



Community Commitment: Northern Neck Programs Explore Every Avenue

by TONYA CREASY

Collaborations for adult education and literacy began in the Northern Neck in 1986, with the formation of a regional adult education and literacy program. Large and small partners joining together created the catalyst for getting things done in the Northern Neck. In 1996 efforts were made to begin the collaboration process that would reinstate local adult education programs within the Northern Neck. As problems arose, give and take between the partners became the means of finding solutions in the collaborative process. Volunteers, ABE teachers, the Northumberland County Department of Social Services, regional and local jails, other public school systems, and County Boards of Supervisors joined together to work through the issues and make acceptable decisions for each locality. Finally we entered into a competitive bidding process for adult education programs within Planning District 17. Northumberland County Public Schools became the fiscal agent for our newly formed regional program, and three other school districts supported this regionalization concept.

Yes, we were successful in forming a coalition and developing a plan, but we still didn't have a formal regional adult education program. We were faced with a competitive grant process, and the future seemed rather bleak. Discussions in October 2004 with Northumberland's school superintendent resulted in placing a formal regionalization concept on the table for the other three school

superintendents to consider. A case was made for the other three school district superintendents and their school boards to accept regional governance responsibility for our regional adult education program. The four superintendents and school boards supported the resolution. In November 2004, our ABE regional program was approved, and ABE joined the K-12 regional programs under the

governance of Planning District 17's Superintendent's Regional School Board. Our region is now in a better position for a competitive bidding process. However, more needs to be done.

The oldest collaboration group in the Northern Neck is the Regional Literacy Coordinating Committee (RLCC), created in 1987 to support communication and provide opportunities among literacy service providers, the community at large, and business resource organizations. Its mission is to promote literacy in the Commonwealth and to help its residents achieve their full potential to participate effectively as members of the workforce and community. In 1999 the Rappahannock Migrant and Seasonal Worker Council followed. The mission of this organization is to address issues that affect migrant, seasonal, and H2A workers and their employers. Currently, the council is very concerned about the health issues of this population. It is encouraging individuals, health organizations, hospitals,
Continued on page 12 ...

In This Issue: Collaboration

- 1 Community Commitment
- 3 Click: On Fair Use
- 4 Collaborative Grants
- 5 ProLiteracy Conference
- 6 100% Commitment
- 7 Program Manager's Mtg.
- 7 2004 GED Statistics
- 8 Elliott Sadler Commercials
- 10 Alcoa Scholarship
- 10 Return of VAILL
- 11 DCE Joins Race to GED
- 13 ESOL Grant Award
- 14 VALRC News
- 15 Book Review
- 16 Adult Ed. Funding Update

PROGRESS

Progress is published by:
Virginia Adult Learning Resource Center
Virginia Commonwealth University
1015 West Main Street
P.O. Box 842020
Richmond, VA 23284-2020
www.aelweb.vcu.edu

Permission is granted to reproduce articles from this newsletter. Please credit the author and *Progress*.

Subscriptions are free to Virginia residents. To subscribe, contact the Virginia Adult Learning Resource Center at:
(800) 237-0178
(804) 828-6521
vdesk@vcu.edu

Submissions and letters to the editor are welcome. Contact:
Randall Stamper,
(804) 828-6521 or
(800) 237-0178.
We reserve the right to decline publication.

Director of Adult Education and Literacy
Yvonne Thayer, Ed.D.

VALRC Manager
Barbara E. Gibson

Editorial Team
Editor
Randall Stamper

Designer
Stephen Grainer

Team Coordinator
Victoire Gerkens Sanborn

This product was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department should be inferred.



A Few Words on *Progress*

Collaboration. It's big word and a big job. But after you read this issue of *Progress*, I think you will agree that, as complex and difficult as it might be to achieve, when handled well, collaboration can have some amazing results.

The successful collaborations profiled in these pages highlight programs and projects at the local, state, and even national levels. Tonya Creasy's front-page article describes the creation of the Planning District 17 Regional Adult Education Program and the many other collaborative efforts being undertaken in the Northern Neck. The Race to GED could not achieve significant results without numerous partnerships and cooperative ventures. One exciting project has been the making of two Race to GED television commercials with the generous participation of NASCAR, Lowe's Motor Speedway in Charlotte, NC, and NASCAR star Elliot Sadler. Another project, the City of Danville's workplace education program, demonstrates how employers and education providers can work together to help win the Race to GED. Finally, the successful EL-Civics grant proposal developed by representatives of VALRC, two community colleges, and an adult education program shows that several different educational organizations can partner to advance ESOL and workforce development.

With the potential funding cutbacks threatening adult education, collaboration in all of its complexity seems to be an increasingly more appealing way of leveraging resources. To help you get started, we have included an article with practical tips for writing successful collaborative grants and a review of a report about collaboration in adult education.

Spring is the time for new beginnings, and this spring seems to be the perfect time to start a new collaborative project or to revitalize an existing one. Use this issue of *Progress* for information and inspiration.

Sincerely,



Calendar

March 29-April 2

TESOL Convention
San Antonio, TX
www.tesol.org

April 4

VALRC Online Courses
Register by March 23 at
[www.aelweb.vcu.edu/
training/online/](http://www.aelweb.vcu.edu/training/online/)

27-29

VAACE Conference
Virginia Beach, VA
www.vaace.org

May 4-7

COABE Ntl. Conference
Anaheim, CA
www.coabe05.org

July 11-13

VAILL
Radford, VA
More info in spring issue
of *Progress*

14-15

ESOL Institute
Harrisonburg, VA
More info in spring issue
of *Progress*

25-26

ESOL Institute
Williamsburg, VA
More info in spring issue
of *Progress*

August 4-5

Adult English Literacy
Providers of Northern
Virginia Conference
George Mason University

Copyright is a hot topic these days. Artists and companies decry the unauthorized distribution of their copyrighted materials, while others grow tired of the “old-fashioned” school of thought about how created works are owned and acquired. To top it all, the rapid adoption of technology and the Internet seems only to exacerbate the problem. Because education relies on copyrighted materials of many types, a solid understanding of copyright and fair use laws is vital to today’s educator.

Copyright: A Basic Primer

Copyright exists to protect creators’ rights to their work, whether that work is literary, musical, visual, or intellectual. Ownership of the copyright in a work secures five basic rights including:

- the **right to reproduce** that work,
- the **right to produce derivative works**,
- the **right to distribute** that work,
- the **right to publicly display** that work, and
- the **right to publicly perform** that work (in the case of dramatic, musical, or other performance-based work).

Copyright protection is granted automatically to an artist the moment a work is created; registration is not required for a work to be protected. In cases where a work is produced by an employee in the course of their employment or by commission, the employer owns the copyright. The copyright of a work is valid for the life of the artist plus an additional 70 years, or for 95 years after the publication of a work in the case of “work made for hire.”

