

Where  
Opportunity  
Begins...

Virginia's  
Community Colleges

2006-2007 ANNUAL REPORT



Virginia's Community Colleges are where opportunity begins for a growing number of Virginians. These men and women are seeking the knowledge and skills they need to secure a better life, a better job and a better future.

More than 240,000 students enrolled in our 23 colleges last year. An additional 190,000 students benefited from workforce training and development programs.

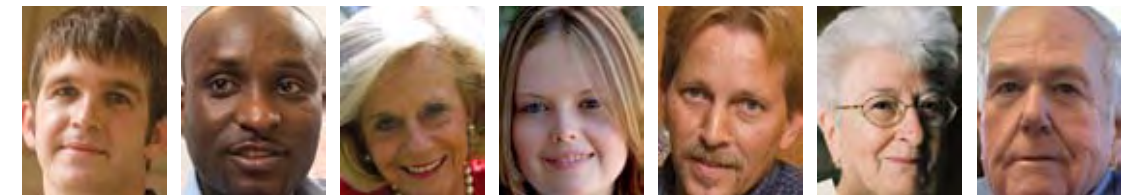
While the Virginia Community College System is growing its partnerships with companies across the commonwealth, it is also expanding its connections with public and private four-year colleges and universities, holding guaranteed admissions agreements with nearly two dozen institutions. Those agreements create opportunities by making a four-year degree more affordable and more accessible.

Our success, however, goes beyond the numbers. It is measured by the way our community colleges are elevating Virginia, one student at a time. This annual report is filled with the stories of students who are finding opportunities, the faculty members who are helping to guide them, and the generous contributors who are helping to make it all possible at Virginia's Community Colleges.



# Where Opportunity Begins...

# Virginia's Community Colleges



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## A message from the chancellor

Virginia's Community Colleges are serving more students than ever before. Our partnerships with public and private four-year institutions across the commonwealth are growing stronger. And we are being called upon to expand our leadership role in workforce development services. More and more people see the connection between our community college mission and our communities' success.

Virginia's Community Colleges are where opportunity begins.

The students we serve come to us seeking the skills and knowledge they need for a better life, a better job and a better future. Beyond the program acronyms, beyond the numbers, beyond the statistics, it is their progress that best measures our success. That is why we are proud to feature our students, and their stories, in this year's annual report.

From the high school valedictorian who worked nights at a paper mill to afford college; to the mother who overcame a coma and cancer to earn a degree; to the refugees who fled massacre and genocide to study at our community colleges, pursuing degrees in radiology and economics with the purpose of helping others—these are compelling reminders of how Virginia's Community Colleges are elevating our communities, commonwealth and beyond, one life at a time.

It is these stories that inspire us and propel us toward meeting the ambitious goals we established in the *Dateline 2009* strategic plan. I invite you to track our progress with regular updates at our website, [myfuture.vccs.edu](http://myfuture.vccs.edu). I am proud of our work to firmly establish our system of community colleges as world class.

Last year, we increased the number of transfer students and guaranteed admissions agreements, served more students through our dual enrollment programs, helped

*“The global search for talent, however, compels us to do more, to serve more people, to prepare them with the education they need for a better life, a better job and a better future.”*

more employers meet workforce and workplace needs, kept tuition affordable and—through the work of the college and system foundations—built upon our relationships with generous individuals and private partners who understand the value of our community colleges and are willing to invest in them.

Working with Governor Tim Kaine and the General Assembly, we were able to create a bold, unique tool to make higher education more affordable to the children of working class families. The Two-Year Transfer Grant Program will help qualifying students afford the higher tuition they will encounter once they graduate from community college and continue their pursuit of a bachelor's degree at a four-year institution. The first students who will be eligible for these grants began classes at our colleges this past fall.

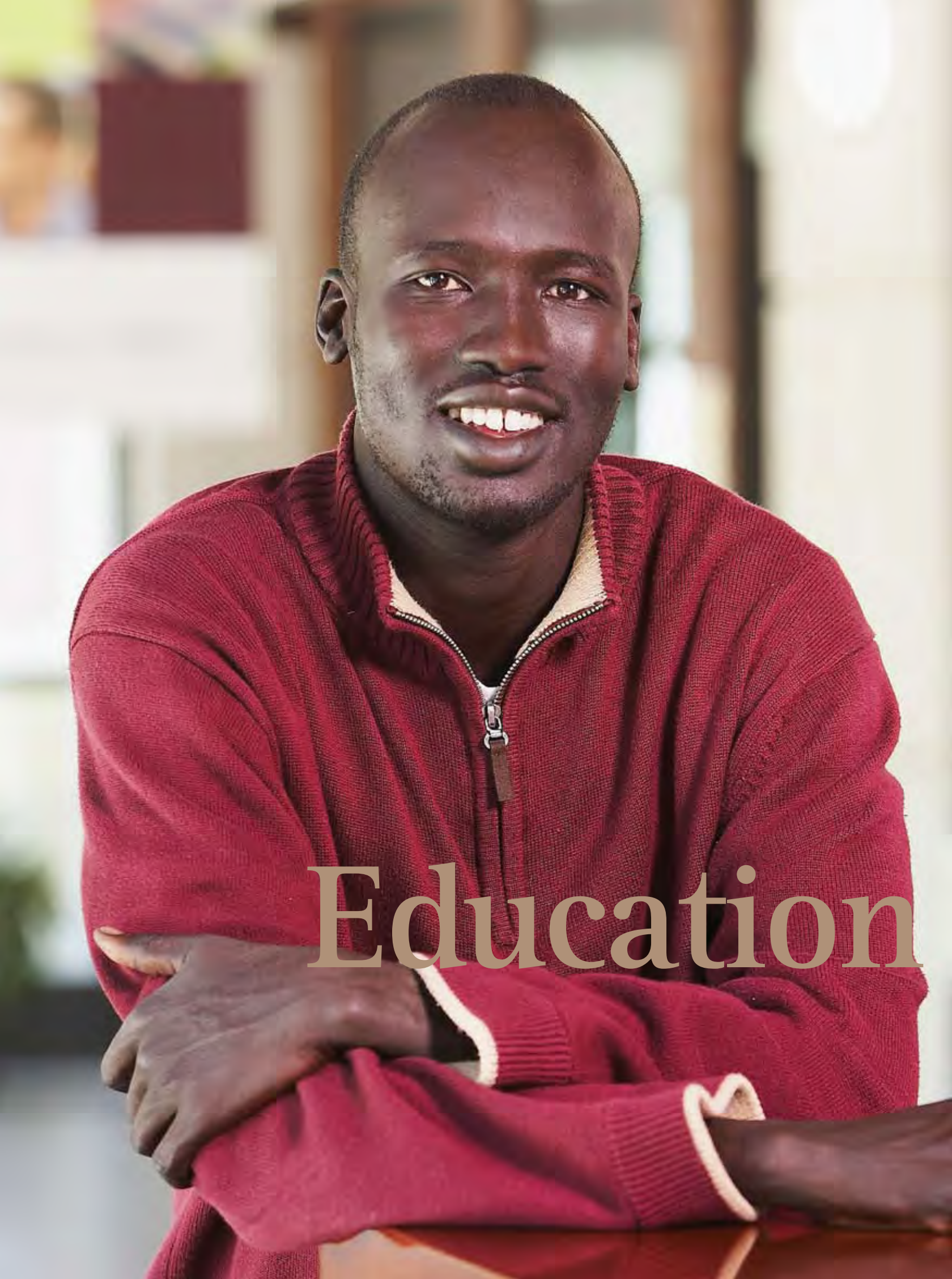
Innovative ideas, like the transfer grants, like our Middle College program, like our Career Coaches

working in Virginia high schools, are necessary to Virginia's continued success. Our commonwealth proudly earned the title of being the best state in America for business. The global search for talent, however, compels us to do more, to serve more people, to prepare them with the education they need for a better life, a better job and a better future. Only then can we know that Virginia is on a path that goes not simply forward, but upward.

Glenn DuBois

Chancellor, Virginia's Community Colleges





### John Mayen Deng

John Deng can rattle off his goals in life. One: Educate himself. Two: Always help others. Three: Support himself and his family. Four: Become a U.S. citizen.

Deng is one of the so-called “Lost Boys of Sudan,” but now that he has settled in Richmond, Deng knows exactly where he is going. He is studying full-time at John Tyler Community College, striving to become a radiologist, and also working full-time as a patient care technician at a local hospital.

“I am the first member of my family to attend college. My parents were not educated, but if I educate myself, I can help my family,” says Deng, who came to the U.S. as a refugee at age 17. “A lot of people have given so much for me, and now it’s my turn to step up and help others.” In high school, Deng collected 27 boxes of backpacks filled with school supplies to help children at the Kenyan refugee camp where he lived for nine years.

In June 2007, Deng traveled to Kenya to visit friends and family and to meet some of the children who received his backpacks. Though it is sometimes difficult, Deng openly shares his story about fleeing Sudan on foot. “I want others to know what I have been through. You cannot take your opportunities for granted. We are all here to learn from each other—students and professors.”

And, as for that last goal? Deng was sworn in as a U.S. citizen on February 8, 2007.

Education for a better  
Life.





## The Royal Treatment

During the historic visit of Her Majesty Queen Elizabeth II to commemorate the 400<sup>th</sup> anniversary of the landing at Jamestown, a small group of VCCS students and faculty members enjoyed a rare audience with the monarch.

“Prior to the visit, Buckingham Palace officials asked the governor’s office to arrange for Queen Elizabeth to meet with real Virginians—folks who aren’t the same diplomats and dignitaries she typically meets on overseas visits,” says Glenn DuBois, chancellor of Virginia’s Community Colleges. “We are honored that Governor Kaine thought of us and gave these students and educators such an incredible and indelible experience.”

*The VCCS delegation included students Ben Sargeant, from Piedmont Virginia Community College; Lindsay “Megan” Edwards, from John Tyler Community College; Bobbie Grant, from Paul D. Camp Community College; and Julie Gaven, from Lord Fairfax Community College. Along with Chancellor DuBois, they were accompanied by four faculty members: Cheryl Terry, from Danville Community College; Charles Errico, from Northern Virginia Community College; Patricia Lisk, from Germanna Community College; and Terry Whisnant, from Southside Virginia Community College.*

### Megan Edwards

Even before she met the Queen of England, John Tyler Community College student Megan Edwards was working with a global perspective. While maintaining a 4.0 GPA and serving as honor society president, she raised \$1,600 to benefit an orphanage she had visited in the Ukraine.

Driven by her compassion and intellect, Edwards wants to become an oncologist, a decision she made after learning that her sister and another close friend were both diagnosed with cancer.

And no one doubts this home-schooled, 21-year-old from a family of 18 children will fulfill her ambition.

Last April, Edwards was one of 20 students—of 1,500 across the nation—to be selected to the USA Today All-USA Community College Academic First Team, becoming the first-ever John Tyler student to earn that honor. “I was nervous about the essay we had to submit,” says Edwards. “I asked my professors to read it, and a professor I’ve never met sent me comments. That’s the kind of place John Tyler is.” Edwards graduated in May and transferred into the Virginia Commonwealth University honors program.



### Charles Errico

Meeting the Queen of England was a chance for Charles Errico to witness first-hand a bit of the history he has been teaching for three decades.

“I simply love teaching and working with the students, who balance jobs and families with achieving an education,” says Errico, assistant dean and professor of history at the Woodbridge Campus of Northern Virginia Community College. “The students are the primary reason that I want to come to work each morning.”

The recipient of numerous prestigious awards and honors, Errico just received an Outstanding Faculty Award from the State Council of Higher Education for Virginia.

One of the projects of which he is most proud is a 26-part, award-winning telecourse entitled “America in Triumph and Turbulence,” which features interviews with notable governmental and political figures and celebrities. And a textbook he wrote, *Portrait of America*, is currently used by more than 100 colleges and universities around the country and overseas.

“I think it’s important that community college teachers contribute to the academic world outside the classroom,” says Errico.

Errico married for the first time in May 2006, meeting his wife through his friendship with her three children, all of whom had taken his courses. “Teaching sometimes leads to unanticipated and wondrous rewards,” he says smiling.



## Guaranteed Transfer Agreements Open Doors to Four-Year Colleges and Universities

Guaranteed transfer agreements between Virginia's Community Colleges and nearly two-dozen public and private four-year institutions are creating unprecedented opportunities for VCCS students. And those agreements—combined with tuition rates that are only one-third of the tuition at public four-year institutions—are motivating a growing number of students to begin their quest for a four-year degree at their local community college. While enrollment figures continue to break previous records, the fastest growing segment of students is those between the ages of 17 and 21. Virginia's Community Colleges are also serving more first-time students. Nearly half of all Virginia students beginning their pursuit of higher education at a public institution are doing so at one of our community colleges.

