a field that allows you to input specific information. Type the SRN into the SRN field, and it will take you directly to the registration page.

There's good news for folks who don't like to search! If you would like information about our upcoming trainings to come directly to your email box, all you need to do is sign up on the [VAELN listserv](#). Two to three times each month, the Resource Center makes announcements about trainings whose registrations are currently open. These announcements include information that should help you make a decision about signing up, such as the time, date, location, and description of the training. The SRNs are also in the announcements, so you can easily search and register on ERO. If you have begun the Virginia Adult Educator Certification Program, you will also receive emails when the next session you are eligible for is offered.

For program managers, regional specialists, and those engaged in planning professional development, we have a couple of different

The screenshot shows the ERO Course Catalog interface. At the top, there is a navigation bar with links for Home, Course Catalog, My Schedule, My Transcript, My Profile, My Programs, and My Evaluations. The Course Catalog section is active, displaying a 'Weekly Calendar View' for November 2012. The calendar grid shows dates from Sunday to Saturday. Training dates are highlighted in green and labeled with the number of scheduled trainings: '1 Scheduled' on Monday (12th), Tuesday (13th), and Saturday (17th); '2 Scheduled' on Friday (16th). A 'Return to Course Catalog' link is visible in the top right corner of the calendar area. At the bottom, there is a footer with 'Terms of Use | Privacy | www.eschoolsolutions.com © 2000-2012 eSchool Solutions, Inc. All rights reserved.'

Schedule Calendar in ERO

ways for you to make requests for us to bring specific face-to-face trainings to your region. October/November and May/April are my open planning periods. At the beginning of each planning period, I send out an announcement over the Program Managers' Listserv asking for training requests for either January-June or July-December. Included in this announcement, you will find our course catalogue with descriptions of all the face-to-face trainings we can offer. My goal for the planning period is to build the following six-month calendar of upcoming trainings. During that time, I will accept your requests and coordinate with other regional programs so that we can make the most of our professional development budgets. However, I know that sometimes situations occur that are unexpected. If you need to make a request outside of the planning periods, we will do our best to accommodate your schedule. Give me a call or email, but be aware that we usually require at least 30 days' notice to plan for a face-to-face training.

The Resource Center is always interested in expanding our training catalogue by developing new trainings to meet the needs of our changing field. If you've got an idea for a training that is not already in our catalogue or would like to propose changes to one of our current trainings, please get in touch with me (804-827-1929 or jaelmore@vcu.edu). I will be happy to discuss any ideas you have. ■■

Jeffrey Elmore is Training Coordination Specialist at the Virginia Adult Learning Resource Center.

VALRC Online Training

by Lauren Ellinton

If online learning is more your speed, don't forget about our facilitated online courses! You can find the [schedule of courses](#) on the VALRC website. Please note our registration windows and course times. These courses are synchronous, meaning that they follow a set schedule and can only be taken during these specific times.

Participation in our facilitated online courses requires the one-time completion of our short tutorial course, How to Be a Good Online Learner. You will register for this through ERO (currently SRN 2012070107), and you may register for it at any time. This tutorial course familiarizes you with the requirements of our facilitated online courses while also getting you accustomed to Blackboard, the platform used for online course delivery. Upon completion of the tutorial, you will send us your Online Learner

Contract agreeing to meet the responsibilities of the online course you have chosen. Once we receive and review your contract, you will be enrolled in the course (as long as there are spaces available).

If you believe that you'd like to try out our facilitated online courses, registration for our winter session begins on December 3 and goes through January 22. We will be offering Beyond Basics: Multilevel ESOL Classes (a six-week course), Adults and Learning Disabilities (an eight-week course), and our brand new Teaching Reading to Adults (an eight-week course). All courses begin on January 25. We look forward to getting to know you in the online courses! ■■

Lauren Ellinton is Online Training Specialist at the Virginia Adult Learning Resource Center.

TRACKER Paves the Way for Data-based Recruitment, Retention, and Decision Making

(continued from page 9)

Our database dreams seemed shattered. We had hoped to build upon the Hampton Tracker, not start all over from the first keystroke.