Fair Use and You

So if an artist, writer, or researcher reserves these rights to a work for such a long time, how can an educator possibly use these materials without paying exor-

| Type of Media | How much can you use? |
|--------------------------------------|--|
| Poetry | The entire poem if it is less than 250 words; otherwise, no more than 250 words. |
| An article, story, or essay | The entire piece if less than 2,500 words; otherwise, an excerpt of 1,000 words or 10% of the piece, whichever is less |
| Chart, graph, illustration, or photo | Only one per book or periodical issue |
| Books | No more than a single chapter |

How much can you use under Fair Use guidelines? Check this handy table for help.

bitant fees? Well, copyright law allows for fair use: limited use of copyrighted works for commentary and criticism. Fair use exists so that educators and others can comment on copyrighted work. How do you know if your use of a work falls under fair use guidelines? There are several factors to consider.

- **The purpose and character of your use:** Does your use of the work help create something new, or are you merely reusing it? Most educational use qualifies as a discussion of the work.
- **The nature of the copyrighted work:** Factual works are more viable for fair use than fictional works, because facts themselves aren’t copyrightable, and their circulation benefits society.
- **The amount and substantiality of the portion taken:** The less you use, the safer you are.
- **The effect of your use upon the potential market:** If your use of a work will affect the marketability of that work adversely, it is less likely to be considered fair use.

In addition to the above guidelines for fair use, which apply to anyone, there are further guidelines specific to educational uses.

These guidelines allow educators to copy portions (see table above) of a published work for use in the classroom provided that the number of copies is no more than the number of students, that students aren’t charged any more than the cost of making the copies, and that

the copies aren’t meant to replace textbooks in the course. Materials specifically created for educational purposes such as textbooks, standardized tests, and workbooks may not be copied unless permission is explicitly given from the publisher. The decision to copy should be made by the teacher (not administrators) and should be spontaneous—that is, if copying is planned well ahead of time, the teacher should instead seek permission from the publisher. Permission should also be obtained before using the same copied work from one class term to another. Finally, the teacher should make copies only nine times per class term and should only include one short piece from a single author or three pieces from a single compilation or periodical.

For more information on copyright and fair use, I highly recommend visiting www.copyright.gov and <http://fairuse.stanford.edu>. In the next issue we will talk about new reforms in copyright that can give you more control over how your own work is used. ■

References

- U.S. Copyright Office.** United States Copyright Office. 24 Feb. 2005 <<http://www.copyright.gov/>>.
- Copyright & Fair Use.** Stanford Copyright & Fair Use Center. 24 Feb. 2005 <<http://fairuse.stanford.edu/>>.

Seeking a Win-Win Situation: Writing a Successful Collaborative Grant

by VICTOIRE GERKENS-SANBORN



Tips for Writing a Collaborative Grant

- Find agencies across an appropriate cross section in the region who share a common vision and have the necessary expertise and skills.
- Choose partners for their ability to adapt and compromise, attend meetings, share findings and concerns, and meet assigned deadlines.
- Elect a convener (lead) agency with a regional reputation and renowned leadership skills.
- As a group, define concrete and attainable goals and objectives.
- Establish clear lines of frequent communication.
- Delineate roles and responsibilities for each agency.
- Have all partner agencies sign a collaborative contract or letter of agreement, and agree to a contingency plan should key personnel in their organizations suddenly leave.

Each year more and more funders are encouraging grant seekers to write collaborative grants. The reasons are clear: streamline regional services to prevent duplication, promote communication between agencies, and take advantage of each other's expertise and strengths. But writing a collaborative grant is extremely challenging. Before putting pen to paper, you might want to follow these key steps.

Begin negotiations well in advance. In an ideal world, organizations should begin to talk six months to a year in advance of a grant deadline. Regions considering applying for state money this spring should be meeting and negotiating at present. In addition, Nancy Faux, who recently wrote a successful collaborative grant with John Tyler Community College (see story, page 13), advises you to "seek a win-win situation. You have to think about what you might need from a partner and then search out someone who can provide that for you."

Assess the situation. Partners should identify a regional need, one that has a reasonable chance of success. Then discuss your region's capacity and commitment to work out a solution. Nancy Faux's partners initially discussed their visions. "You can do it in one good meeting to get started," she said. "Then you need to follow up with additional meetings."

Choose and design the project. As time passes, some agencies might drop out of the negotiations, and new ones may be invited to fill in crucial gaps. This process allows the partnership to benefit from the insights of a wide spectrum of organizations. Faux likes the synergy of these meetings. Her concern?

"Collaborative grants are hard to coordinate. You need to learn to communicate well and clarify responsibilities."

Before committing plans to paper, you must be able to ask the right questions. Let's say your region is interested in applying for a grant from the Virginia Department of Education. One major concern will be fulfilling NRS requirements. Questions your group will need to address include: Which agencies in our region can best serve low-level literacy clients? Will I need to partner with several of these organizations? Can they deliver what they promise? Which agencies teach intermediate to advanced ABE students? GED students? Advanced ESL population? How many partners should join this collaboration? How many clients can each realistically serve? Will services be available across our region on days and at times convenient to our clients? Which agency should be the convener agency? (This is the agency in charge, the one that collects and sends data and manages and distributes grant funds.) This choice is extremely important. Often a funder's decision to award a collaborative grant rests on the ability of the convener agency to administer the grant and lead the collaborative effort.

Hammer out the fine details. Work on the specifics, "who, what, where, when, why, and how." Can your team summarize the project in two sentences and articulate a clear vision? Are goals and objectives specific, measurable, and achievable? Are duties assigned? "People have to know their roles," Nancy Faux cautions. "You will need to spell out exactly what they have to do." Are agreements signed? If gaps in expertise are identified, can you describe how you will contract expert services and how much this will cost? How will you hold

ProLiteracy to Bring Adult Literacy Practitioners to Tucson

by ROCHELLE A. CASSELLA

partner agencies accountable? Do you have a contingency plan for unforeseen circumstances when an agency loses an important employee or is suddenly unable to fulfill its end of the bargain? Are the guidelines for reimbursements clear and legal? Answers to these important questions will not only instill trust in partner agencies, they will impress the funder.

Write the grant. While all partner agencies contribute their expertise and help, you should choose one person to write the grant. Elect others to help with research, proofreading, and editing. Submit a final version to the entire committee for comments. Then ask someone outside the partnership (“fresh eye”) to review the final version of the grant and compare it to grant requirements. Attach any materials that will help the grant committee, such as resumes, dates and hours of program operations, and proof of prior successes.

Do not give up. If you do not succeed, find out why. Make the suggested modifications and resubmit the grant the following year. Perseverance and fine tuning are often rewarded.

For more about writing collaborative grants, go to the Virginia Adult Learning Resource Center website at www.aelweb.vcu.edu and click on Resources. Then click on “Grants and Funding” under the Program Development Websites heading. ❖

Victoire Gerkens Sanborn is the Director of the Literacy Support Center. Since 2002, she has served on three grant-writing committees that were awarded close to \$4 million in grants.