Last year, 4,413 students transferred from a Virginia Community College to four-year colleges and universities. The chancellor's goals for *Dateline 2009* include increasing that number to more than 7,500.

More than 23 colleges and universities take transfer a step further with guaranteed admissions agreements that allow students from any Virginia Community College to transfer as part of a planned program, if they meet GPA and other requirements.

Visit [myfuture.vccs.edu/transfer](http://myfuture.vccs.edu/transfer) for more information on the guaranteed transfer agreements.

### Guaranteed Transfer Agreements

#### Virginia's Public Colleges & Universities

Christopher Newport University  
College of William and Mary  
Longwood University  
Norfolk State University  
Old Dominion University  
Radford University  
University of Mary Washington  
University of Virginia  
University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia State University  
Virginia Tech  
College of Agriculture and Life Sciences  
College of Engineering

#### Virginia's Private Colleges & Universities

Emory & Henry College  
Lynchburg College  
Mary Baldwin College  
Virginia Wesleyan College  
Randolph College  
Regent University  
Sweet Briar College  
Virginia Union University

#### Other Colleges & Universities

University of Phoenix  
Regis University  
Strayer University



### Ben Hollandsworth

"Virginia Highlands Community College helped me clean up my record and gave me a fresh start," says self-proclaimed "bad kid," Ben Hollandsworth, who came to VHCC in 2005 for a second chance.

"Virginia Highlands gave me the opportunity for a fresh start," he says. "I came from a poor family and I was an average bad kid. I just didn't fit in socially, and I ended up always being in trouble."

After leaving Washington County's Holston High School, Ben took a job at a furniture company. The job was tedious, he says, but working with diverse groups of people helped him discover his true passion—studying languages and working with people from different cultures.

So Ben quit his job, earned a GED, and enrolled at VHCC, where he quickly became a student leader. While attending classes, he served as SGA President, a member of Phi Theta Kappa, and as a student representative on the campus Foundations of Excellence committee. When he graduated from VHCC in May 2007 with a 3.9 GPA, he was quickly accepted to the College of William & Mary.

Today Ben is pursuing a bachelor's degree in linguistics and international business at William & Mary. It is an accomplishment that seemed impossible just two years ago, he says.



# Transfer



# Made Easy



## Keith Logan

For most of his life, Keith Logan felt the need to hide the fact he was a good student. "I had to overcome the peer pressure," he says. "People at school would talk because I wasn't doing the things they did." His peers frequently labeled him "Teacher's pet." That, and financial pressure, prevented him from pursuing the opportunities that were opened by graduating from Chatham High School as the 2005 valedictorian.

Instead, he spent the summer working the third shift at a paper company – hard labor that intensified his dream to pursue a college education, but also took a toll. "I would come home with a sore back because I had to lift and stack boxes. I also missed being with my family during the day, because I had to sleep."

With the dual enrollment credits he earned in high school, Logan was able to graduate from Danville Community College after only one year of full-time study. He also fulfilled his dream of attending college at no expense to his parents by earning the DCC Board Academic Excellence Scholarship and the Kenneth L. Neathery Memorial Endowment Scholarship awards.

His success continues after transferring to Virginia Tech, where he is a senior in the Pamplin College of Business. There, he earned the Lifeline Scholarship, awarded on academic merit and given to VCCS graduates with the highest grade point average.



## Jeff Pillow

As a student at Southside Virginia Community College, Jeff Pillow set the VCCS Basketball Conference record with 27 rebounds in a single game.

The way he is rebounding in life is even more impressive. After a disinterested and unfocused high school career, he says college wasn't on his agenda.

"With complete adolescent confusion, I decided to enter the workforce knowing that I did indeed want to have money in my pocket," he says.

Eventually, he found himself wanting to do more than just work.

Pillow's rebound to college began on a part-time basis. He scored an "A" in Biology 231, so he continued with a second class, another "A," and then became a full-time student.

"Southside Virginia Community College was a great place to test the waters to see if I could still achieve academically after being away from a classroom for awhile," Pillow says.

His classroom success caught the attention of his biology professor, who urged him to apply to the University of Virginia through SsVCC's University Parallel program.

He never considered himself "UVA material" and felt this professor had "lost her mind."

Finally one day in exasperation she said, "Jeff, if you don't apply to UVA, you are just crazy."

Pillow is now in Charlottesville, pursuing his bachelor's degree at UVA.





### Monica and Tom Hamlin

Monica and Tom Hamlin were two of 10 students to receive their associate's degrees from Lord Fairfax Community College in May 2007, before receiving their high school diplomas in June.

"LFCC was a completely different atmosphere than high school. There were not a lot of distractions, and everyone was committed to learning," says Monica, a Clarke County resident who was 16 years old when she began attending the college. "Although I was the youngest in the classroom, I was always treated as an equal. I got a kick out of my fellow classmates' expressions when they would find out how old I was."

Monica's twin brother, Tom, also appreciated the learning structure of college. "College classes seemed to be more direct with less fluff," he adds. "I actually feel like I dodged a bullet by not having to go to high school." The Hamlin twins are attending Virginia Military Institute (VMI) this fall, where Monica is majoring in English, and Tom is majoring in computer science.



Virginia's Community Colleges offer students a way to earn college credit while still attending high school, often saving them and their families a lot of money in the process. The students featured here are among the 28,731 across Virginia that took advantage of dual enrollment opportunities last year—a figure that has doubled in just five years.

The chancellor's goals for *Dateline 2009* include increasing the number of students served by dual enrollment to an annual total of 45,000.

For more information on how a student can participate in dual enrollment, please contact your local community college. You can find links to VCCS colleges on the web at [myfuture.vccs.edu](http://myfuture.vccs.edu).

# Dual Enrollment... for a Head Start on College

### Katie Lee Burnett

When Katie Lee Burnett of Austinville graduated from high school in 2006, she had completed enough dual enrollment classes through Wytheville Community College that she was able to register as a student at WCC and complete her transfer degree in only one year.

Having graduated from WCC in May of 2007, Burnett enrolled at Radford University as a junior the following fall. She is studying foreign language at RU, with the goal of being a high school Spanish teacher.

As a student at Wytheville Community College, Burnett was the recipient of the Outstanding Drama Student of the Year Award, the Garnett and Margaret Ager Foreign Language Award, and the John V. Neff Memorial Award for outstanding contributions in humanities. Both of Burnett's parents are also graduates of WCC and, coincidentally, her father received the same drama award and her mother the same Neff award during their enrollment at the college. Burnett was also the recipient of a Phi Theta Kappa Scholarship valued at nearly \$10,000, which she will use to pay for on-campus housing costs at Radford University.



### Justin Hill

Justin Hill of Halifax is known for being early to appointments. So, it is no surprise that the 19-year-old began his college education early and graduated early last May with an associate of applied science degree in information systems technology—microcomputer specialization from Danville Community College. He is now headed to Averett University where he plans to earn a bachelor of science degree in computer science.

"My classes at DCC really prepared me for this transition," Hill says.

Hill is one of the 800 area students who took dual enrollment courses in high school. He entered DCC in August 2006 with 54 college credits under his belt. He needed only one year of on-campus study to graduate.

"I chose the micro-computer specialization because its additional focus on computer software will broaden my job outlook," Hill says. The Eagle Scout and Phi Theta Kappa Honor Society member is three courses short of earning a second associate of applied science degree in computer programming. He plans to pick up those credits as part of his baccalaureate degree studies.







**Brian Presley**

Southwest Virginia Community College graduate Brian Presley translated his interest in gaming into a career in networking. “My friends and I were into computer games. I developed an interest in networking while trying to connect computers so that more than one person could play together.”

Presley is now network administrator for the Appalachian School of Law in Grundy.

While a student at Haysi High School, Presley found an outlet for his interest and began taking classes through the local CISCO Training Academy at Southwest. Several high schools in the four-county region also serve as local CISCO Training Academies.

After high school graduation, Presley made the transition to SwVCC to complete his network training. “All of the teachers were very knowledgeable,” he says. “During classes, I felt that I could talk to the professors and ask questions. I felt confident that they could answer those questions.”

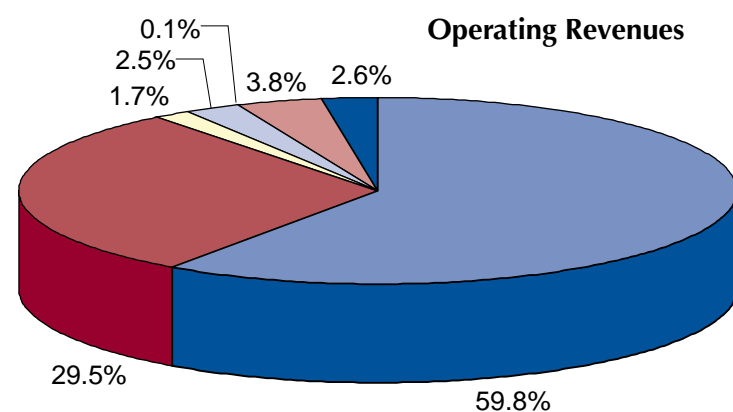
After completing an associate’s degree in computer electronics, and earning his CISCO Certified Network Associate certification, he wanted to continue to advance by becoming a Cisco Certified Network Professional. To get the classes that he needed, he transferred to a local four-year college and graduated with a bachelor’s degree in computer science in 2006.

**REVENUES**

OPERATING REVENUES	
Tuition and fees	\$212,343,177
Federal grants and contracts	\$104,557,188
State and local grants	\$6,118,758
Nongovernmental grants	\$9,277,368
Sales/services of education departments	\$234,644
Auxiliary enterprises	\$13,495,527
Other operating revenues	\$8,765,926
<b>TOTAL OPERATING REVENUES</b>	<b>\$354,792,588</b>

NONOPERATING REVENUES	
State appropriations	\$387,881,071
Local appropriations	\$2,261,110
Non-exchange gifts	\$7,029,496
Investment income	\$5,273,775
<b>NET NONOPERATING REVENUES</b>	<b>\$402,445,452</b>

Capital appropriations—state and local	\$178,280,156
Capital gifts and grants	\$12,453,960
<b>TOTAL REVENUES</b>	<b>\$947,972,156</b>

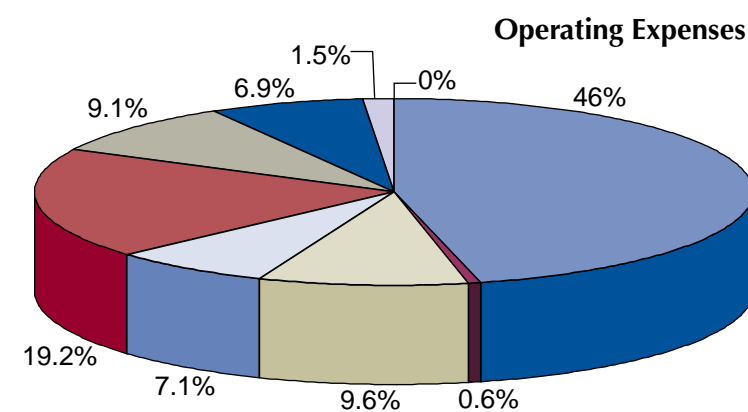


- Tuition and fees
- Federal grants and contracts
- State and local grants
- Nongovernmental grants
- Sales/services of education departments
- Auxiliary enterprises
- Other operating revenues

**EXPENSES**

OPERATING EXPENSES	
Instruction	\$357,164,074
Public service	\$4,684,249
Academic support	\$74,479,025
Student services	\$55,365,016
Institutional support	\$148,672,189
Operation and maintenance	\$70,906,864
Scholarships and fellowships	\$53,355,074
Auxiliary enterprises	\$11,264,040
Other expenses	\$75,248
<b>TOTAL OPERATING EXPENSES</b>	<b>\$775,965,779</b>

NONOPERATING EXPENSES	
Interest on capital asset related debt	\$2,260,675
Other nonoperating expenses	\$274,844
<b>TOTAL EXPENSES</b>	<b>778,501,298</b>
Increase in VCCS Net Assets	\$169,470,858



- Instruction
- Public service
- Academic support
- Student services
- Institutional support
- Operation and maintenance
- Scholarships and fellowships
- Auxiliary enterprises
- Other expenses



**Sarah Gilliam**

Sarah Gilliam, it seems, just can’t get enough of Mountain Empire Community College. As a student at Mountain Empire, she was active in several campus activities. That includes writing for the school newspaper, which sparked a passion. “I love to write,” she says. “And I’ve always been an avid reader.”

Gilliam is back on campus pursuing that passion but this time, she’s doing it as an adjunct instructor. “It’s exciting to be back, but with a different perspective,” she says.

After graduating from MECC, Gilliam transferred to the University of Virginia’s College at Wise where she earned her bachelor’s degree in English. She is now completing her master’s in English at East Tennessee State University.