Fortunately, technology advances seven months later changed everything. FileMaker Pro 12 was released in April 2012, and a major new feature allowed the software to communicate across operating systems. This translation feature allowed our PC computers to upload files from Mary Ellen's Macs. The template for Hampton's Tracker was quickly sent, and we were finally on our way.

In the last six months, with the amazing talent of software engineer Michael Meade from Wise County and daily input from our instructors, we have expanded the database so that our teachers now use FileMaker Pro 12 to report all USPD data items to our data specialist as well as share prospective student information. We have developed class and regional reports for active students that will direct our NRS data entry and prospective student reports that we all use to encourage learners to commit to classes and GED® testing. Mary Ellen calls our new database "Tracker on Steroids."

To show you how the system works, when a person calls our office for information on classes or GED® testing, we now register them for our services on the phone. We start by collecting in the database all of the information on page 1 of the Universal Student Profile Document (USPD). We no longer use scraps of paper or Post-its for addresses, phone numbers, etc. The online secure database is accessible instantly by all relevant instructional staff. An inter-staff communication system within the database allows the person taking the call to alert the teacher at the site to expect this student in class on a specified date. Upon arriving at the class, the student completes the paper USPD form and begins orientation and assessment. The teacher meanwhile uses an iPad, laptop, or desktop to access the database; confirm the page 1 information that is already in the system; add the learner to the class; and enter goals, assessment, and attendance as they happen.

Students who come to classes without calling first have all four pages of their USPD information entered by the teacher. More importantly, students who commit to starting a class and do not show are tracked in the system so that additional attempts to engage the learner can be made quickly with emails, phone calls, and mailings.

As a program manager, the power of the database lies in the fact that teachers and administrators are connected with real-time data. Although mountains, superhighways, or jurisdictional boundaries may separate them, with such a database local teachers, recruiters, data specialists, and managers can see what is happening with every learner at every class site for every

STUDENT LEARNING PLAN - Hontas, Poca

Student Number: 101020120 Student Learning Plan Date: []

Name (First, Middle, Last): Poco, NMI, Hontas

Staff Name: J Stallard

Short Term: improve Math-fractions and decimals. How will you measure success? classwork, online tests, TABE post-test.

Long Term: earn GED and obtain job. How will you measure success? OPT and GED scores, employment.

Reviewer: J Stallard Review Date: 10/25/2012

Goals must be reviewed every 30 hours of instruction.

Goal Information	Set	Target	Met
<input checked="" type="checkbox"/> Increase Educational Functioning Level	10/25/2012	06/30/2013	<input type="checkbox"/>
<input type="checkbox"/> Obtain GED			<input type="checkbox"/>
<input type="checkbox"/> Adult H.S. Diploma			<input type="checkbox"/>
<input type="checkbox"/> EDP Credential			<input type="checkbox"/>
<input type="checkbox"/> Place in Post-secondary Education			<input type="checkbox"/>
<input checked="" type="checkbox"/> Enter Employment	10/25/2012	06/30/2013	<input type="checkbox"/>
<input type="checkbox"/> Retain Employment			<input type="checkbox"/>
Secondary NRS			
<input type="checkbox"/> Increase Involvement in Child's Education			<input type="checkbox"/>
<input type="checkbox"/> Increase Involvement in Child's Literacy Activities			<input type="checkbox"/>
<input type="checkbox"/> Register to Vote or Vote for the First Time			<input type="checkbox"/>
<input type="checkbox"/> Increase Involvement in Community Activities			<input type="checkbox"/>
State			
<input type="checkbox"/> Obtain Career Readiness Certificate (CRC)			<input type="checkbox"/>
<input type="checkbox"/> Obtain Citizenship			<input type="checkbox"/>

Reviewer: [] Follow-up Method: [] Follow-up Date: []

Follow-up must occur within 30 days after exit.