ProLiteracy Worldwide, the world’s largest organization of community-based literacy programs, will hold its annual conference in Tucson, Arizona from October 26–29, 2005. The event is expected to attract as many as 1,000 adult literacy and basic education leaders and professionals to the Starr Pass Marriott Resort and Spa.

The conference offers more than 80 professional development workshops for program managers, trainers, volunteers, and teachers working with adults who want to improve their literacy skills or for whom English is a second language. To better meet their individual professional development needs, attendees will be able to select workshops from one of six program strands; a seventh strand will offer topics specially selected to meet the needs of the adult students who attend the conference.

The program begins the evening of Wednesday, October 26 with a keynote address by Willard (Bill) R. Daggett, Ed.D., president of the International Center for Leadership in Education. A former teacher and administrator with the New York State Education Department, Dr. Daggett is recognized worldwide for assisting schools in moving their education systems toward focusing on the skills and knowledge that students need in a technological, information-based society.

In addition to a luncheon celebrating the accomplishments of adult learners, the conference features an annual banquet. This year’s banquet guest speaker is award-winning poet and author, Jimmy Santiago Baca. A troubled teen of Chicano and Apache descent,

Baca did not learn to read and write until, at the age of 21, he began serving a five-year sentence at a maximum-security prison. He is the winner of the Pushcart Prize, the American Book Award, the National Poetry Award, the International Hispanic Heritage Award, and, for his memoir *A Place To Stand*, the prestigious International Award.

“We are honored that Dr. Baca accepted our invitation to address our conference attendees,” said Robert Wedgeworth, president and CEO of ProLiteracy Worldwide. “His story is one that everyone — literacy student and literacy practitioner — will relate to and be inspired by.”

For more information about the conference, visit www.proliteracy.org/

About ProLiteracy

ProLiteracy Worldwide represents 1,200 local program affiliates in all 50 states and operates 95 partner programs in 50 developing countries. Through this extensive global reach, ProLiteracy provides the training, technical assistance, materials, and other support that local literacy programs need to assist adults and their families to acquire or improve their literacy skills. These affiliates and partners work with more than 350,000 adult literacy students each year. ProLiteracy Worldwide has its headquarters in Syracuse, N.Y. For more information, please visit ❖

Provided by ProLiteracy Worldwide

100% Commitment

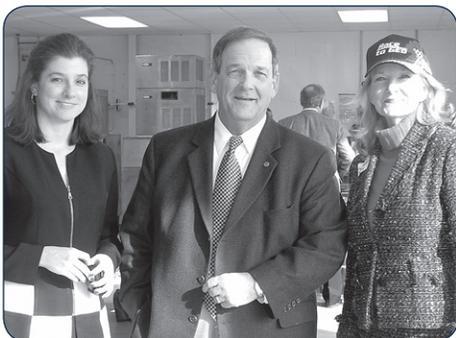
City of Danville becomes Race to GED pilot program

by ANDREA WITT

In today's competitive job market, complicated with plant closings, employee layoffs, and a weak economy, it is becoming more and more difficult for adults who do not have an education to find jobs. Not only does not having an education affect individuals who are seeking employment, but it also affects the economic development of communities that are trying to attract businesses to their areas. This is why, when approached by Patty Shortt, Workforce Development Specialist for the Office of Adult Education and Literacy, I embraced the idea of the City of Danville being the pilot program for Governor Mark Warner's initiative called Race to GED. Our vision is to have a 100% educated workforce and encourage other businesses and organizations to do the same.

While a wonderful initiative on the surface, we realized that it would not be an easy task. But the City of Danville is committed to do whatever it takes to educate our workforce. In order to identify those without a record of a GED or high school diploma, we first completed an exhaustive search of the city's personnel files. We then contacted those employees who our records showed lacked a GED or high school diploma. Initially

Andrea Witt, Jerry Gwaltney, and Patty Shortt met in Danville to outline the city's participation in the Race.



Jerry Gwaltney, City Manager of Danville, meets with city employees to discuss the Race to GED. Sixty-three employees joined the Race.

104 employees were identified by the personnel file search. That number was reduced to 87 because several of them had received their GED but had not updated our records.

All of the participants were invited to a kick-off event on December 8th, 2004 to introduce them to the program and to let them know that the City of Danville was 100% behind them in this endeavor. This is a voluntary program. There are no repercussions for employees who choose not to pursue their GED. Currently we have 63 employees in the program. Twenty-eight have been identified as eligible for Fast Track. The classes for the Fast Track employees started February 28, 2005. We will begin a second round of classes in approximately 3 months. The classes will be held on-site and during work hours. Employees that complete a GED or high school diploma will receive a one-time monetary bonus. We will also reward progress through the

program as participants improve by several levels.

This initiative takes a solid commitment from the top, involvement and commitment of the departments, and flexibility with program decisions. Do not make the assumption your employees are not interested because they have not already pursued getting their GED. The excitement and commitment from our employee base is overwhelming. An opportunity is all they needed.

We are thrilled about the support we have received from the City Manager and department directors in the city, as well as the excitement from the participants who are taking on this great challenge. The City of Danville is devoted to this cause, and we will support our employees every step of the way. ❖

Andrea Witt is Director of Human Resources for the City of Danville.

Program Managers Meeting Stresses Collaboration Among Programs, Employers, and Community Colleges

Representatives from the Department of Education, the Virginia Community College System, Correctional Education, and the Virginia Employment Commission gathered together with adult education program managers on January 10 at the Virginia Crossings Resort in Richmond to discuss how to streamline collaborative efforts. The theme of the meeting was "Career Development for GED Graduates," and the attendees spent several hours discussing current efforts and future possibilities.

"This is a very exciting group of people to get together at the same time in the same room," observed Dr. Yvonne Thayer, Director of the Office of Adult Education and Literacy.

After a presentation outlining the mandate for adult education in Virginia by Dr. Thayer, Rose Harrell Johnson, Vice Chancellor of Workforce Development Services for the Community College System outlined the progress being made with the Middle College, The Bridge Partnership, and the Career Readiness Certificate (CRC). Citing Governor Warner's desire that GED graduates also earn a CRC, Johnson stated that to date, 5200 people have earned CRCs and suggested ways in which programs could partner with community colleges to streamline efforts and reduce duplication of services.

After a brief break, representatives from the colleges sat down with the program managers from their areas and turned to a list of questions provided to prompt discussions about collaborative efforts. The questions on the list included, "How can we promote workplace literacy?" "How can we significantly increase GED testing opportunities" and "How can we operate together in a seamless way to offer secondary and postsecondary educational services?" The discussants took copious notes about possible approaches, and the discussion opened up into other areas such as how the colleges could serve the needs of advanced ESOL students and how programs could better partner with employers. Perhaps the most beneficial result of the meeting was that these people got together, got to know each other, and realized what each had to offer.