Gilliam knows the importance of her role. “Having been a community college student, I feel more prepared to teach at a community college, especially the non-traditional student.” Just like her students days, Gilliam says she is getting a lot of support from those who work at Mountain Empire, especially the English faculty.



The Anniversary Garden at Virginia Western Community College.





## For a Better World...

Virginia holds a unique ability to shape, and be shaped by, the larger world. From the landing at Jamestown four centuries ago, through its integral role in the Revolutionary War, the Civil War and two World Wars, to the tragedy of 9/11—Virginia has been the setting for some of humanity's most pivotal moments. That tradition continues today as Dulles International Airport and the Port of Hampton Roads directly connect us to every continent; and the commonwealth's reputation for prosperity, quality of life and opportunity attract more people every year.

Virginia's Community Colleges are proud to be a part of that growing legacy—educating and employing men and women striving to serve others and to discover the ideas that elevate us as a people. With passion and purpose, our community colleges pursue their mission of providing people with the opportunities, ideas and skills they seek to create a better world.

### Clark BeCraft

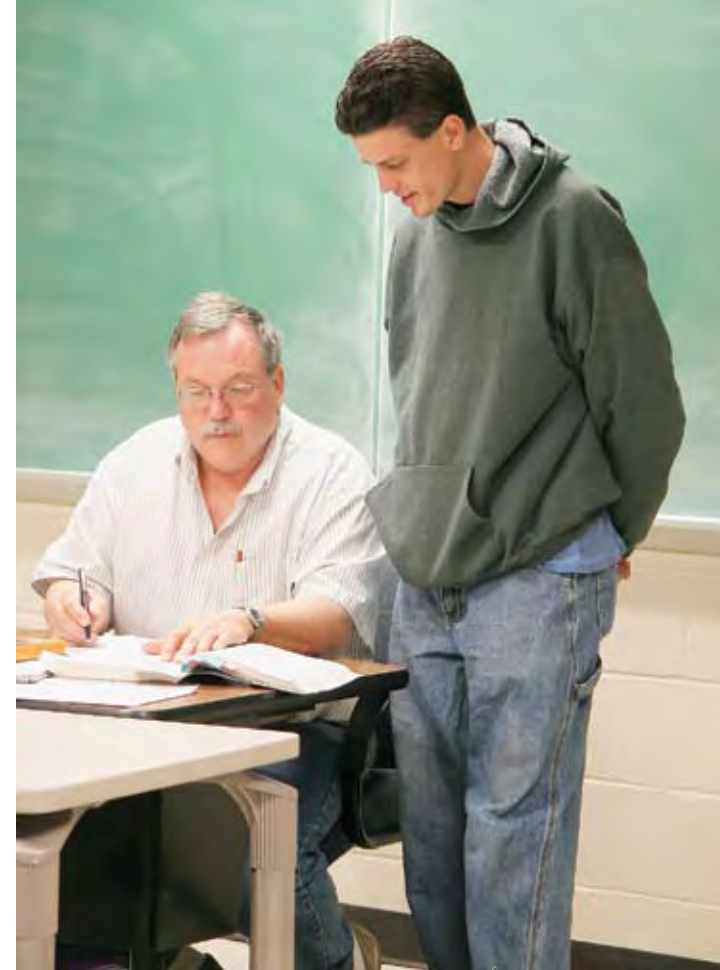
Patriotism blossomed throughout Virginia's Community Colleges as the commonwealth marked the 400<sup>th</sup> anniversary of Jamestown. That was especially true for Clark BeCraft, a Virginia Western Community College graduate and the college's horticulture technology assistant.

"I am really fortunate to be able to return to Virginia Western," says BeCraft. "I have always enjoyed the atmosphere here and the faculty's eagerness to help teach their students."

A landscape horticulture graduate of Virginia Tech, BeCraft is typically found in Virginia Western's greenhouse—his "office," he calls it—tending to hundreds of plants, including those that make up the Community Arboretum. "Public garden maintenance has always been an interest of mine, so being able to work outside in the arboretum is a real thrill," he says.

BeCraft also volunteered on the 2007 Jamestown Community Program Committee, leading the arboretum's plan to help construct a large-scale anniversary garden to commemorate North America's first permanent English settlement.

"We wanted to design a garden that incorporates the traditional American red, white, and blue colors," BeCraft says. "We wanted to use mass color and since we were already using the colors of the American flag, we decided to use the theme of Stars and Stripes." The popular display inspired people to plant their own anniversary garden throughout the area.



### Dave Moon

Dave Moon, associate math professor, is retiring after 35 years at Eastern Shore Community College.

"I can't think of anyone who is a better educator or teacher in math. He is truly going to be missed," says history professor Barry Neville. President Cheryl Thompson-Stacy adds, "Graduates often tell me how afraid they were of math until they had Dave's class. He has made an impact on so many people."

Moon plans to spend the next several months finishing the airplane he started building 15 years ago, and then take it to Alaska. He also intends to do a little gardening, crank up his Model T convertible, rebuild an antique pick-up truck and spend time with his grandchildren.

Moon began teaching at the Melfa campus when it first opened in 1972. Before coming to ESCC, he was a tenured instructor at Dabney S. Lancaster Community College. During the Vietnam War, Moon was a rocket scientist. He also served as a missile engineer; a chemist for a pharmaceutical company; and a technical writer.

Moon's father, the famous Rear Admiral Don P. Moon, directed the landing on Utah Beach during the D-Day invasion of Normandy in June 1944.



### Keith McAllister and Montie Fleshman

A year-long study in wind energy technology is inspiring two New River Community College professors to expand their efforts for other types of renewable energy.

Keith McAllister and Montie Fleshman, who teach in the electricity and instrumentation/control automation departments respectively, have spent the past year researching wind energy with a grant from the Virginia Community College System Institute of Excellence.

The small wind turbine, powered by an electric fan for indoor demonstration and a 30 ft. tall turbine, which will be placed outdoors, are generating a lot of student interest.

Volvo Trucks' New River Valley plant in Dublin has placed a 90 ft. turbine at its facility attached to an electric meter from the power company to test the amount of energy created by its 22 ft. wide turbine blades. New River will be conducting studies of the energy created by that device throughout the year.

The goal of McAllister and Fleshman is to incorporate renewable energy into existing course work and to gather enough information on the subject to offer workshops to the public on power systems driven by the wind and the sun.



# Opportunities to Serve, Teach and Learn

## Elisee J. Bimenyande

A decade before he enrolled at Piedmont Virginia Community College, Elisee J. Bimenyande and his family escaped from the genocide in Rwanda. They first landed in the Republic of the Congo and then relocated to Zambia, where he graduated at the top of his senior class.

A scholarship from a foundation founded by Albert Einstein, to help refugees interested in science, allowed Elisee to attend veterinary school at the University of Zambia. A U.S. government program helped his family settle in Charlottesville.

Elisee has his sights set on the UVA McIntire School of Commerce, and plans to get there using the guaranteed admissions agreement between UVA and the VCCS.

"It was a culture shock coming to the U.S.," Elisee says. "I thought it was a good idea to start with smaller classes in a community college that allowed for more interaction with students. I have many friends here." He added, smiling, "I love every single day at PVCC."

Elected treasurer of the Student Government Association and president of the International Club at PVCC, Elisee was inducted this year into Phi Theta Kappa, the international honor society for community college students. He takes honors classes and has made the Vice President's list twice for academic achievement.

While managing 12-13 credits each semester, he also tutors students part time in accounting, economics and French in PVCC's Learning Center and works 32 hours weekly at the University of Virginia's Center for Comparative Medicine.

Elisee's ultimate goal is to work in finance and accounting at the United Nations.



From Left: Sister Juliana Paladini and Sister Anita Concepcion with Sisters Delia, Bruna, Yolanda, and Santina; back row left to right are Sisters Bernadette and Natalina.

## Natalie Almarode

Being a wife, mother of four, an honors student and holding down a full-time job would be a lot for anybody. Somehow, Blue Ridge Community College student Natalie Almarode finds the time to help Hurricane Katrina victims and design pollution prevention strategies for small businesses.

Almarode is also the president of the national champion BRCC Students in Free Enterprise (SIFE) team. As a team member in 2006, she and the squad won awards and recognitions through a number of regional and national competitions. This past spring, she led the team to a national championship in Dallas.

In working with SIFE, she has educated high school students about ethics and personal finance and participated in the team's efforts to help with economic recovery in Hurricane Katrina-ravaged Hancock County, Mississippi. She recently coordinated an environmental management system for the BRCC SIFE Coffee Corner, which earned the shop Virginia DEQ E<sup>2</sup> certification. Building on that, she developed a guide for businesses in Rockingham County detailing the steps to becoming an environmentally friendly business.

As a Phi Theta Kappa member, Almarode was named to USA Today's national All USA academic second team, and was also honored as a member of the Phi Theta Kappa "First Virginia Team."

## Sisters Juliana Paladini and Anita Concepcion

The scorching deserts of Sudan and the rugged forests of South Africa are not part of the typical path students follow to the J. Sargeant Reynolds Community College nursing program. But they were for one student.

"It is part of our vocation to move from one part of the world to another wherever you are needed," says Sister Anita Concepcion, a Comboni Missionary Sister, who was born in the Philippines and served in Dubai and Jordan.

Formed to assist African people, the Comboni Missionary came to Richmond in 1953 to help African Americans during segregation. The Comboni Missionary, which accepted a black child into their school in 1956 just before the Brown v. Board decision, is thought to be Richmond's first desegregated daycare.

Since 1950, about 200 Sisters from around the world have been assigned to Richmond, for either service or professional preparation. The 14 Sisters living there now have served primarily in Africa and the Middle East.

The missionary's U.S. headquarters in Richmond is within walking distance of a J. Sargeant Reynolds campus.

"As the world continues to change it is very important for us to keep up to date with our education," says Sister Juliana Paladini, born in Italy, who holds a bachelor's degree in secondary education and went back to school to receive an associate's degree in early childhood education from JSRCC to assist with the daycare center.

Following working in Dubai and Jordan, Sister Concepcion is currently taking classes at JSRCC with plans to become a registered nurse, which will earn her a new assignment to a mission to assist with health care.





## Filling Virginia's Critical Nursing Shortage

Virginia Community College graduates account for nearly half of all the new registered nurses in the commonwealth. The VCCS continues seeking new and innovative ways to meet Virginia's critical nursing shortage.

To address that challenge, the chancellor's office, the State Board for Community Colleges and the Virginia Hospital and Healthcare Association (VHHA) worked together in 2005 to create a list of 13 recommendations to increase the number of VCCS nursing graduates.

The number of nursing graduates has increased 52 percent since the 2002-03 school year. That increase has occurred despite not yet implementing all of the recommendations.

The nursing shortage is a threat to the quality and accessibility of healthcare throughout Virginia, as well as the economic prospects of many local communities. Virginia's growing and aging population will require an estimated 22,600 new nurses by the year 2020.



### David 'Hersh' Smith

It's not often you meet someone who is willing to leave an 18-year career as a police officer, take out a second mortgage on the house and work two part-time jobs to support his family while pursuing his dream to care for people. But that's exactly what 40-year-old David "Hersh" Smith did to enter the Thomas Nelson Community College nursing program.

"I chose the associate degree program at TNCC because of its good reputation," he says.

His efforts paid off in June when Hersh became a nurse on the Cardiopulmonary Care Center Unit at the Bon Secours Richmond Memorial Regional Medical Center in Mechanicsville. Hersh said Thomas Nelson gave him the knowledge, skills and hands-on experience he needed to go into the workforce and become a great nurse.

"The opportunities I have to grow in the nursing field are endless," he says.

While at TNCC, Hersh served as a member of the Health Care Advocates and went on to become the president of the Future Nurses of America. Both groups focus on community outreach to promote good health.

### Donna Wenzel

When Donna Wenzel takes one of her 11 children to the doctor, she often lugs a medical textbook with her.

It's not that Wenzel distrusts the doctor, it's that she can't waste a single minute when she could be studying for her nursing courses at John Tyler Community College.

With eight children still living at home, Wenzel steals minutes to study whenever and wherever she can—in doctor's offices, in between baseball games, and when her children are at school. "I fit in my studying in increments," says Wenzel. "I have to."

Wenzel is able to study this way because she does a great deal of her coursework online. "Online classes are the perfect fit for me. I like to learn at my own pace, and with online courses, I can be home for my children. I wouldn't be able to do what I am doing now without the online nursing program."

The Virginia Community College System's Commonwealth Nursing Program combines online nursing classes with traditional on-site clinical rotations. It's a program that is fast-paced, challenging and perfect for someone as motivated as Wenzel, who recently was honored as an international Leader of Promise by Phi Theta Kappa.



### Brenda Dixon

Brenda Dixon is devoted to helping others. Her devotion has carried this wife, mother, Germanna Community College graduate and nursing instructor, and U.S. Army Reserve lieutenant colonel halfway around the world and back.