Close Plan

CONTACT LOG - Hontas, Poca

Student Number: 101020120 Log Date / Time: 10/10/2012

Reference Number: 338 Entered By: rscott

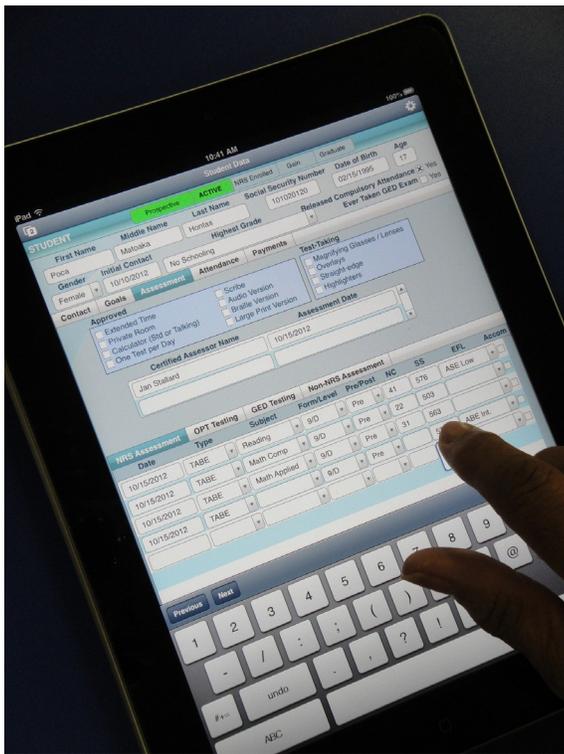
Type: Initial Registration

Description: Student called to start classes in Gate City. Transportation issues. Will attend day class mainly but some night class if her daytime ride is not available.

Actions Needed				
Sent By	Received By	Completed	Date Sent	Date Completed
Scott, Rebecca	Stallard, Janice	Yes	10/10/2012	10/15/2012
Scott, Rebecca	Vermillion, Bill	No	10/10/2012	
Scott, Rebecca	Statzer, Amy	Yes	10/10/2012	10/18/2012

View Action Assign Action Close

Screen shots show a student learning plan with recorded goals (left) and a contact log with information shared by the student and actions taken in response by program staff (above).



This close-up on an iPad shows TABE assessment scores being added to a student record by Gate City instructor Liz Wood. Teachers can also enter data on desktops and laptops regardless of which operating system, Windows or Apple, is used.

learning across the region.

As we face the coming 2014 GED® test, all Virginia adult education programs are committing special efforts to partially passing and non-passing GED® examinees. Many of us are in the process of developing or implementing PluggedInVA cohorts, another special population that a database can track. Both of these efforts, as well as your program improvement efforts, will benefit from the tracking capabilities of a local, agile database.

If you are interested in learning more about our learning management system, please contact Mary Ellen; me; or Tom Suh at OAEL, who has been very helpful in our efforts. Improved teacher and administrator dashboards, customized reports, and an NRS interface are some of the enhancements we hope to build and share with other programs soon. We welcome your ideas and your participation. 🌱

Rebecca Scott is program manager of the Regional Adult Education Program of Lee, Scott, Wise and Norton Public Schools (Region 1; www.race2ged.org or 276-386-2433).

class session. We believe that it is critical to contact learners who start missing classes and that, after three misses, the bond between our program and the learner has been broken. We also believe that we need to do repeated, intensive attempts with those learners who contact us for services and are slow to begin instruction. The database allows us to engage and document the results of our efforts.

Data security is a primary requirement for the management system. All of our users – our instructors, data specialist, student recruiters, and the program manager – must log in with proper privileges before access is given. Data is securely transferred using SSL encryption, allowing only valid users to view, update, or extract information. Critical database backups run once every hour with a master backup once every 24 hours. In addition, internal and external backup files are maintained to protect against hardware failure or to restore data.