The second day of the meeting included discussions among program managers about working well in their regions to promote the Race, as well as presentations by Jane Swing (content standards), Dr. Thayer (reauthorization and grants), Bob McGilivray (GED testing data), and Carol Chafin (Fast Track evaluation). This day was highlighted with an address by Mr. Jerry Gwaltney, City Manager of Danville, wherein he explained his city's efforts to attain 100% education for its employees (see story, page 6).

The two days were very busy, but most of the participants agreed that they came away from it with new ideas, new partnerships, and new inspiration.

Pass Rates, Numbers Tested Up for Calendar Year '04

Robert MacGillivray, the Adult Secondary/GED Administrator for the Office of Adult Education and Literacy recently updated the Resource Center on GED test-taking and passing rates for Virginia. The results, reported from Oklahoma Scoring Service, reflect changes in the number of tests taken, tests completed, and pass rates from calendar year 2003 to calendar year 2004, and they are encouraging. As the table to the right reflects, adult education programs are not only testing more individuals, but also more test takers are passing

"This makes me feel a whole lot more encouraged," MacGillivray said of the scoring reports. "I know you're all putting in a lot of extra time" he continued, "and you're very much appreciated by people at the state level and more importantly by the people who benefit from your hard work — the adult learners."

MacGillivray has been compiling data for individual test-

GED Statistics for '03 and '04 Calendar Years

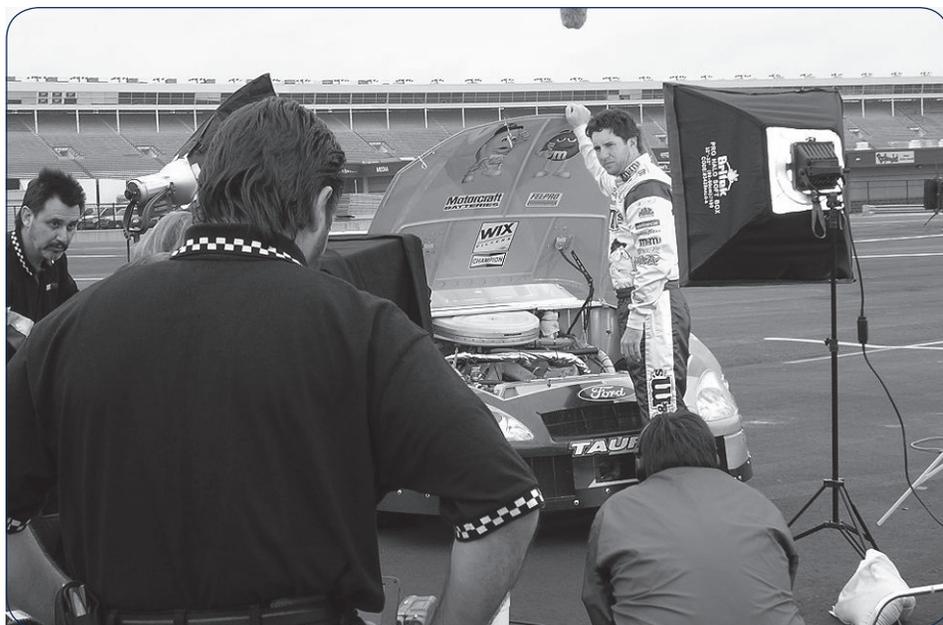
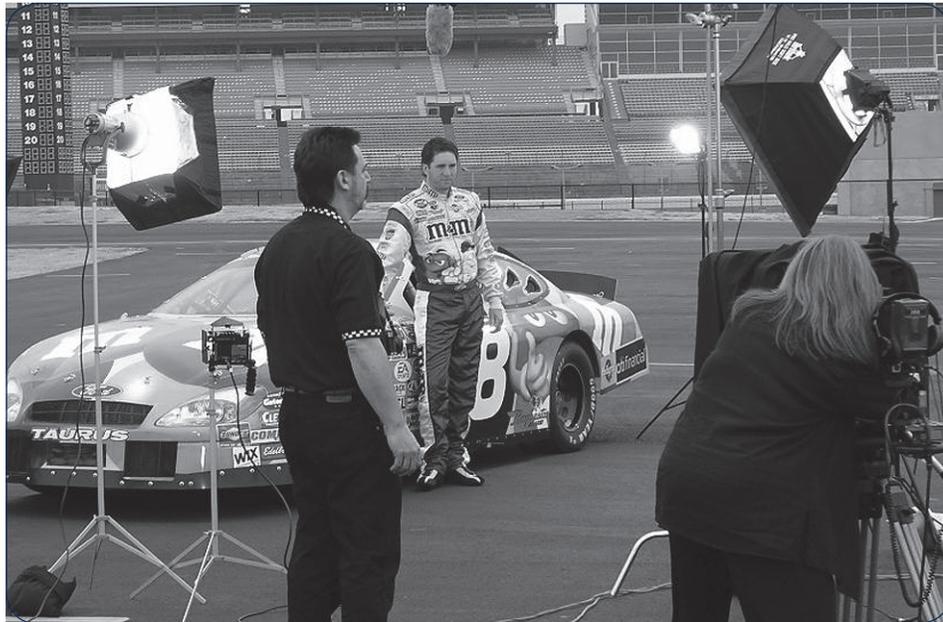
| | 2003 | 2004 |
|-----------------|--------|--------|
| Students tested | 16,044 | 17,828 |
| Tests completed | 15,633 | 17,201 |
| Students passed | 10,067 | 11,518 |
| Pass rate | 64% | 67% |

ing centers and regions. Early results of his analysis suggest that the increased testing numbers and pass rates are not isolated to particular regions, but that the improvements appear to be consistent across Virginia. With approximately ten months remaining in which to achieve the Governor's Race to GED goal, these numbers are encouraging. But as the "Students Passed" line suggests, we've all got our work cut out for us for the remainder of this year.

Spokesman Sadler

NASCAR Driver Appears in Commercials to Promote the Race to GED

by RANDALL STAMPER



Clockwise from top left: Sadler was a natural in front of the camera; from left to right, Brett Griffin, Patty Shortt, Elliott Sadler, and Dr. Yvonne Thayer; Sadler's car; Majestic Entertainment film crew with Sadler, with Majestic's owners Greg and DeeDee Hudson in center; over a dozen individual shots were set up and filmed in three hours.

The partnership between NASCAR and the Commonwealth of Virginia to promote the Race to GED reached a high point on February 9. Representatives from the Office of Adult Education and Literacy, the Resource Center, and Majestic Entertainment Group traveled to Lowe's Motor Speedway in Charlotte, North Carolina. There, the group met with NASCAR driver, Elliott Sadler, and his business manager, Brett Griffin. Together, the group filmed footage for two television commercial spots and recorded audio tracks for a radio spot.