After her sister-in-law graduated from GCC and became an ER nurse, Dixon pursued nursing at Germanna, eventually joining the school's adjunct faculty and later becoming a full-time instructor.

Later inspired by Germanna's nursing director, an army veteran who served in Korea, Dixon decided to join the army reserves. She was activated in 1991 during the first Gulf War, and later returned to teaching at Germanna.

She returned to active duty four years ago at Fort Eustis in Newport News, a two-hour drive from her home in the Fredericksburg area. The duty means she must leave her husband and 6-year-old daughter every Monday morning and not see them again until Friday evening.

Dixon says the sacrifice is worth it to care for those wounded in today's war—up to 60 people at a time—and to train younger army nurses.

"I feel we do a good job with our soldiers," she says. "If I was wounded in combat, I'd like to think I'd get medical care as good as the care we provide."





### Full-Time Equivalent Enrollment

Blue Ridge	2,554
Central Virginia	2,289
Dabney S. Lancaster	746
Danville	2,530
Eastern Shore	486
Germanna	3,008
J Sargeant Reynolds	6,544
John Tyler	4,028
Lord Fairfax	3,179
Mountain Empire	1,881
New River	2,672
Northern Virginia	25,701
Patrick Henry	1,803
Paul D. Camp	820
Piedmont Virginia	2,409
Rappahannock	1,523
Southside Virginia	3,134
Southwest Virginia	2,349
Thomas Nelson	5,461
Tidewater	16,312
Virginia Highlands	1,548
Virginia Western	4,177
Wytheville	1,702
<b>VCCS</b>	<b>96,856</b>

#### Trang Duong

Trang Duong came to Virginia in 2004 from Vietnam, where she had been a medical doctor. She spoke no English. She found the help she needed to start a career in America at Germanna Community College.

Duong began visiting the GCC Tutoring Center religiously for help with English and other subjects.

She requested a mentor through the International Education Committee at GCC and was assigned to Judi Bartlett, now an associate dean of instruction at the college. She was Bartlett's first mentee.

During the Germanna Honors Ceremony in 2005, Duong won the top chemistry award and the biology award.

This fall, she received a scholarship to the Doctor of Pharmacy program at Temple University and is volunteering in the hospital pharmacy.

Duong sent Bartlett an e-mail about attending the school's white coat ceremony last month. "It's a nice celebration to encourage new students for their hard way ahead," Duong writes. "The academic environment here is so wonderful," Duong says from Temple. "I love it."

Full-time-equivalent (FTE) enrollment for 2006-07 is the number of students there would be if each took 30 credits per academic year (15 per semester). State funding is based on FTEs.



### Unduplicated Student Headcount

Blue Ridge	5,729
Central Virginia	6,986
Dabney S. Lancaster	2,000
Danville	6,118
Eastern Shore	1,106
Germanna	7,308
J Sargeant Reynolds	18,059
John Tyler	10,503
Lord Fairfax	7,987
Mountain Empire	4,368
New River	6,394
Northern Virginia	60,982
Patrick Henry	4,092
Paul D. Camp	2,276
Piedmont Virginia	6,489
Rappahannock	3,924
Southside Virginia	8,094
Southwest Virginia	5,953
Thomas Nelson	14,170
Tidewater	37,771
Virginia Highlands	3,384
Virginia Western	12,677
Wytheville	3,972
<b>VCCS</b>	<b>240,342</b>

#### Ocelia Templeton

Ocelia Templeton elected to attend Rappahannock Community College instead of the two prestigious four-year universities that had accepted her. "I like RCC," she says. "I feel comfortable here."

This year, while continuing to pursue her associate's degree at RCC as a Phi Theta Kappa International Honor Society student, she is co-enrolled at William and Mary, majoring in art and art history with a concentration in two-dimensional art and a minor in theater.

Raised in Brazil by missionary parents, the 19-year-old Templeton speaks Portuguese and some Spanish. Since moving with her family to Virginia and attending RCC, she has participated in volunteer summer teaching trips to Brazil and India, and for next year she plans another to Mozambique.

After becoming a finalist in the Miss Teen Virginia pageant of 2007, Templeton's next goal is the 2008 Miss Virginia USA pageant. Her hobby of oil painting has also brought her recognition: one piece was accepted for a juried exhibit at the Chrysler Museum, and another for a student art show at the Smithsonian. She enjoys reading books and plays, is an enthusiastic opera fan, takes fencing lessons, and hopes to soon get her pilot's license.

Unduplicated headcount enrollment shows the number of students that enrolled in at least one credit course during the 2006-07 academic year.



## Opportunity for a Second Chance

Adversity introduces you to yourself. Failing out of school, losing your job, or falling into drug addiction can extinguish opportunities and derail dreams. The stories throughout this section feature people who struggled with adversity and—with the help of Virginia's Community Colleges—found the determination and courage to succeed.

The challenges facing these individuals are not unique. An estimated 700,000 working-age Virginians—nearly one out of every ten—lack a high school diploma or GED. Through a policy of open enrollment, initiatives such as the Middle College program and placing Career Coaches in more than 100 high schools, Virginia's Community Colleges are reaching out to people who lack a postsecondary degree or certificate and those who otherwise would never consider attending college.

The success of these efforts to create opportunity will determine not only the future of the individuals they touch but also the commonwealth as a whole. The search for talent is so competitive; Virginia cannot afford to forego the contributions of any individual.



### Glynis Pegram

There is no quit in Glynis Pegram.

As a child, an injury left Pegram in a coma for months, likely causing a long-undiagnosed disability that led her to leave school at 14. She got pregnant, married and suffered years of abuse before divorcing and struggling with a range of jobs—all without a GED. She also survived childhood abuse and adult bouts with cancer.

She overcame those challenges, she says, with a “will to survive and make a difference.”

Her children, now adults, persuaded her to go to Tidewater Community College. At first, her struggle to comprehend caused her to vomit during math class. At last, through counseling, she discovered her disability and methods to overcome it.

Glynis Pegram triumphantly celebrated a hard-won degree from TCC, where she overcame a severe learning challenge and even became a tutor—like those who had helped her. A mother and grandmother with dreams of helping other women, she's focused on a bachelor's degree in anthropology and women's studies.



### Tim Canon Sr. and Jr.

Tim Cannon Sr. and Tim Cannon Jr. represent the third and fourth generation of Cannons to work at the Ford Plant in Norfolk. “My whole career was there, and my father's and grandfather's,” says Cannon Sr., who had just earned his 30-year Ford pin. “My grandfather left Pittsburgh's Ford plant to help start this one in 1925.”

But after the plant closed in June, the father and son decided against relocating. “We'll stay here in Hampton Roads,” says Cannon Sr. “Why leave nirvana?”

They are among the more than 700 individuals and families finding opportunities through Tidewater Community College's Ford Information Team.

While dozens of workers intent on starting businesses attended TCC-Small Business Association sessions, others sought preparation for new jobs including certifications in more than a dozen fields.

The Cannons plan to launch a charter boat business, thanks to each earning a Captain's License through TCC's Hampton Roads Maritime Training Center. “We started to think about how to make a living at something we've loved all our lives—what dad and I both grew up with—boating,” says Cannon Jr.

Helping former Ford workers has inspired TCC to launch a career transition program for all dislocated workers called “Shifting Gears.” The year-round effort will offer networking and information sessions.





### Clay Dills

Clay Dills had a rocky start with college life. He went from major to major, finding nothing to get excited about. He flunked out of both Tidewater Community College and ODU – all before turning 21.

Enjoying the surf scene and working at the Oceanfront, Dills didn't know what to do with his life. But his drawing and design skills began to surface and he decided to turn to TCC to re-visit college.

"I really needed a second chance. I had to get top grades for architect school; TCC gave me that chance," Dills says. Transferring to Virginia Tech with a 4.0 GPA, he graduated first in his class. His studies included a year at The Cooper Union for the Advancement of Science and Art in Manhattan that accepts only 30 students a year for architecture.

Dills now works with his father designing school additions, multi-million-dollar homes and marine terminals, as well as helping clients with limited incomes. In fact, he and his family live in a home Dills designed.

He is also now an adjunct instructor for Hampton University, sharing his professional expertise with budding architecture students. TCC, he says, is a big reason for his success. "You can launch from there."

# Opportunity 2.0



### Jean Blaise-Ognong

Jean-Blaise Ognong's ambitions stem from childhood challenges. "My dream," he says, "is to work for resource allocation and financial policies that will benefit people in Africa."

Ognong was raised in a small village in Cameroon, where he lived with his single mother in a mud hut. He contracted polio at the age of two. His recovery was slow and painful. "I didn't start school until I was eight," he says.

In 2005, Ognong enrolled at Northern Virginia Community College. "I was impressed not only by the school's attentive care for students' achievement, but also by a great level of academic rigor. I had a number of mentors and role models readily available for advice. NVCC believed in me and provided tremendous support," he explains.

Ognong's success went beyond the classroom. He organized the college's soccer team and created a volunteer tutoring program in Washington D.C. charter schools. His efforts earned him the competitive and prestigious Jack Kent Cooke Foundation Scholarship.

"Everything that had happened to me up to that moment made sense. Since the beginning, I've been on the right path. The challenge now is to sustain my momentum."

Ognong now studies economics and finance at Georgetown University.

### Patricia McGhee

Patricia McGhee admits she made some "stupid choices." Decades of living on the streets left her a victim of abuse, addicted to crack cocaine, homeless and even jailed. Now clean and sober, McGhee is motivated by those tough experiences.

"I just want to help somebody. I know that I am meant to do something—even if it is to help [only] one person," McGhee says.

The turning point came in March 2004 when a judge ordered her into rehabilitative treatment and suggested she do something with her life.

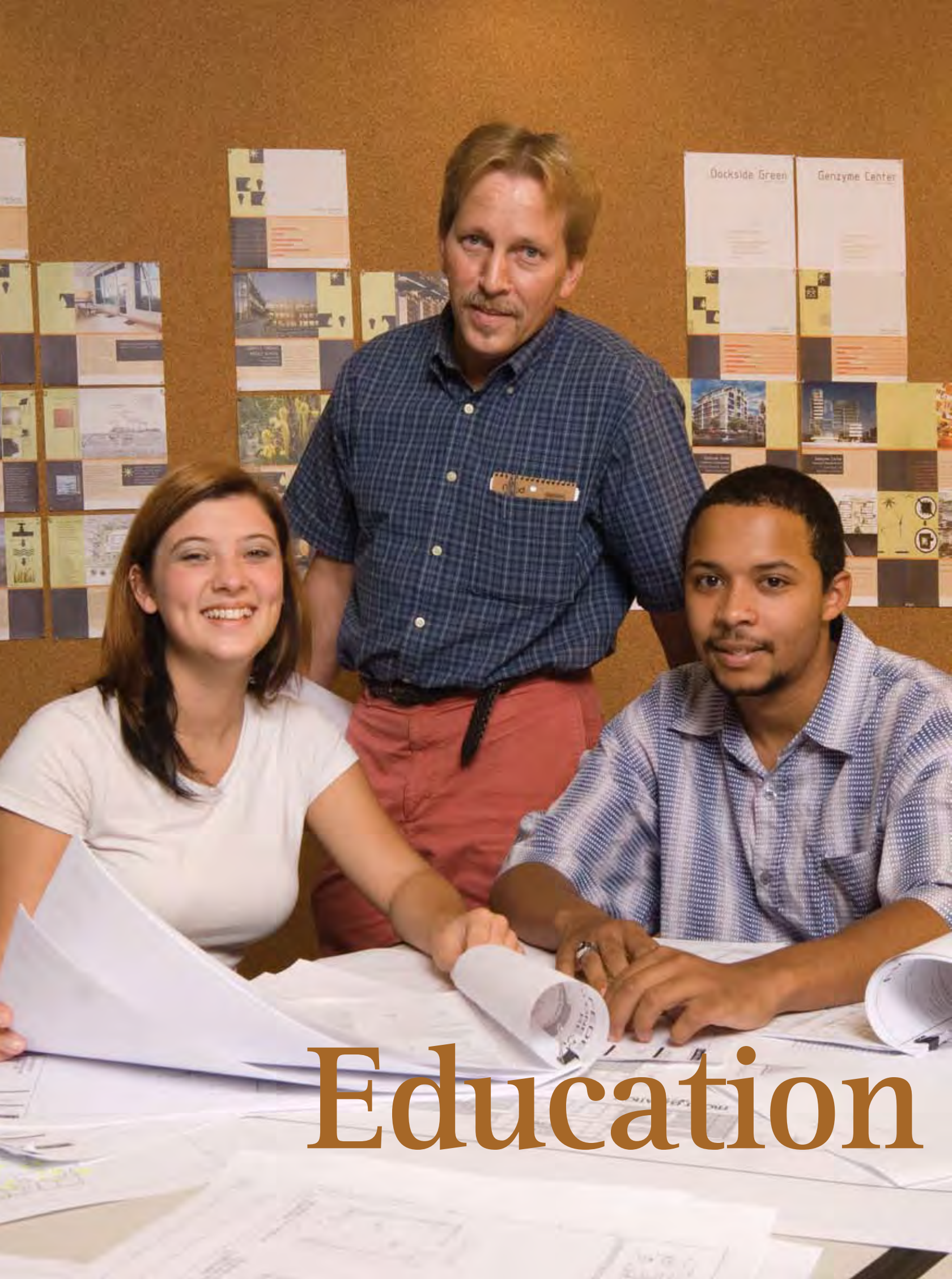
After rehab, the job she got was eliminated when the plant closed. She used Trade Act benefits to enroll in Danville Community College.