Our seven-week-old newborn database allows us to recruit, instruct, and retain learners as well as direct them along their career pathways. This fall, we already have more prospective learners in our database than we served in classes all of last program year. Many of our classes are documenting record enrollments. We also have a 76% increase in the use of blended or distance

Meet OAEL Director Susan Clair (continued from page 3)

So DCE would provide ABE, GED®, and ESL instruction for inmates, and my role was to provide technical assistance and training to teachers, especially on educational software. We implemented educational software such as Instruction Targeted for TABE Success (ITTS) to engage adult learners in preparation for the TABE test, and Reading Horizons, because we had quite a few adult learners who had very low reading skills. I was involved in a distance learning project that broadcast *GED Connections* videos to adults who needed access to educational resources outside of school. I also trained inmate tutors on how to use interactive whiteboards and educational software. That was a really good experience because I saw the need that incarcerated adults have for adult education and literacy.

Q: As you get started in your current role as Director of the Office of Adult Education and Literacy, do you have anything to say about your focus or the priorities for the office?

Yes. One of my priorities is regionalization and providing technical assistance, support, and professional development around regionalization. In the next six months, I want to visit and get to know as many of the regional programs as my schedule permits. I want to talk with the program managers, the regional program specialists, the teachers, and some of the adults. It's important for me to be visible and to be a hands-on leader, because I'm going to be making decisions about our programs.

I want to learn more about what the issues and challenges are for regionalization, and, let me say: It's going to be challenging at first. The regions will have to be able to share ideas and learn together, and sometimes that takes a while. I don't see this happening overnight or in

six months or possibly even a year: change takes time. Dealing with changes can be challenging, but we have proven that there are regions in the state that have successfully collaborated and worked together. I have a lot of confidence in our regional managers' and specialists' ability to bring their regions together, and our office in conjunction with the Resource Center will do everything we can to support the needs of the regions.

Q: What are some of the things you hope will come out of the regionalization effort?

I'd like to see us building on the strengths of each individual program. As regions, what we're doing is pooling our resources, our ideas, our strengths, our knowledge, and our diversity together to accomplish a vision for adult education and literacy.

With the changes in the global economy and the competitive skills that our workforce needs, we can't work in isolation anymore. We have to work together in teams; we have to focus on collaboration and communication. The field needs to be more aware of our economic needs and the trends that we're seeing in workforce education and training, so I see regionalization as being a shared way of meeting the needs of the competitive global economy.

Q: Do you have any suggestions for those who may be managing a region for the first time?

Yes: Be a good listener. I think listening to one another is probably the most important communication skill right now. Someone may be facing a problem or an issue that someone else can assist them in resolving, so managers need to listen to their regional partners and problem solve together.

It's going to take time. Several years ago, I was a part of a regional consortium that came together to meet the goals of a technology grant. It was hard at first; it was a bumpy road. We didn't know who was leading and who was following. We had large and small school divisions, rural school divisions, the Department of Correctional Education, private schools: Different people had different agendas. It took

**Be a good listener.
Listening to one another is
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We've got a lot of work to do to move forward with the new GED® test, and my expectation is that the field will move swiftly.

us the first couple of years to learn about each other in order to effectively work together.

I'd like to see our current regional adult education programs involve the community-based organizations (CBLOs) more. CBLOs bring a unique perspective to a region, and I would like to see them involved to the extent that they want to be a part of the region.

To be successful with regionalization, it's going to take time, commitment to collaboration, sharing of knowledge and experience, and programs working as regional teams.

Q: In addition to regionalization and preparing learners for the global economy, are there other priorities of the office that you'd like to mention?

Certainly PluggedInVA is going to be a focus. Programs can be very difficult to implement, but we've proven, through hard work, through dedication, through far-seeing leadership in the southwest program, that this can be a very successful model. One of the things I want to focus on is enhancing and expanding PluggedIn. I want other states to look at Virginia and say, "Wow, this is an exemplary Career Pathways model that we can emulate." I want the Governor and Superintendent Patricia Wright to know that PluggedInVA can be a successful Career Pathways program and that it's an adult education program at its very heart. PluggedIn is a high profile program now, and it's going to continue to be a focus, because it's got the whole package: the GED® credential, the CRC credential, plus some type of postsecondary or job training that eventually leads to a job. The message we're sending to learners isn't "just get your GED® credential," it's "get your GED® credential and add another stackable, recognizable certification or credential."