Late last year, Sadler, who is from Emporia, accepted Governor Warner's invitation to be the 2005 spokesman for Virginia's Race to GED, and this trip was arranged to complete the first project of Sadler's tenure as spokesman. The television spots, both a 30-second and a 60-second, were filmed on location at the speedway with Sadler appearing in and around his #38 M&M's race car. In one of the spots, Sadler expresses his support of the Race to GED and encourages undereducated Virginians to put in the hard work required to earn their GEDs in the Fast Track program. In the second, Dr. Yvonne Thayer, director of the Office of Adult Education and Literacy, appears with Sadler, and the two of them explain the benefits of getting a GED.

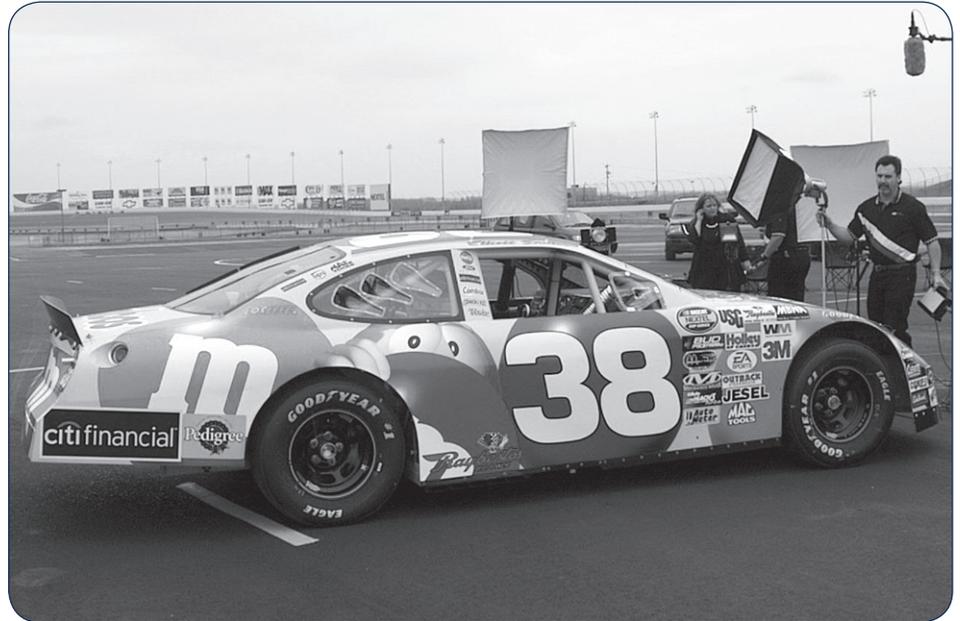
Richmond-based Majestic Entertainment Group was contracted to film and complete the spots. Majestic's owners, DeeDee and Greg Hudson, were on site with a three-man crew and supervised all aspects of the production. Given Elliott and Brett's busy schedules prior to the Daytona 500, the first race of the NASCAR season, the crew was on a tight schedule. But as Griffin joked early in the day, Elliott is a "one-take wonder." Comfortable in front of the camera and well-prepared, Sadler moved through the

shots quickly and professionally. The Hudsons completed the final editing for both spots in late February and previewed them for Dr. Thayer and the others. Everyone involved is pleased with the final product and excited about the publicity they should garner for the Race to GED initiative.

Commercials such as these generally cost tens of thousands of dollars to produce, but the entities involved were very generous due to the nature of the project. Lowe's Motor Speedway provided access to the track free of charge. Robert Yates Racing provided access to the racecar, and NASCAR Images was kind enough to provide live-action race footage for a nominal fee. This footage was incorporated into both commercials. Without the support of these two, the project could not have been completed, and everyone involved would like to express their sincere gratitude to the staff at Lowe's Speedway and NASCAR Images. Most of all, Sadler and Griffin deserve many thanks. They not only gave their time to the project, but also provided their expertise and advice to ensure that the logistical details of the event were taken care of.

This was an exciting opportunity to work with one of NASCAR's rising stars, and everyone involved is looking forward to continued collaboration. Members of the Resource Center and the Office of Adult Education and Literacy are currently in talks with representatives of several television and radio stations to secure broadcast placement of the spots across Virginia. Keep your eyes and ears peeled in the coming months for these commercials, as well as other marketing materials featuring Sadler's image and the Race to GED logo. ■■

Randall Stamper is the editor of Progress and the publications manager for the Resource Center.



2005 Virginia GED Bridge Scholarship

by PATTY SHORTT

Alcoa Foundation awarded the Virginia Department of Education's Office of Adult Education and Literacy a grant to initiate the 2005 Virginia GED Bridge Scholarship for adults from disadvantaged backgrounds to gain equity and parity in both education and the workplace. Dr. Yvonne Thayer, Director, Office of Adult Education and Literacy accepted the Alcoa Foundation grant from Victoria Welch, Marketing Communications & Community Relations Manager for Alcoa Flexible Packaging.

Established in 1952, Alcoa Foundation is a global resource that actively invests in improving the quality of life in more than 32 countries around the world where Alcoa operates. The Foundation's grants address global and local needs in areas of excellence that include: conservation and sustainability, global education and workplace skills, busi-



Alcoa's Victoria Welch presented Dr. Yvonne Thayer with a grant to fund 33 scholarships for GED graduates.

ness and community partnerships, and safe and healthy children and families. Alcoa Foundation manages Alcoa's ACTION and Bravo! Programs, which recognize the volunteer efforts of employees with grants to the organizations they serve. For more information about Alcoa Foundation, visit www.alcoa.com, under Community.

GED graduates in the Race to GED program are eligible to be considered for

the 2005 Virginia GED Bridge Scholarships. A qualifying process includes residence in one of five geographic areas, including Salem, Hampton, Richmond, Lebanon and South Boston, and priority consideration for economic need, women, and minorities.

The scholarships will target technical skills certification courses at local community colleges that support industries important to the economic future of Virginia. Local adult education program managers will serve as scholarship administrators and will award 33 scholarships, each valued at \$1515.00.

Please direct questions about the 2005 GED Bridge Scholarship to Patty Shortt, Specialist, Workforce Development, Office of Adult Education and Literacy, Virginia Department of Education, 804-225-3997. ■

The Return of VAILL (Virginia Institute for Lifelong Learning)

by Jane Swing

Mark your calendars for July 11-13 and plan to join in on the learning and fun as we RACE TO THE GED at the Virginia Institute for Lifelong Learning to be held on the campus of Radford University. Once again the Office of Adult Education and Literacy of the Virginia Department of Education is sponsoring this staff development opportunity for adult education and literacy practitioners in Virginia who work with ABE/GED. The planning team is busy assembling an agenda of topics and speakers that will provide you with tools to improve your practice and your program.

Myrna Manly will be joining us from Nevada to provide instruction in working with adults in math. there will be other sessions offered in low level reading, using technology, essay writing, standards-based instruction, Work Keys, Key Train, what we've learned from Fast Track programs, and grant writing to name a few. In a nutshell, there will be something for everyone—from those working with beginning learners, to those working with GED-prep learners. There will be sessions designed for teacher/volunteer audiences and for specialist/program manager audiences. Participants will also have an opportunity to visit with publisher representatives in our vendor area to examine and discuss the latest materials they have to offer.