"I was scared because I didn't know if they would accept me—whether I could get any money to attend college," she says.

She graduated from DCC last spring, crediting her success to caring instructors and staff that mentored and encouraged her. McGhee is striving to become a substance abuse counselor and she wants to transfer to Old Dominion University to pursue that dream. In the meantime, she is taking life one step at a time.







**Kayla Snow, Markham Jarrett, and Ben Warren**

Lightening, they say, never strikes twice. But what if it occurs three times?

That's the case at Patrick Henry Community College, where three of its graduates have landed dream jobs at one of the most prestigious architecture and engineering firms in the eastern United States—elite jobs using the newest and most powerful software in the field.

Kayla Snow was a Tech Prep and dual enrollment student hired by Clark Nexson Architecture and Engineering in Hampton Roads for her knowledge of Revit software.

Markham Jarrett, a student sponsored through Trade Act funding, parlayed his opportunity into a position in Clark Nexson's mechanical engineering department.

And Ben Warren signed up to take a computer aided drafted design class as an elective, having no idea it would lead to the opportunity to work at a firm like Clark Nexson. Warren and Snow are among only a handful of the firm's 300 employees working with the cutting-edge Revit software.

Patrick Henry's CADD students are being prepared to use the latest in technology and software, making them among the most sought-after employees in the field. The program is taught by Professor Lloyd Cannaday, one of 12 community college faculty members in the nation to be awarded the David Pierce Faculty Technology Award, the only national community college award for faculty.

**Education**

**Job.**  
for a better



## Opportunity Begins with Workforce Development

Increasingly, Virginia's Community Colleges are where business opportunities begin. Last year, more than 190,000 people directly benefitted from our workforce programs, including the 65,000 people we served in programs customized for Virginia businesses—a substantial increase over the previous year.

Our Career Coaches are elevating the lives of thousands of students. In partnerships with local schools and businesses, we have placed career coaches in more than 100 high schools—with postsecondary enrollment in those schools increasing by an average of 6.5 percent and even higher in some schools.

Middle College, our effort to help high school drop-outs earn their GED and continue onto further education, continues to yield impressive results. Over 70 percent of the students receive a GED and more than half of those enroll in a college program, some of the best success rates in the business. This effort is vital in giving working-age Virginians a second chance at the skills they need to work for Virginia companies in a global marketplace.

Internally, we have made significant investments in our data and reporting systems, enabling us to better monitor and assess program outcomes. These quality-control improvements will help us continue to improve the services we provide to Virginia's businesses, adding to Virginia's economic strength.

In this economy, success means moving forward. With that in mind, we take pride in our achievements but know that we must continue to find innovative ways to help Virginia's businesses and employees obtain the skills and knowledge they need to continue our shared success.

## 2006–2007 Funding and Impact

### STATE FUNDING

#### APPRENTICESHIP **\$1,044,500**

Apprenticeship instruction is based on specific occupation areas and developed in cooperation with industry leaders and the Virginia Department of Labor and Industry. A registered apprentice is required to complete a recommended minimum of 144 hours of related instruction and a minimum of 2,000 hours of supervised work experience in a specific trade and for each year of the apprenticeship.

Apprenticeship Related Instruction is offered by education providers in service regions. The majority of apprenticeship enrollments are provided through Department of Education-operated local technical centers while the remaining enrollments are provided through the community colleges.

<b>Apprentices enrolled in instruction related services</b>	<b>6,746</b>
<b>Apprentices who completed the related instruction component</b>	<b>438</b>
<b>Employers who sponsored apprentices</b>	<b>1,606</b>

**"I want to become a nurse—a great nurse"**



Darlene Smith has been employed by the Inova Healthcare System for 16 years and thought it was a great advancement opportunity to join Inova's Apprenticeship Program. "It has been a great experience to learn and apply those skills on the floor every day," says Smith.

Approximately 25 percent of all new nursing assistants hired by Inova Healthcare Systems have little or no training in basic nursing care. Inova Healthcare System created an apprenticeship program for clinical care technicians through a joint collaboration with the Virginia Department of Labor and Industry, the Council on Adult Experiential Learning, Northern Virginia Community College, Virginia's Community Colleges and the Commonwealth of Virginia Board of Nursing.

As an added benefit of this formalized training, Smith says, "One thing I have noticed because of the program, is that we get more respect from the nurses... they recognize our new skills."

### INSTITUTES OF EXCELLENCE

**\$846,900**

The role of the Institutes of Excellence is to support the development of credit and non-credit instructional programs that prepare a skilled labor force for high-wage, high-skill and high-growth occupations in the commonwealth. In 2006-2007, the Institutes of Excellence:

- Awarded \$437,000 in grants to 21 community colleges to develop new instructional programs and courses or alternative programs and course delivery methods to meet local workforce development needs. Examples include: rapid prototyping; nanotechnology; virtual sawmilling; fire science technology; disaster preparedness; network infrastructure; medical coding; wind energy; welding; warehousing, storage and distribution; and automotive technology.
- Hosted a one-day showcase of new and innovative workforce programs for college leaders, business supporters and economic development officials.

#### First online sawmilling courses in the U.S.

Sawmilling, says Trevor Saville, has finally reached the technology-driven 21st century. "The operation of this equipment is controlled by a joystick," said the Dabney S. Lancaster Community College Forestry Technology student. "The sawyer never has to touch the log during the process."

Soon, Saville and others will be able to take sawmilling courses via the Internet. DSLCC will use eight cameras positioned throughout their new sawmill building to deliver sawmilling courses online.

"Numerous colleges can tout a new gym, science lab or library, but not many can boast about their new sawmill," comments Gary Keener, vice president for continuing education and workforce services. "This building with its modern thin kerf saw will add value to our forestry program, already widely known for training skilled technicians who can directly enter the workforce upon graduation or continue on for further study in the field."

The forest industry in that part of Virginia is important to the state's economy. The amount of work needed has exceeded trained employees. DSLCC is meeting the demand for training skilled employees.

"Our current and future students will benefit from having this facility—specifically designed to teach what industry needs sawyers to know in order to compete in today's market," states Richard Teaff, president of DSLCC. "This is an exciting addition to our campus."

Participants took the opportunity to learn more about the planning, implementation, challenges, marketing and outcomes of each project.

- Awarded \$54,850 to three colleges to increase the array and depth of educational programs delivered by E-learning, offering new and flexible ways to increase access to community college students. The chancellor advanced these programs through the Chancellor's E-Learning Enhancement and Development Grant program.
- Awarded \$20,000 to four colleges to offer multiple online classes presented by a leading vendor to their students and track participant data. This new web-based workforce development curriculum was not previously offered at the colleges.

<b>Number of new programs</b>	<b>20</b>
<b>Number of courses developed or updated</b>	<b>65</b>
<b>Funding match received through cash or in-kind donations in support of Institutes of Excellence projects</b>	<b>\$810,763</b>



*"The operation of this equipment is controlled by a joystick—the sawyer never has to touch the log during the process."*

**Trevor Saville**

Student in the Forestry Technology program



**Jason Hall and Nikki Senter**

Jason Hall and Nikki Senter, graduates of Thomas Nelson Community College's design co-op program, were placed at the head of their class in securing employment that has led to their present success.

According to Hall, the program continually motivates students because it places them early on in their college program into the high tech workplace of Northrop Grumman.

Senter says the design co-op program provided her with invaluable on-the-job preparation for a career in marine design. "You get actual experience with someone right there looking out for you."



**WORKFORCE DEVELOPMENT NON-CREDIT AND CREDIT INSTRUCTION AND SERVICES**

**Non-Credit Instruction Support** \$1,105,650  
**Workforce Development Staff Support** \$1,525,000

Workforce Development Services offers individuals and employers course instruction through open enrollment (offered to the general public) and customized non-credit and credit instruction. Over the past year, more than 61,000 individuals completed open-enrollment courses and over 66,500 individuals received customized training. WDS staff continued to work with partners, such as the Department of Business Assistance, local One-Stop Career Centers, Workforce Investment Boards and the Virginia Department of Economic Development, to improve services to individuals and employers.

Non-credit course completers	94,013
Credit course completers	33,607
<b>Total course completers</b>	<b>127,620</b>
Completers of courses for industry certification	19,147
WIA training vouchers used to pay for training	985
Employers served through customized services and training	1,305
Employers served through open enrollment courses	3,000
Company recruitment projects with state & local economic development agencies	117
Dislocated worker projects with other community agencies	40
Expanding industry projects sponsored by Department of Business Assistance	34
Community service courses and events	2,062

**WORKFORCE TRAINING CENTERS\***

Workforce Training Centers are specialized facilities managed by community colleges in collaboration with local governments and community agencies. Funding for these centers most often is provided by localities and the commonwealth:

*Four Workforce Training Centers received state funding with a 25 percent match from their respective communities:*

- Virginia Peninsula Workforce Development Center at Thomas Nelson Community College
- Regional Center for Applied Technology Training at Danville Community College
- Regional Workforce Development Center at Paul D. Camp Community College
- Central Virginia Manufacturing Technical Training Center at Central Virginia Community College

Non-credit course completers	15,580
Credit course completers	7,023
<b>Total course completers</b>	<b>22,603</b>
Completers of courses for industry certification	1,851
WIA training vouchers used to pay for training	268
Employers served through customized services and training	185
Employers served through open enrollment courses	240
Company recruitment projects with state and local economic development agencies	25
Dislocated worker projects with other community agencies	9
Expanding industry projects sponsored by Department of Business Assistance	7
Community service courses and events	646

\*The centers are a subset of the totals for Workforce Development non-credit and credit instruction and services.

**OTHER FUNDING**

**CAREER COACHES** \$597,645

Career Coaches are community college employees placed in local high schools to help students explore career aspirations and develop career plans. Career coaches also help connect students to workforce and college preparatory programs offered by the community college such as dual enrollment and Tech Prep. The ultimate goal of the career coach initiative is to increase the number of high school graduates in postsecondary education and training, apprenticeship programs, and the skilled workforce.

As of October 2007, career coaches have grown from 11 coaches in 2004-05 to over 85 coaches, located in 110 high schools across Virginia.

Students contacted	46,579
Ongoing counseling/coaching (one-on-one or small group)	34,473
Career plan development	14,656
College placement assistance	9,246
Dual enrollment referrals	14,862
Tech Prep enrollment referrals	11,674

*"I think career coaches are essential and very important to the students."*

*"If it was not for my career coach, I would probably not even think about going to a university after community college."*