As you know, another focus is going to be the 2014 series GED® test. We've got a lot of work to do to move forward with the new GED® test, and my expectation is that the field will move swiftly to put the 2014 test in place. Computer-

based testing is the way assessment is done today, in K-12 as well as other settings. Right now, we have eight sites that have a computer-based assessment in place, but I would like to see more by at least June 1 of next year.

The other really important initiative is going to be advancing educational technology in adult education and literacy. I'm really interested in looking at ways in which we can use technology, not only in instruction but also in adult education administration. We have a lot of youth right now who have been raised with cell phones, and we've got some savvy program managers around the state who are doing some innovative things with technology for instruction (sending GED® content over cell phones for instance), using iPads for instruction, and piloting an adult education learning management system database. One of the possibilities I'm looking at now is taking some of the innovative ideas from our leaders in the field and running some pilot projects with technology.

Q: Is there anything else you'd like to say to *Progress* readers?

Yes: My first priority is always going to be on ensuring that adults in Virginia have access to high quality adult education and literacy programs. My focus is always going to be what's in the best interest of our adults. The adults who come to our adult education and literacy centers may need just that little bit of extra attention from a teacher or a tutor to really nurture their interests and help them further their education or training. I'm always looking at adult education through the lens of supporting our students and the field.

And the other thing is the strategic plan. That is our compass for adult education and literacy right now, and I'll continue to implement the goals and objectives in the strategic plan, with the help of the Resource Center and the field.

I recognize that I'm coming into this position at a critical time. There are changes in regionalization, in the coming 2014 GED® test, in data monitoring and accountability, and I need to provide leadership in all of these areas. But, ultimately, these are good changes and a good challenge for me. It's an exciting time for adult education and literacy. ■

Regional Communication Strategies to Achieve Common Goals

(continued from page 5)

meeting or form ad hoc committees as situations needing group input arise.

Institutionalize lessons learned and best practices.

Collaborative work and meetings will have very little impact if the team has not agreed upon outcomes and developed strategies for monitoring those outcomes. Partners must be held accountable for their actions and live up to their roles and responsibilities, adapting, adjusting, and modifying as data indicates. Evaluation meetings promote reflective action. How were objectives achieved? Did the process work? How do we learn from the experience? Are we doing better than we thought? Why?

The Lincoln Institute of Land Policy's regional collaboration webpage provides an excellent roadmap for implementing lessons learned:

Seven Habits to Move from Vision to Action

1. Think regionally and act at whatever level makes sense.
2. Anticipate the challenges of implementing regional strategies.
3. Develop an implementation plan and schedule as part of your regional action plan.
4. Seek ratification among all relevant constituencies.
5. Clarify participants' personal commitment to the regional vision, plan, and agenda.
6. Present the regional vision, plan, or agenda to key decision makers and leaders in the public, private, and non-government sectors.
7. Celebrate progress and monitor implementation.

In conclusion, effective communication planning will help Virginia's twenty-two adult education and literacy regions to make an enormous impact collectively and achieve a stronger, clearer voice for their clients and in their communities. ■

Victoire Gerkens Sanborn is Literacy Specialist at the Virginia Adult Learning Resource Center.

Resources

[Engaging in Collaborative Partnerships to Support Reentry](#): Coaching Packet from the Center for Effective Public Policy

[Collaboration and Collaborative Leadership](#) from the Ohio Community Collaboration Model for School Improvement

[Four Keys to Collaboration Success](#) from the Fieldstone Alliance

[Regional Collaboration Tools](#) from the Lincoln Institute of Land Policy

[Monitoring Outcomes](#) from the Lincoln Institute of Land Policy

TSNE – Just Communications Video

Log: Providing Nonprofit Executives, Board Members, Managers, Staff and Volunteers with Practical "How-to" Strategies to Help their Organizations Be More Effective