So what will all this cost? As a participant all you have to do is complete your registration (coming in the next issue of Progress) and return it along with your activity fee of \$25.00. All costs for meals, lodging, and workshop materials will be covered by funds from the Office of Adult Education and Literacy. The institute will begin at 1:00 p.m. on Monday, July 11, and conclude around 12:30 p.m. on Wednesday, July 13.

Interesting speakers, quality workshop sessions, networking opportunities, shopping, good food, and entertainment, door prizes, almost no cost—what more can you ask for? Hope to see you in July at Radford

Correctional Ed Joins Race to GED

By Anita Prince

Though singular in its identity, the Virginia Department of Correctional Education (DCE) is far from alone in its mission *to provide quality educational programs that enable incarcerated youth and adults to become responsible, productive, tax-paying members of their communities.* The “C” in the agency’s acronym could easily stand for “collaboration.” While the DCE is a separate executive branch agency and an independent school district with its own school board, it operates in a symbiotic relationship with the Virginia Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ). The success of day-to-day operations is absolutely dependent on the success with which these agencies cooperate and collaborate.

Three important initiatives embody DCE’s goal to foster positive, collaborative working relationships with other agencies and to involve old and new partners. The first is DCE’s adoption and adaptation of the Race to GED initiated by the Department of Education (DOE). Fourteen DCE sites will ultimately participate; five sites are currently involved. The agency is in the process of setting its own targets for GED completions so as to contribute its “fair share” to the Race.

The second initiative is DCE’s exploration of implementing WorkKeys assessments and the Career Readiness Certificate (CRC). The agency is working with Dr. Barbara Bolin, the Governor’s advisor for workforce development, and representatives of the Virginia Community College System (VCCS) to make the CRC an affordable option for Virginia’s incarcerated adults.

“We need to give our folks every possible credential to be successful on release,” says Judy Philpott, Assistant Superintendent for Adult Academic Programs. Many stand to benefit. Based solely on an assessed ABE Level III and above, there

are close to 5000 individuals in the state’s correctional institutions who might qualify for a CRC. It is estimated that there are nearly 500 individuals who could attain a CRC within the next six months based on current educational functioning level (ABE Level III or above), security level of the institution to which the individuals are assigned (lower security facilities Level I & II), and time remaining until release (180 days or fewer).

The third is an initiative with the Mexican Consulate to establish a basic literacy program for Hispanic inmates to become literate in their native language. The project is a joint collaborative effort on the part of DCE, DOC, and two Mexican government agencies – Instituto Nacional para la Educación de Los Adultos (INEA) and a division of INEA, the Consejo Nacional de Educación para la Vida y el Trabajo (CONEVYT), in English, the “National Council for Life and Work Education.”

Official agreements establishing Virginia’s program were signed by the parties on January 31st. The program will be implemented in the Lunenburg and Coffeewood facilities. Bi-lingual inmate tutors will be employed to work with learners. With materials and training provided by CONEVYT, it is hoped that the basic literacy program will lead to an increased number of Spanish speakers who enroll in coursework and attain the Mexican Primaria or Secundaria certificate. For some background information (in English) go to http://literacy.org/bfi_ili/countries_mexico.html. If your Spanish is not too rusty visit the CONEVYT site at www.conevyt.org.mx. ■

Anita Prince currently works with adult academic programs in the Department of Correctional Education. In addition to serving generally as a liaison to instructors in adult facilities, she will be working with the CONEVYT pilots and other instructors serving ESOL learners.



Pictured above (left to right) at the signing: Edgardo Flores Rivas, Consulate General; Barry Green, Deputy Secretary of Public Safety; Patricia Ramos Mendez, Director of International Affairs, INEA; Walter McFarlane, Superintendent DCE; Gene Johnson, Director DOC

Did you know:

The Virginia Department of Correctional Education (DCE) is the only independent state agency for correctional education in the United States?

On its last “birthday” DCE turned 31 years old?

DCE provides adult education, literacy instruction, special education, GED instruction, and vocational instruction in 37 programs and 3 occupational trade areas.

There are approximately 31,000 inmates and nearly 13,000 (DOC) employees.

There are approximately 7,700 enrolled in DCE’s adult programs, and 287 full- and part-time staff (adult academic and vocational) for those programs.

In calendar year 2003, 771 DCE adult students passed the GED test.

In calendar year 2004 the number of adult students passing the GED rose to 980.

Community Commitment: continued from front

educators, and medical providers to focus on the critical issues of the local Hispanic population and to take positive steps toward funding to address that population's issues and special needs.

The Virginia Employment Commission (VEC) recently spearheaded a revitalized Northern Neck/Middle Peninsula Workforce Network and is partnering with local workforce development professionals and organizations with employment-based programs. Community organization representatives will learn first-hand the recruitment needs of the local area employers, stay abreast of labor

“Collaborations can be big or small yet still have high stakes attached to them.”

market information and trends, develop major employer contacts, share job leads in support of all programs, network with other organizations, and gain enhanced visibility. This effort helps regional businesses meet their recruitment and diversity need through a collaborative effort in support of local economic development in Planning Districts 17 and 18.

Head Start's Family & Community Partnership Committee and the newly formed Coalition on Parenting and Fatherhood plans to address the education and trainings needs of the populations each partner serves. Examples of economic development collaborative efforts are the local Workforce Invest-

ment Board (WIB), Youth Council and One Stop Center comprised of education and business partners within our WIA region.

Collaborations can be big or small yet still have high stakes attached to them. Recently a regional public agency contacted our program regarding offering reading and writing training for some of its employees. As a result of this collaborative effort, our program is now offering workplace reading and writing one morning a week. In return we can now offer a weekly ESL evening class at this site for the Hispanic families residing in the vicinity.

A meeting was convened in December between interested parties to discuss the integration of the Career Readiness Certificate and WorkKeys into Planning District 17 and 18. This meeting was held at Rappahannock Community College (RCC) and began the initial discussions on the local issues associated with both and the need for a local memo of understanding. This meeting better prepared our community college Workforce Development Director and me for a similar state meeting in Richmond on January 10th.

Last October, Dr. Yvonne Thayer and the Secretary of Commerce and Trade, Mr. Michael Schewel, met with the executive directors of ten state associations. This meeting immediately started a chain-of-events leading straight to Lancaster County. The Executive Director of the Virginia Municipal League sent a letter urging managers of cities, towns, and urban counties to join the Race to

GED. Mr. Lee Capps, Town Manager for Kilmarnock, quickly contacted Dr. Yvonne Thayer's office indicating a desire to join this effort. In the end, Lancaster County became the first county in Virginia to officially join the Race to GED. Collaborations are in high gear, with the area's seven largest employers currently on board. Several other employers and agencies have been identified as potential partners. Mr. Capps played a crucial role in gaining community and employer acceptance for the Race to GED. He called several prospective partners and paved the way for Race to GED. His support

“Collaborations are in high gear, with the area's seven largest employers currently on board.”

of the Race to GED encouraged widespread community cooperation.