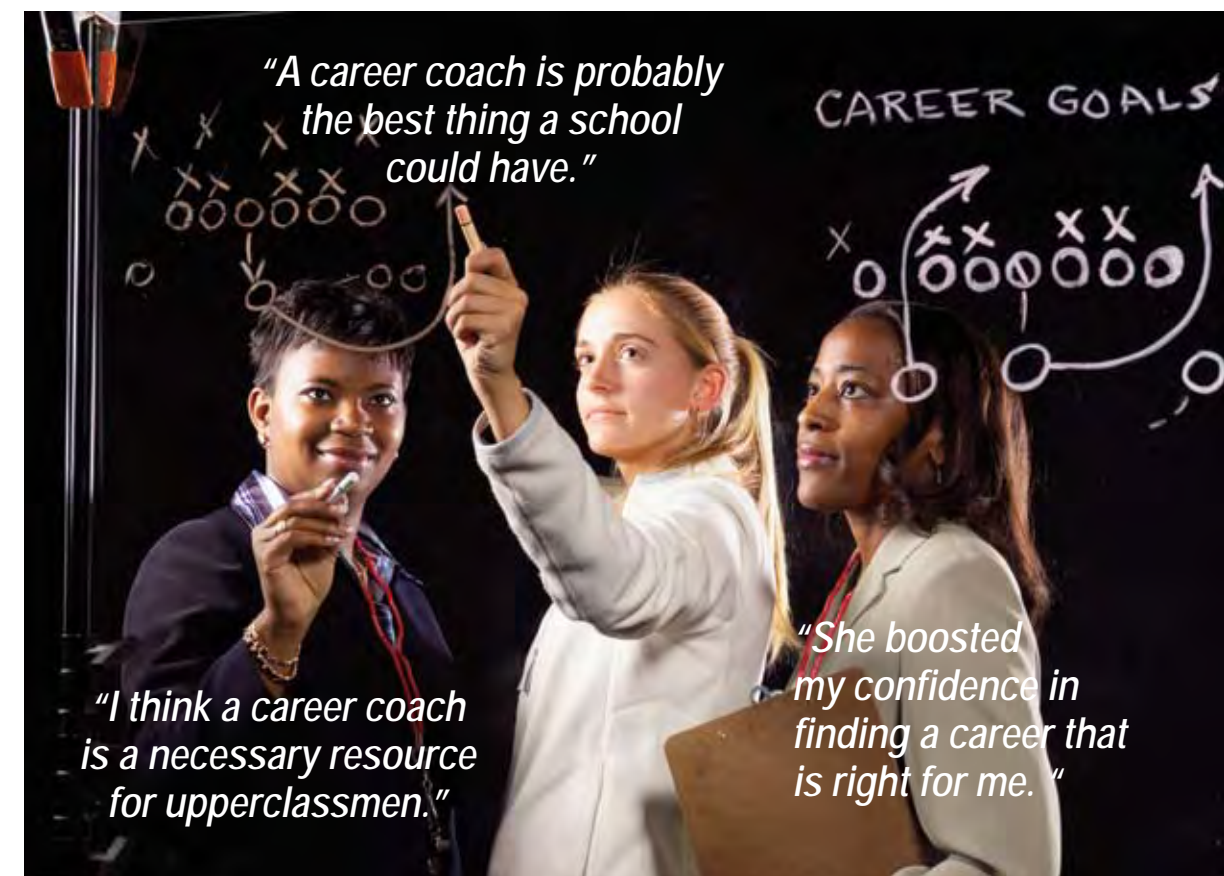
*"My career coach is an asset to the school and has been most helpful."*

**CAREER READINESS CERTIFICATE**

The Career Readiness Certificate is a portable skills credential that uses WorkKeys to assess individuals based on employability skills in the areas of applied mathematics, locating information, and reading for information. Virginia's Community Colleges administer the Career Readiness Certificate and the Virginia "Skillsbank" database. Individuals may receive one of three certificates. Gold signifies that a recipient possesses skills for 85 percent of the jobs profiled by WorkKeys. Silver signifies that a recipient possesses skills for approximately 65 percent of jobs profiled and the Bronze level signifies that a recipient possesses skills for approximately 30 percent of the jobs profiled by WorkKeys.

The Career Readiness Certificate is endorsed by the Virginia Chamber of Commerce, the Virginia Community College System, the Virginia Manufacturers Association, the Virginia AFL-CIO, and by the Virginia Workforce Council.

Gold certificates awarded	490
Silver certificates awarded	1,764
Bronze certificates awarded	943
<b>Total certificates awarded</b>	<b>3,197</b>



Quotes taken from student surveys on the Career Coaching program.





### H.C. and Peyton Sellers

H.C. Sellers had the courage to follow a dream. "I felt that racing was the career I wanted," he says. Danville Community College helped him fulfill that dream with its precision machining technology program, specifically designed for students pursuing a career in the racing industry.

H.C. began racing professionally with a DCC sponsorship in 1998, becoming a top ranked driver at South Boston Speedway.

His focus eventually took him out from behind the wheel. "I had more drive to work on cars than to drive them," says H.C. "[My brother] Peyton was more of a natural driver. So we made Peyton the full-time driver, and me the crew chief. And that was the start of it."

The Sellers team went on to earn the Dodge Weekly Series Championship.

The Sellers credit DCC with advancing their careers. They say the program is competitive with other racing team

programs across the country, and in some way, perhaps more versatile. "Take precision machining, for example," explains H.C. "You can take those skills into any shop, into any industry—not just race cars. They teach math, accounting... a wide variety of stuff that all affects us racing today...all the economics of managing your team."

Peyton, who began the program as a Tech Prep student, agrees. "Motorsports management required you to take public speaking classes, math, [electronics]... all of that applied to what I was doing. Understanding more about the business end of it helped me a lot...how to talk to sponsors, how to talk to the public. It helped us as a team and me as a driver."

"Some students think all they have to do to be a race car driver is get into the car and drive, but of course there's a lot more to it than that," says Cathy Conner, Danville Community College's administrator.



### Dellamae Meadows

"Middle College is my second family," says Dellamae Meadows. "I wouldn't be where I am today without them. They believed in me when no one else did and gave me the resources to succeed."

Meadows grew up faster than most. She had to. Abandoned by her parents, she began raising her brothers when she was in the ninth grade. The challenge of it all caused her to miss school and eventually drop out.

She tried returning to earn her GED, but transportation challenges and the necessity to work forced her to drop out once again.

A dangerous, failed relationship, a pregnancy and miscarriage, and ovarian cancer added to Meadows' challenges. However, a New River Community College newspaper ad proved to be a turning point.

Though reluctant at first, Meadows enrolled in Middle College at NRCC. "The instructors were understanding," she says. "They worked with my schedule, and when I had to have surgery, I was able to do the work at home."

Meadows ultimately lost her home, but not the support she was getting from her Middle College instructors. "They would bring in food for me and helped me find a job until I could begin classes and get a work study position."

"I'm now in college. I am working for the Middle College. I have a home and food on my plate." Though life is still a struggle, Meadows says things are finally looking up.

**MIDDLE COLLEGE** **\$850,000**

Middle College is a comprehensive college-recovery program for students ages 18 to 24 who do not have a high school diploma. The program empowers the student to pursue the GED, college curriculum and workforce certification simultaneously. Middle Colleges are located at Danville, Germanna, J. Sargeant Reynolds, New River and Southside Virginia community colleges.

<b>Initial enrollment</b>	<b>594</b>
<b>Continued enrollment</b>	<b>505</b>
<b>Received GED</b>	<b>408</b>
<b>Received the Career Readiness Certificate</b>	<b>211</b>
<b>Enrolled in post secondary program</b>	<b>239</b>

**POST-SECONDARY PERKINS** **\$3,290,425**

Carl D. Perkins programs at all 23 colleges target continuous improvement of career and technical education programs at both secondary and post-secondary levels to ensure students graduate with core academic and advanced technical skills and are prepared for success in higher education and the skilled workforce.

Funds provide support for development and/or enhancement of occupational and technical programs in certificate and degree bearing programs.

<b>Attained academic skills in required coursework</b>	<b>78%</b>
<b>Attained occupational and technical skills in required coursework</b>	<b>87%</b>
<b>Graduated or continued studies at the community college</b>	<b>53%</b>
<b>Employed upon graduation</b>	<b>75%</b>
<b>Remained employed six months upon graduation</b>	<b>94%</b>



**Creating Career Pathways for the New IT Professional**

**\$98,096**

Funded by the National Science Foundation, the goal of the project "Creating Career Pathways for the New IT Professional" is to develop technologists who demonstrate a broad knowledge of business processes, a deep understanding of technology, and the career planning skills to navigate an ever-changing workplace.

Project accomplishments have included: development of new technology degree specializations and career studies certificates, including new programs in game technologies; articulation with university information technology and computer science programs; new dual enrollment courses and agreements with school divisions; two new "Girls Get IT" summer career camps; teacher training in Lego robotics, game technologies and programming; and integration of 23 business-based, team-based "real world" projects in dual enrollment and other community college technology courses.

**College and high school faculty trained in game technologies, robotics and other technologies and methods to recruit and retain young students into technology programs** 58

**College and high school faculty trained in instructional methods and technologies for implementing "real world" technology projects, commissioned by local businesses, into the classroom** 62

**High school girls completing "Girls Get IT," a summer residential camp to develop IT and math skills and create mentoring with university and community college female faculty in STEM disciplines** 75

**High school and college classes incorporating "real world" business-commissioned project management through the VCCS NSF grant** 23



**TECH PREP**

**\$2,349,598**

The mission of Tech Prep is to develop, support and promote career pathways for the emerging labor force that lead to high-demand, high-wage careers. Pathways begin in high school and include an integrated curriculum of core academics with career and technical education that continues through an associate degree or baccalaureate degree, industry certification or apprenticeship.

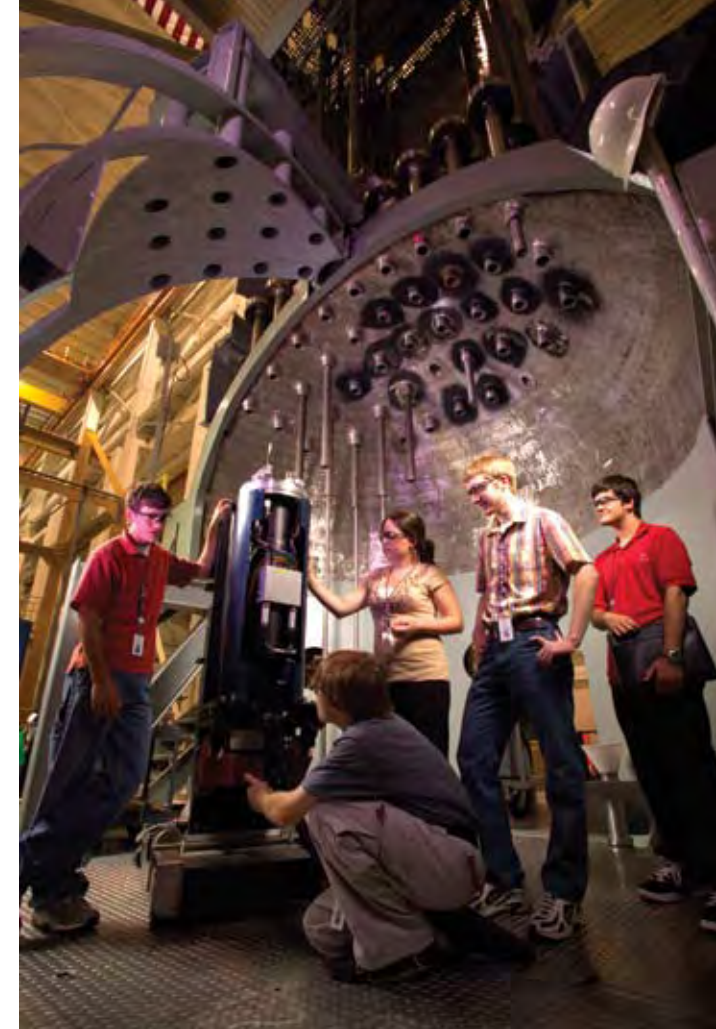
Colleges administer Tech Prep through local consortia comprised of secondary and postsecondary education and business and industry partners.

<b>Student services enrollment in post-secondary Career Pathway programs</b>	<b>19,083</b>
<b>Business/industry certifications received by students</b>	<b>6,787</b>
<b>Community college orientations</b>	<b>15,692</b>
<b>College placement tests</b>	<b>6,369</b>
<b>Career coaching and planning</b>	<b>61,507</b>
<b>Employability skills training</b>	<b>14,831</b>
<b>Work-site learning experiences provided through cooperative education, internships or service learning</b>	<b>11,557</b>
<b>College Services Secondary and post-secondary educators who received professional development, such as certification training and testing or career coaching techniques</b>	<b>4,633</b>

**Game On!**

"This is much better than just hearing about great jobs in the classroom," says Kevin Allen after meeting with video game industry leaders at the International Game Developer Association meeting and the Digital Game Xpo conference. Allen is working toward an associate's degree, and is enrolled in a game design class at New River Community College. He also took advantage this summer of NRCC field trips to learn how to break into the video game industry. And who could blame him? Video games are one of the fastest growing fields in the world. When new games are released, the most anticipated titles can register opening day sales of more than \$125 million.

NRCC is preparing students with cross-curriculum degree programs that include information technology, computer aided drafted design, art, design programs, and advanced science and math courses, acquiring the tools they need to let their imaginations run wild in the gaming world. The program and field trips are made possible in part by a National Science Foundation grant.



**NRCC Game Technology Student, April Tolley "Everybody likes Chocolate" artwork using Photoshop.**



Tolley says, "The Digital Game Xpo was not only a blast, but extremely interesting and informative. I was surprised at how much I learned from the conference. It was an exciting and wonderful experience and I'm glad I had the opportunity to participate."

**Partnership for "Home-Grown" Engineers**

Over the next five years, Lynchburg will need an additional 1,500 engineers because of high-tech industry growth. To meet that need, Central Virginia Community College is teaming up with the University of Virginia and area employers to allow people to complete a four-year engineering degree without leaving Lynchburg.

"The talent is here," says Tom Christopher, CEO of energy giant AREVA NP Inc., a company seeking 400 engineers by 2012. "We just have to provide the educational opportunities."

Students participating in the program will earn an associate's degree in engineering at CVCC. Provided they meet the requirements of the UVA School of Engineering, they can continue to earn their four-year degree through classes taken in Lynchburg.

"The demand for engineers is of global proportions," says James H. Aylor, dean of UVA's School of Engineering and Applied Science. "We welcome the opportunity to expand our program through this partnership."

CVCC received more than 200 applications for the inaugural program. Ultimately, 125 people were accepted, with 74 of them receiving corporate sponsorship from one of the 13 partnering firms.

**WDS Impact Summary**

	Individuals Served	Allocation	Cost per Individual
WDS completers*	127,620	\$4,077,550	\$31.95
Apprenticeship			
Related Instruction	6,746	\$1,044,500	\$154.83
Career Coaches	34,473	\$597,645	\$17.34
CRC Recipients	3,197	\$0	\$0.00
Middle College	594	\$850,000	\$1,430.98
Tech Prep	19,083	\$2,349,598	\$123.13
<b>Total</b>	<b>191,713</b>	<b>\$8,919,293</b>	<b>\$46.52</b>

\*WDS allocation includes Institutes of Excellence, Non-Credit, WDS Coordinators and Workforce Training Centers





## The Virginia Foundation FOR COMMUNITY COLLEGE EDUCATION

Affordable access to a college education is essential for a better future. The rate of tuition and fees at Virginia's Community Colleges is only one-third of the average rate at Virginia's four-year institutions. But even that remains out of reach for some hard working and deserving students.

The Virginia Foundation for Community College Education was created to help remove financial barriers for those who are seeking a better life through a college education. Working in partnership with Virginia's 23 community colleges, the foundation is a leader in the effort to meet the *Dateline 2009* goal of doubling the collective holdings of VCCS foundations to a total of \$150 million—an effort that now stands at \$131 million.

That amount doesn't reflect the millions of dollars VCCS foundations have spent on scholarships, facilities and faculty development, like the \$275,000 the VFCCE has awarded to 107 students through initiatives such as the Commonwealth Legacy Scholarship.

Building relationships with generous individuals and private partners who value community college education, the VFCCE and Virginia's Community Colleges are ensuring individuals can obtain the skills and knowledge they need for a better future.

# Education

# Future. for a better





## Governor Kaine Honors Student Success

Governor Tim Kaine greeted Virginia Community College students and supporters at a March luncheon at the Executive Mansion for the Virginia Foundation for Community College Education. It was an all community college event with students creating artwork for the program, piano music for guests' enjoyment, floral designs for the luncheon, and a specially designed cake for dessert.

"There are people in Virginia who are smart, talented and teeming with potential but are locked-out of a college education because of the price tag," said Governor Kaine. "We can't afford to lose those people. We need to harness their potential and encourage it. And we can do that by building upon the incredible success and dedication of Virginia's Community Colleges."

*The students attending the luncheon included Martha Brogley, from John Tyler Community College; Tim Xu, from Northern Virginia Community College; Jacqueline Whelchel, from Germanna Community College; Peggy Rakes, a graduate from Patrick Henry Community College; and Sharon Radiou, from J. Sargeant Reynolds Community College.*



## Martha Brogley

For more than 50 years, Martha Brogley has lived at the intersection of art and travel. Visiting different parts of the world inspires her paintings, while her paintings seem to take her places. This past spring, they led her to Virginia's historic Executive Mansion. Her painting of the grounds at her former home in Warrenton served as the cover artwork for the printed program for a Virginia Foundation for Community College Education luncheon, where she mingled with students, community college supporters and Governor Tim Kaine.

A mother of seven, Brogley began taking classes at John Tyler Community College about ten years ago to explore her love of art and sharpen her skills. "I appreciate the senior program at John Tyler," she said. "It gives me a chance to get creative and have studio time. It also allows me to interact with young people. I appreciate their ideas and individualism."

The classes also allow Brogley, who earned a bachelor of liberal studies with a concentration in studio art at the age of 69, to stay in the classroom. Another one of her paintings, *Florentine Roofs-Secret Gardens*, inspired from a photograph she took while touring Italy, earned her the 2007 John Tyler Community College Foundation Art Award.

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## Virginia Foundation for Community College Education Honorary Board of Directors

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	The Honorable James Gilmore	The Honorable Gerald Baliles
The Honorable Mark Warner	The Honorable Charles Robb	The Honorable Douglas Wilder





Former Governor Gerald L. Baliles applauded, and then challenged, the recipients of the 2007 Chancellor's Award for Leadership in Philanthropy. Delivering the keynote address at a Jefferson Hotel luncheon honoring the recipients, Baliles urged them to double their efforts. "To the extent that Virginians are hampered in pursuit of their education, we all lose," said Baliles.

The Chancellor's Award for Leadership in Philanthropy is designed to recognize the vital role of community college supporters. Each college foundation determines the criteria for the selection of the nominee. Above all, these individuals demonstrate a passion for the community college mission.

Each philanthropy leader becomes the namesake for one of 23 Commonwealth Legacy Scholarships to be awarded to a student attending the community college in their region. Sallie Mae provided funds to sponsor the scholarships for 2007.

The Board of Directors for the Virginia Foundation for Community College Education surprised Governor Baliles at the luncheon by announcing the Gerald L. Baliles Commonwealth Legacy Scholarship Endowment. Over \$109,000 was contributed by 49 individuals and organizations to establish the endowment. The Baliles Scholarship will be awarded spring 2008.

In addition to Sallie Mae, Dominion and Verizon sponsored the luncheon event.

### Inaugural Contributors to the Gerald L. Baliles Commonwealth Legacy Scholarship Endowment

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### 2007 Recipients of the Chancellor's Award for Leadership in Philanthropy

- Blue Ridge Community College
- Julia N. Grandle of Harrisonburg**
- Central Virginia Community College
- Winfred D. Nash of Lynchburg**
- Dabney S. Lancaster Community College
- L. Ronald and Bonnie Smith of Williamsville**
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- Virginia Western Community College
- Stanard F. Lanford of Roanoke**
- Wytheville Community College
- Carolyn Frazier Sanders of Wytheville**



**William A. Hazel**

"Education is the basic foundation of everything and community colleges play a critical part in the educational system," says William A. Hazel.

Nominated by Lord Fairfax Community College, Hazel was one of the 2007 recipients for the Chancellor's Award for Leadership in Philanthropy. Hazel was instrumental in the development of Lord Fairfax Community College's Warrenton Campus and he has been a major supporter of the VFCCE. He believes people have an obligation to give something back to their community, and he is committed to supporting the community through philanthropic giving. "Education is the beginning of everything. Not everyone can afford to attend a four-year college. We need to step up for the well-being of Virginia."



*“Anybody who graduates from college owes it to those who follow to give something back.”*

Marge Toxopeus



#### Marge and Alan Toxopeus

“Giving is a very personal thing. We never paid tuition—always had a scholarship,” says Alan Toxopeus.

He and his wife chose to give back by establishing a scholarship with the VFCCE in memory of their late son, Jonathan Alje Toxopeus. The elder Toxopeus, himself a graduate of a community college in Muskegon, Michigan, has been a longtime supporter of community colleges. He was appointed to the State Board for Community Colleges by Governor Mark Warner in 2002 and was reappointed to a second four-year term by Governor Timothy Kaine in July 2006. He served as State Board chairman in 2006-07 and was vice-chairman in 2005-06. He was also an active member of Lord Fairfax Community College’s foundation board and previously served for eight years on LFCC’s local advisory board, acting as chair in 1992-1993.

The Toxopeuses believe that community colleges will play a greater role in providing higher education for all Virginians in the future. “Anyone who wants an education has no excuse for not getting one at a community college,” he says. “It is nice that they are convenient and local, providing training for jobs that pay well.”



#### Patricia M. Kluge and William J. Moses

Patricia Kluge and William J. Moses, were nominated by Piedmont Virginia Community College as recipients of the 2007 Chancellor’s Award for Leadership and Philanthropy. They were instrumental in establishing the viticulture and enology program at PVCC, the first of its kind in Virginia. The Kluge-Moses Foundation has continued to fund science and health programs there.

Moses sees supporting community colleges as “an amazing investment in the young people—our greatest resource—enabling them to gain education and skills, to stay in Virginia and contribute to the community.”

*“As a community, we must cultivate our talent, grow it from the ground up, and community colleges give us the chance to let young people build their future.”*

Patricia M. Kluge



*“When we look at people whose lives are transformed through community colleges, we are committed to ensure their success.”*

Barbara Fried

#### Barbara and B. Mark Fried

Barbara and Mark Fried have been strong supporters of the Virginia Foundation for Community College Education since its inception.

Both were the first in their families to graduate from college, and over the years they have devoted significant time and resources to Virginia’s Community Colleges. Mark Fried served as a member of the State Board for Community Colleges from 2003-05 and was a driving force behind the reactivation of the Virginia Foundation for Community College Education as well as agreeing to serve on the foundation board. Both he and Barbara have worked ardently as investors and volunteers to advance its cause: to ensure that all deserving young people have access to high-quality, affordable higher education.

“We believe the road to a better future for most of our underserved citizens will begin at community colleges, which will continue to have a profound impact on the future of our citizens, their families, our communities and our Commonwealth,” says Mark Fried.



*“Our community college system has a real ability to quickly meet the needs of students and businesses and industry, which will only become more important in the future.”*

Chris A. Lumsden



**Chris A. Lumsden**

“My father always told me that at the end of the day, make sure you have given back more than you have taken. Virginia’s Community Colleges really provide people with the opportunity and hope to meet their professional and personal aspirations,” says Chris A. Lumsden.

Lumsden was elected as the first chairman of the board of directors of the Virginia Foundation for Community College Education in November 2006. He has served on the board since 2005. During 2006, he and Alan Toxopeus led the State Board for Community Colleges’ first internal campaign to benefit the VFCCE endowment. The campaign’s success has made it a model to encourage and inspire future annual giving to the VFCCE.

Lumsden believes community colleges are “the greatest deal in the world,” serving as conduits that quickly help people move ahead, whether in a job at a higher wage or choosing to continue their education at a four-year institution.

**The following contributors have invested in the Virginia Foundation for Community College Education. We applaud their vision and generosity.**

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**Governor Warner receives an honorary degree**

In May, former Governor Mark Warner hosted an event at his Alexandria home. Chancellor Glenn DuBois, accompanied by Germanna Community College’s 2006 Commonwealth Legacy Scholar Jacqueline Whelchel, presented former Governor Mark Warner with an honorary degree from Southside Virginia Community College for his support of Virginia’s Community Colleges.

*“Community colleges in Virginia are particularly strong. Even in a knowledge-based economy, 65 percent of jobs won’t require a four-year degree. So keeping a community college education accessible and affordable is a priority.”*

Mark Warner



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## Wytheville

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Wytheville, Virginia 24382



# State Board for Community Colleges



The 15-member State Board for Community Colleges is appointed by the Governor to govern the Virginia Community College System. Mark R. Graham of Abingdon was elected chairman of the State Board for 2007-08, replacing former chairman Alan G. Toxopeus. Robert Shinn of Richmond is vice chairman.

Two new members were welcomed to the State Board for 2007-08, including Hank W. Cho of Vienna and Barbara Johnsen of Pungoteague. They replaced former board members William E. Porter of Alexandria and Paul J. Reagan of Springfield.

## Crystal Edwards

Tenacity, hard work and focus made Crystal Edwards a star on the volleyball court. Those traits also made her a star in the classroom, picking up two degrees six days apart, and into a promising young graphic designer who is already winning awards.

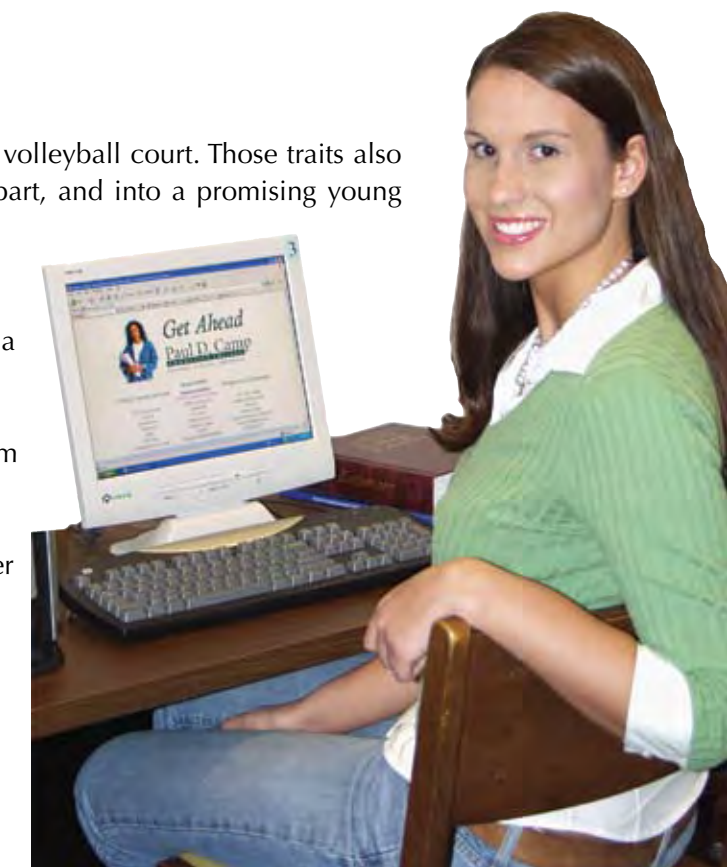
She began her accelerated academic career with dual enrollment classes in high school, taking as many classes as possible each summer at Paul D. Camp Community College that would apply toward a bachelor's degree.