As ABE funding is limited, much rests on the partners coming to the table with a willingness to offer resources and incentives to move Lancaster County's Race to GED forward. Our plans include replicating, to the degree possible, the Race to GED in our other localities. Collaborating with area partners to make this possible just makes sense. ■

Tonya Creasy is Program Manager for the Northern Neck Adult Education Program. She began working in adult education in 1990.

Don't forget, registration forms for the Summer Institutes will be enclosed in the next issue of *Progress*, to be published in early May. Descriptions of each institute will be included, along with an explanation of registration procedures.

Grant Award of \$91,406 Given to the VALRC JTCC's Hispanic Program to Benefit from Collaborative Efforts

by KALIE KELCH

A grant totaling \$91,406 was recently awarded to the Virginia Adult Learning Resource Center (VALRC). John Tyler Community College (JTCC), Chesterfield County Public School's Office of Alternative and Adult Education and the Community College Workforce Alliance (CCWA) are collaborating with the VALRC on this grant, which will benefit the Hispanic Project for Architecture and Building Construction (HPABC) at JTCC by offering ESOL training to students in the program.

"The ESOL grant is essential to the success of the HPABC because it paves the way for students to improve their English skills to a level where they will benefit academically, socially, and professionally," said Jorge Mora, project manager of the Hispanic Program.

In 2003, JTCC initiated a new model of instruction to provide opportunities to the Spanish-speaking community to enter a program in construction and architectural technology before mastering the English language. The HPABC has been highly successful. At its inception, 15 students were enrolled in the program. That number has increased to a current enrollment of 50 students, including 14 females.

In spite of the successes of the program, more detailed ESOL instruction needs to take place in an effort to boost the students' acquisition of English in order for them to easily matriculate into the required general education courses necessary for the students' certification.

"Not only is the acquisition of English the bridge to certification, but it is also the bridge to their becoming respected and productive citizens," said Nancy Faux, ESOL specialist at the VALRC and grant initiator.

The students of the HPABC at JTCC will be the direct and immediate

beneficiaries of the grant award. However, the communities of the counties of Chesterfield, Dinwiddie, Henrico, and Powhatan, as well as the cities of Richmond and Petersburg, will indirectly but immediately benefit from an educated and productive workforce.

"The Technical Language ESOL program is an innovative concept that will allow our students to develop English as their second language, while also providing them with technical communication skills that will come in handy in their professional lives," Mora said. "In addition, the program will include special training in safety vocabulary, which will allow our students to follow safer practices in the workplace."

Aside from the immediate benefits to the local area, the dissemination of the project and its products will hope-

native and Adult Education and CCWA will each provide two expert ESOL teachers who will be responsible for assessment, curriculum development, and revision and instruction.

John Tyler Community College is a two-year, public institution of higher education and is the sixth largest of the 23 community colleges in Virginia. From campuses in Chester and Midlothian and off-campus classrooms throughout the area, JTCC offers quality and economical opportunities for workforce development and training and transfer to four-year institutions. College credit by exam, recreational and personal interest courses and conference meeting spaces are available through the JTCC Student and Community Activities Office. Each year, the College serves more than 8,500 for-credit students and offers 13 associate de-

"Aside from the immediate benefits to the local area, the dissemination of the project and its products will hopefully reach an unlimited audience."

fully reach an unlimited audience. "By building bridges between the adult education system and the community college system we will strive to produce a replicable model of instructional design and a unique and innovative curriculum for wider distribution," Faux said.

The VALRC will coordinate the project with each collaborating institution being responsible for various aspects of the project. JTCC and the HPABC will provide classrooms, computers, and computer labs, six faculty members who

degrees and 38 certificates. The institution also serves 8,000 non-credit students and 500 companies and government agencies annually through the Community College Workforce Alliance. JTCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. ■■

Provided by John Tyler Community College

"Just What I Needed: " VALRC Online Courses by Lauren Ellington

Does it seem like there is never enough time in your schedule for professional development? Do you find it difficult to schedule the time to attend workshops or classes? The Virginia Adult Learning Resource Center may have the solution for you: one of our online courses.

The Resource Center currently offers three online courses. Beginning adult educators will be interested in Adults as Learners: An Orientation, which focuses on the methods and techniques for effectively teaching the adult learner.

Our second course is ESOL Basics. Is your program getting more and more ESOL learners? As Virginia's ESOL population increases, so will the need for our teachers to be prepared to teach ESOL students. This course prepares you to make ESOL instruction effective with ready-to-use lessons and forms along with excellent ideas from your classmates.

How many of you love the idea of using technology in the classroom but

aren't sure how to do it successfully? Using Technology to Enhance GED Instruction will give you that know how. Don't let the title fool you though. Even if you teach ABE or ESOL classes, this course can work for you.

Read what some of our current learners have to say about their experience with learning online.

"I'm delighted by the variety of students doing different things. I also would never have been able to make this work in a traditional classroom... It is funny that I am probably interacting more because it is through e-mail than I would ever bother to contribute in a traditional classroom."

Cynthia Barnes, Adults as Learners: An Orientation

"Already many things I've learned have been unexpected. From the discussions, however, I realized that I had resources that I was not taking advantage of..."

Ross Retterer, Using Technology to Enhance GED Instruction

"I was a bit reluctant to delve into an online course because I was so busy. How-

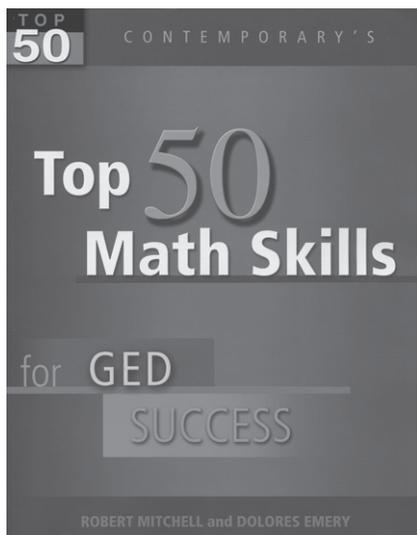
ever, it turned out to be a blessing. I know a little about computers but sometimes you need some fresh information. Shortly after starting this technology class I was asked to help set up and teach a computer class to low-level computer students. With all the great sites that have been suggested throughout the lessons, and the useful ideas from the course instructors, I feel much more confident saying 'Yes' to the opportunity. Your course was just what I needed at just the right time."

Rich Emery, Using Technology to Enhance GED Instruction

The next session of our online courses will begin soon. Registration begins on Monday, February 28 and ends on Wednesday, March 23. Courses will begin on Monday, April 4. Registration is limited, so make sure that you watch VAELN for announcements about these exciting opportunities. ❖

Lauren Ellington is the Online Training Specialist at the Resource Center.