It all paid off last spring, when she earned her associate's degree at PDCCC just six days after earning her bachelor of visual arts degree from Francis Marion University in Florence, South Carolina, where she was attending on a full scholarship for playing on the volleyball team.

Before graduating, Edwards was hired as a full-time graphic designer at a South Carolina bank, where she had been working part-time. With her help, the bank recently won its first advertising award.

But don't think Edwards is resting on her laurels. She is already back at FMU working toward a master's degree.

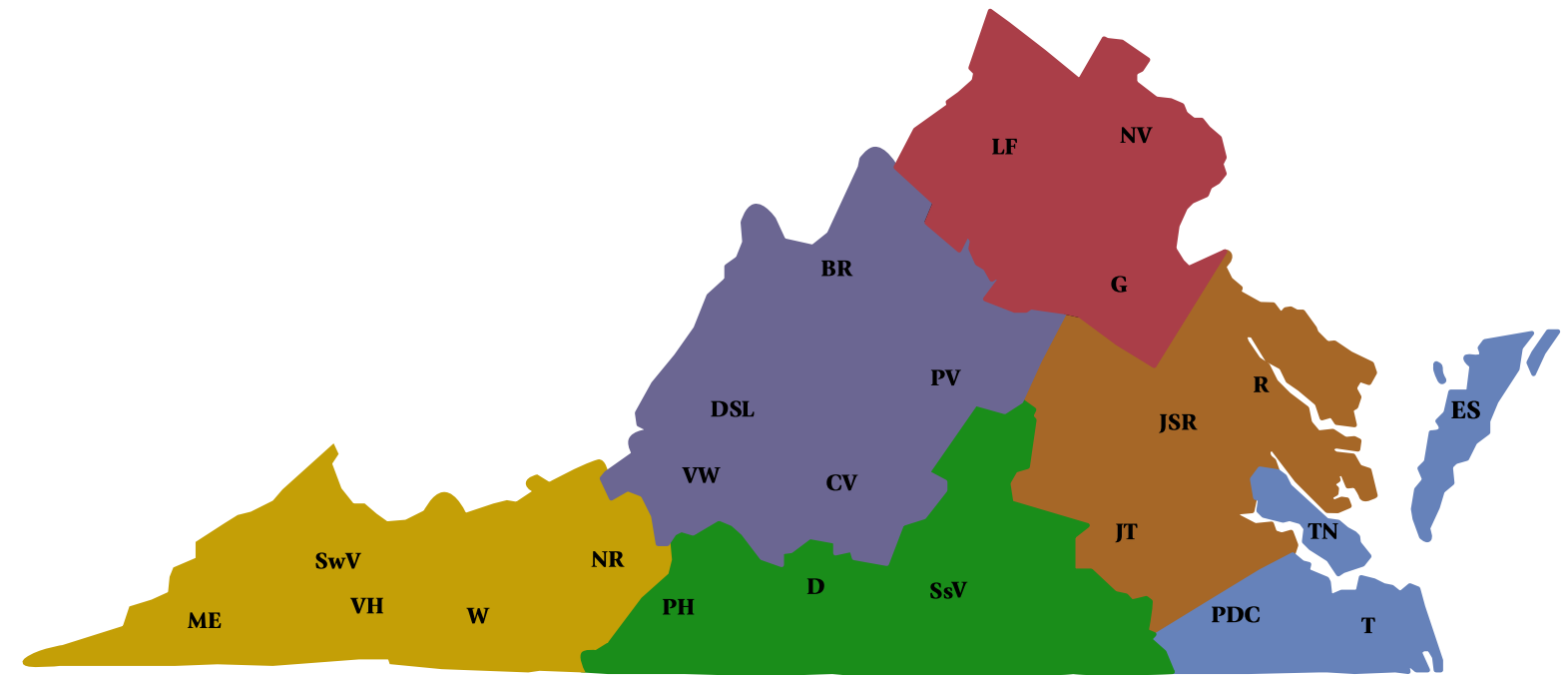
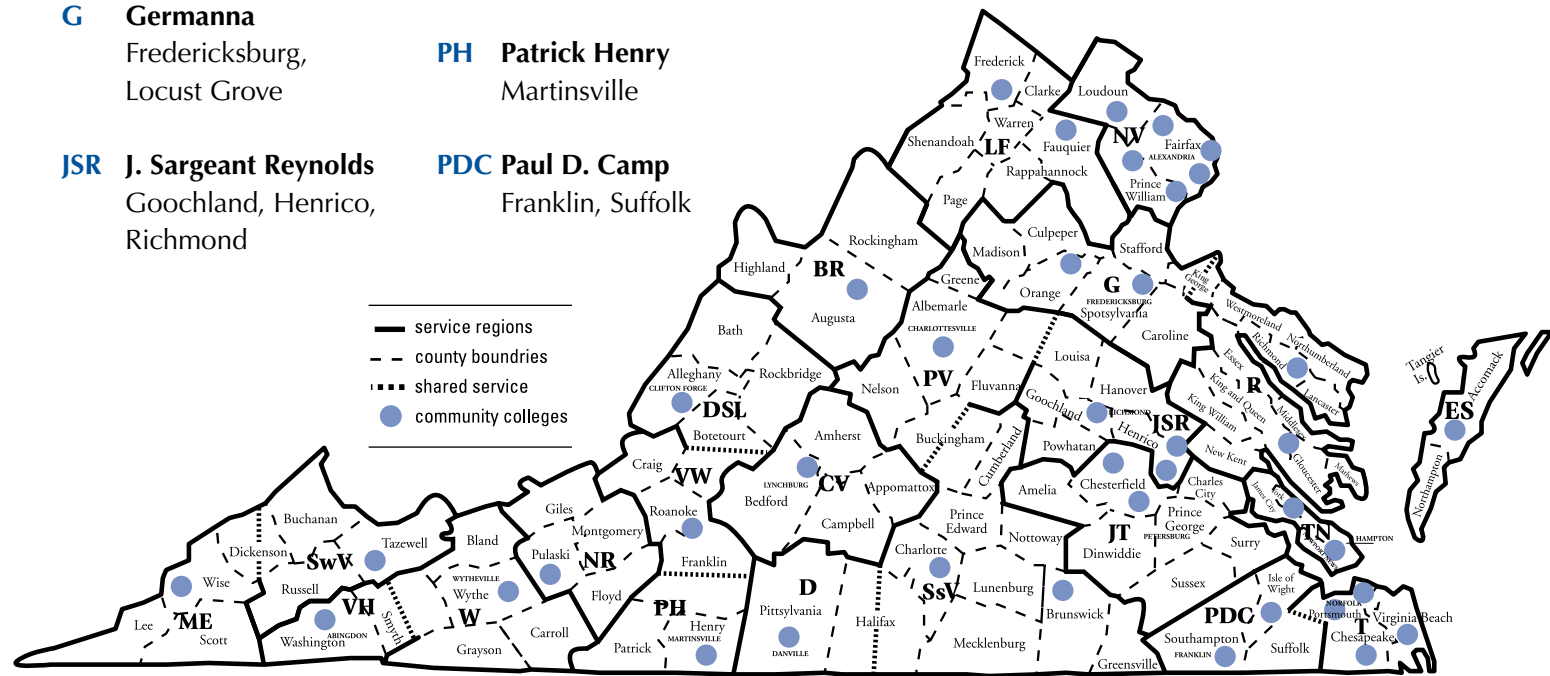
From top row down (left to right):  
**Shanaz M. Ahmed**, Danville; **Megan C. Beyer**, Alexandria; **Hank W. Chao**, Vienna;  
**Mark R. Graham**— Chair, Abingdon; **Gary C. Hancock**, Pulaski; **Barbara A. Johnsen**, Pungoteague; **Adele C. Johnson**, Richmond; **Constance R. Kincheloe**, Culpeper; **Chris A. Lumsden**, South Boston;  
**Nathaniel Xavier Marshall**, Lynchburg; **Jeffery K. Mitchell**, Blacksburg; **R. Michael Mohler**, Fairfax; **C. Michael Petters**, Newport News; **Robert W. Shinn**— Vice Chair, Richmond; **Alan G. Toxopeus**, Winchester





# Virginia's Community Colleges and Campus Locations

- |   |   |  |  |
|---|---|--|--|
| <b>BR</b> <b>Blue Ridge</b><br>Weyers Cave                                | <b>JT</b> <b>John Tyler</b><br>Chester, Midlothian  | <b>PV</b> <b>Piedmont Virginia</b><br>Charlottesville      | <b>T</b> <b>Tidewater</b><br>Chesapeake, Norfolk,<br>Portsmouth,<br>Virginia Beach |
| <b>CV</b> <b>Central Virginia</b><br>Lynchburg                            | <b>LF</b> <b>Lord Fairfax</b><br>Fauquier, Middletown   | <b>R</b> <b>Rappahannock</b><br>Glenns, Warsaw             |  |
| <b>DSL</b> <b>Dabney S. Lancaster</b><br>Clifton Forge                    | <b>ME</b> <b>Mountain Empire</b><br>Big Stone Gap   | <b>SsV</b> <b>Southside Virginia</b><br>Alberta, Keysville | <b>VH</b> <b>Virginia Highlands</b><br>Abingdon                                    |
| <b>D</b> <b>Danville</b><br>Danville                                      | <b>NR</b> <b>New River</b><br>Dublin  | <b>SwV</b> <b>Southwest Virginia</b><br>Richlands          | <b>VW</b> <b>Virginia Western</b><br>Roanoke                                       |
| <b>ES</b> <b>Eastern Shore</b><br>Melfa                                   | <b>NV</b> <b>Northern Virginia</b><br>Alexandria, Annandale,<br>Loudoun, Manassas,<br>Springfield, Woodbridge | <b>TN</b> <b>Thomas Nelson</b><br>Hampton,<br>Williamsburg | <b>W</b> <b>Wytheville</b><br>Wytheville   |
| <b>G</b> <b>Germanna</b><br>Fredericksburg,<br>Locust Grove               | <b>PH</b> <b>Patrick Henry</b><br>Martinsville  |  |  |
| <b>JSR</b> <b>J. Sargeant Reynolds</b><br>Goochland, Henrico,<br>Richmond | <b>PDC</b> <b>Paul D. Camp</b><br>Franklin, Suffolk   |  |  |



## Workforce Development Service Regions

- |                         |                            |
|-------------------------|----------------------------|
| <b>SOUTHWEST REGION</b> | <b>WEST CENTRAL REGION</b> |
| ME Mountain Empire      | VW Virginia Western        |
| NR New River            | DSL Dabney S. Lancaster    |
| SwV Southwest Virginia  | BR Blue Ridge              |
| VH Virginia Highlands   | CV Central Virginia        |
| W Wytheville            | PV Piedmont Virginia       |

- |                        |                          |                             |                         |
|------------------------|--------------------------|-----------------------------|-------------------------|
| <b>NORTHERN REGION</b> | <b>CENTRAL REGION</b>    | <b>HAMPTON ROADS REGION</b> | <b>SOUTHSIDE REGION</b> |
| LF Lord Fairfax        | JT John Tyler            | PDC Paul D. Camp            | D Danville              |
| G Germanna             | JSR J. Sargeant Reynolds | T Tidewater                 | SsV Southside           |
| NV Northern Virginia   | R Rappahannock           | TN Thomas Nelson            | PH Patrick Henry        |
|                        |                          | ES Eastern Shore            |                         |



*Your campus is our campus,  
your students are our students  
and your loss is shared by us all.*



Community colleges across Virginia joined the commonwealth—and the world—by becoming “Hokies” in the aftermath of the tragic shootings at Virginia Tech April 16, 2007. Candlelight vigils, memorial services, and web tributes sprung up throughout the system as a way for all Virginians to express their grief. Among the many activities across Virginia’s Community Colleges, all 23 community college presidents signed a resolution of support posted on the web. Patrick Henry Community college students (photo) signed a large banner of support that was later sent to Virginia Tech.



The Office of Institutional Advancement wishes to extend its deepest appreciation to all of the college public relations offices for contributing photos, profiles and other materials to this annual report.

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*A special thanks to all the additional photographers, whose photos appear throughout this report.*

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Alexa Welch Edlund, *Richmond Times-Dispatch*

*The Virginia Community College System does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or in the provision of services.*

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