Virginia Tech Students Pitch in to Combat Illiteracy

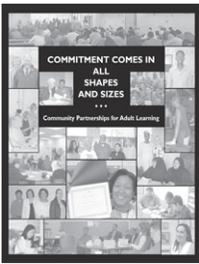


The Resource Center would like to recognize and say thank you to a group of students from Virginia Tech. The Residential Leadership Community (RLC), led by Tech student, Meredith Moore, contacted the Resource Center in late 2004 to inquire as to how they might make a contribution to help combat adult illiteracy. As part of their time in their residence hall, the members of the RLC are asked to complete a service learning project.

Moore explained, "We researched multiple organizations and felt that the Adult Learning Resource Center was the best organization to receive our donation."

Based on the advice of Fast Track trainers, George Bailey and Debbie Bergtholdt, Moore's group donated several copies of *Top 50 Math Skills for GED Success* by Robert Mitchell and Dolores Emery. This book is very popular with GED instructors, and the copies donated by the RLC are being used in Fast Track trainings and then distributed to programs across the Commonwealth.

The Resource Center staff appreciates RLC's thoughtfulness and generosity.



Book Review

Commitment Comes In All Shapes and Sizes Community Partnerships for Adult Learning

Review by CAROLYN HARDING

Adult educators recognize the challenges: limited funding, waiting lists, students with needs beyond the scope of the classroom such as workforce skills, jobs paying a living wage, health problems, and housing. The question is how to best meet these challenges?

In 2002 the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education funded the Community Partnerships for Adult Learning (C-PAL) initiative to explore the efficacy of community partnerships. According to the website (www.c-pal.net/faq/), “the essential goal of this initiative is to encourage every community’s stakeholders – business, labor unions, public school systems, libraries, faith-based organizations, literacy service providers, volunteer groups and other nonprofits, social service and workforce development agencies, and colleges – to understand the urgent need to improve access to and the quality of adult education, and to pursue this goal together.”

Why deem the need urgent? According to researchers at the National Center for the Study of Adult Learning and Literacy (NCSALL) and the Center for Labor Market Studies, an estimated 64 million American adults function at the lowest levels of literacy. More than 37 million people over the age of 18 have not completed high school. Nearly 5 percent of the nation’s working-age (18-64) adults have limited English skills. And the National Center for Educational Statistics (NCES) reports a decline in the overall reading performance of children whose parents’ highest educational level was a high school diploma.

The C-PAL initiative promised three outcomes:

- Development of a web-based toolkit to provide communities information on improving adult learning systems

- Case studies of successful community partnerships with a specific focus on promising practices in building adult learning partnerships
- Identification and dissemination of promising practices derived from the case studies

This report, *Commitment Comes in All Shapes and Sizes*, addresses the second two by summarizing the findings from visits in 2003 to the twelve partnerships selected for the study. These twelve “were chosen because they exhibited characteristics of effective partnerships identified by research, such as strong leadership and common goals based on the needs of the community.” The groups are located throughout the United States and differ in size and composition. Appendix A of the report describes the partnership nomination and selection process. Appendix B highlights efforts the partnerships make to reach their goals.

The purpose of the site visits was to learn how local partnerships affect the delivery of adult and workplace education services. The site visitors were guided by basic questions:

- How are the partnerships formed?
- What are the components of an effective partnership?
- How do partnerships affect the adult learner and learner persistence?
- How do partners coordinate their efforts and leverage resources?
- What are the common challenges partnerships face, and how have those challenges been addressed?

The key findings from the study are:

- Partners include adult education providers, state and local government, public school systems, community colleges, libraries, community- and faith-based organizations, workforce development agencies, and businesses.

- Partnerships take time to develop and require mutual trust and open communication.
- Strong leadership, common goals, and broad participation from the community contribute to the partnerships’ success.
- Coordinating activities expands services, improves client access, attracts more resources, and helps avoid duplication of services.
- Partnerships work well when all partners are strongly committed to serving the needs of adult learners and their communities.
- Government regulations and funding requirements can be both an incentive and an obstacle for forming and sustaining partnerships.
- Partnerships face challenges with respect to securing sufficient funds, collecting and sharing data, serving learners with learning disabilities, and recruiting learners, instructors, and volunteers.

This report concludes that these twelve partnerships are making admirable progress in improving access for learners and program quality by leveraging resources through coordinating services and many other forms of collaboration.

In addition to this publication, the C-PAL website (www.c-pal.net) offers a discussion forum and the ToolBox that provides “how-to” information along with research and related websites for topics such as creating communities, curriculum and instruction, technology, and program management. ■■

Carolyn Harding, a retired Fairfax County ESOL Specialist, is now an ESOL consultant and trainer.

Adult Education Funding Update

Given the numerous recent announcements regarding suggested cuts to our field's funding on both the federal and state levels, *Progress* thought it would be helpful to summarize the latest information available at the time of publication.

Federal:

According to the U.S. Department of Education's website, President Bush's budget "requests \$200 million for Adult Basic and Literacy Education State Grants..." This number is down from \$569.7 million in fiscal year 2005. The webpage goes on to explain, "This request is consistent with the Administration's goal of decreasing funding for programs with limited impact or for which there is little or no evidence of effectiveness." However, it is also acknowledged that "data quality problems and the lack of a national evaluation made it difficult to assess the program's effectiveness." Re-

gardless, Virginia's allocation is slated to be cut by 74.4%. That means that our federal allocation would be reduced from an estimated \$11,266,838 in FY 2005 to \$2,884,920 in FY 2006. This cut would take effect in October 2006 if approved by Congress.

State:

On February 16, the state budget bill, hb 1500, was sent to conference committee at the request of the Senate. Items 137 1c and 144 1c in the House's original bill cut \$3,043,200 of the new Race to GED funding that Governor Warner requested. The Senate, however, amended the bill, maintaining \$2.4 million for the expansion of Race to GED locations and testing opportunities (item 144 1c) and retaining \$343,200 of the Governor's requested \$643,200 to fund Race to GED radio advertising (item 137 1c).

Conferees appointed by the House

included Delegates Callahan, Putney, Hamilton, Cox, Wardrup, and Joannou. Senate conferees include Senators Chichester, Wampler, Stosch, Colgan, and Houck. According to the Legislative Information System website, both the House and Senate agreed to the conference report and voted for its adoption on February 27. That report may be viewed at: <http://leg2.state.va.us/WebData/05amend.nsf/Conf+List?OpenForm>. In the adopted report, all funds for 137 1c are cut and 144 1c is reduced by half to \$1.2 million.

For Further Information:

For a summary of President Bush's proposed 2006 Adult Ed budget: www.ed.gov/about/overview/budget/budget06/summary/edlite-section2c.html

For more information on the Virginia General Assembly's proposed funding: www.vaace.org