

1 **VIRGINIA TOBACCO INDEMNIFICATION AND COMMUNITY**
2 **REVITALIZATION COMMISSION**

3 701 East Franklin Street, Suite 501
4 Richmond, Virginia 23219

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9 Education Committee Meeting
10 Wednesday, October 13, 2010
11 1:00 p.m.

12
13 The Institute for Advanced Learning and Research
14 Danville, Virginia

1 **APPEARANCES**

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3 The Honorable Frank M. Ruff, Chairman

4 Ms. Linda P. DiYorio

5 Ms. Gayle F. Barts

6 Mr. Burgess Hamlet

7 The Honorable Joseph P. Johnson, Jr.

8 The Honorable Harrison A. Moody

9 The Honorable Philip P. Puckett

10 Mr. Kenneth O. Reynolds

11 Ms. Cindy M. Thomas

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14 **COMMISSION STAFF**

15 Mr. Neal Noyes, Executive Director

16 Mr. Ned Stephenson, Deputy Executive Director

17 Mr. Timothy J. Pfohl, Grants Program Administration Manager

18 Ms. Stephanie S. Kim, Director of Finance

19 Ms. Sara G. Williams, Grants Coordinator, Southwest Virginia

20 Ms. Sarah Capps, Grants Coordinator, Southside Virginia

21 Ms. Stephanie S. Allman, Program Administrator

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4 SENATOR RUFF: I want to call the Education
5 Committee meeting to order. I want to welcome you all for
6 coming today and I hope the meeting won't last so long as
7 some in the past have but we'll find out shortly. Neal, would
8 you call the roll.

9 MR. NOYES: Delegate Abbott?

10 DELEGATE ABBOTT: (No response).

11 MR. NOYES: Ms. Barts?

12 MS. BARTS: Here.

13 MR. NOYES: Ms. DiYorio?

14 MS. DIYORIO: Here.

15 MR. NOYES: Mr. Hamlet?

16 MR. HAMLET: Here.

17 MR. NOYES: Mr. Harwood?

18 MR. HARWOOD: (No response).

19 MR. NOYES: Delegate Johnson?

20 DELEGATE JOHNSON: Here.

21 MR. NOYES: Mr. Moody?

22 MR. MOODY: Here.

23 MR. NOYES: Senator Puckett?

24 SENATOR PUCKETT: Here.

25 MR. NOYES: Mr. Reynolds?

1 MR. REYNOLDS: Here.

2 MR. NOYES: Senator Ruff?

3 SENATOR RUFF: Here.

4 MR. NOYES: Ms. Thomas?

5 MS. THOMAS: Here.

6 MR. NOYES: Delegate Wright?

7 DELEGATE WRIGHT: (No response).

8 MR. NOYES: Mr. Chairman, you have a
9 quorum.

10 SENATOR RUFF: Thank you Neal. We have
11 three new members on the Committee. Would any of you like
12 to make an opening statement or say anything? Well, nobody
13 seems to want to say anything that's okay. We'll welcome you
14 anyway and hope you enjoy your work on this Committee.
15 Ned, I'll call on you.

16 MR. STEPHENSON: Yes Senator Ruff.
17 Members of the Committee, in October, 2007 you made an
18 award of \$2.5 million to the Virginia Advanced Strategies
19 Program for teachers. That award was made with a
20 contingency that you required that the grantee appear before
21 this Committee and make a report on their finding or of their
22 successes with the grant. In July your Committee met in
23 Smyth County at the Hungry Mother State Park and due to an
24 email snaphoo which was my fault, Jennifer Stevens did not
25 appear at that meeting. We later discovered there was a date

1 mix up and I hope you'll explain that to Jennifer when you see
2 her Paul. So then Jennifer and I communicated and she was
3 unable to come today but we have the CEO for the Virginia
4 Advanced Strategies, Paul Nichols here for him to make a
5 report.

6 SENATOR RUFF: Paul, we all have the folder
7 in front of us and I want you to know that I've given my folder
8 to the Governor.

9 MR. NICHOLS: Thank you very much Senator
10 Ruff. Members of the Committee, I'm glad to have the
11 opportunity to appear before you today. It's been almost three
12 years since the time you made the award to our program. The
13 report to you with today's date was a very wise investment and
14 in fact I'm very pleased to report that at the National Math and
15 Science Initiative which actually is a group that sponsored the
16 first grant. Yours was seed money that enabled Virginia to be
17 able to appropriate and show six states. The six states were
18 Massachusetts, Connecticut, Virginia, Kentucky, Alabama and
19 Arkansas. These are the pioneer states and we've gone on to
20 work with other states. We're all still in the process of
21 developing the programs and laying some framework. All of
22 the states have exceeded in the expectation. Even though at
23 first it looked like we had the most schools that would be
24 participating in the program, it turned out that in fact Virginia
25 in 2010 with the AP results that we had for the schools in the

1 program were the best results in the nation in Math and
2 Science.

3 What I brought to you today in that pamphlet
4 handout includes some of the information about the structure
5 of our program. On the bottom of the first page there is a map
6 which indicates that advanced placement as it's being used in
7 Virginia right now, Virginia is third nationally. The map
8 indicates that green and the yellow areas that 20 percent or
9 better of the students have been successful with advanced
10 placement option. The red and orange areas show where
11 there's little to no less than one percent in 2007. Our program
12 has had a fantastic impact on schools that are participating.
13 As you look back through the data you will see indications of
14 that such as the overall number of students achieving
15 qualified scores. The green represents what was going on
16 before our program came in. In 2009 there were 14 schools in
17 the program and then we have 953 qualifying schools which
18 was about 100 percent increase. The state average was 10
19 percent and then last year 25 schools and we had 2,785
20 qualified scores which was even a higher increase.

21 Then subsequently the tables break that
22 information down. Let me explain that. The one schools are
23 the first 14 we selected and many of them in the Southside
24 and Southwest region that the Tobacco Commission covers.
25 Those schools we'll work with for five years at least and then

1 what we call the two schools we selected from the Southside
2 and Southwest area and those are the additional 11 schools
3 that make up the 25 for our last year results. We've added a
4 category 3 school with 17 in that and now we have a total of
5 32. Some of the information was not available to meet the
6 June and July dates.

7 This past summer we trained over 850
8 different teachers throughout the state to be able to work with
9 the rigor that is much higher than the standards of learning
10 that involve working with Math, Science and English. We're
11 continuing to have success in that program. You can see the
12 impact, not only overall but we've broken it down by minority
13 students, specifically African American and Hispanics and
14 working with female students that are participating in the
15 program. One particular number that has captured our
16 attention in the state level and the college boards, if you look
17 at the third page at the bottom, looking at the partner schools,
18 the minority increases. We had a 344.4 percent increase in
19 minority students achieving qualifying scores for 14 schools.
20 That's the highest average of increase for Math, Science and
21 English in the nation. We're so very pleased that so many of
22 them are from schools right in Southside. Also in this I
23 actually break down the numbers for the 12 Southside and
24 Southwest Virginia schools that are in the Tobacco
25 Commission region that we're using the Tobacco Commission

1 funding for to help with the funding that we have overall. You
2 can see the increases from year to year for those 12 schools as
3 they have grown ahead of our expectations for them. Then
4 you can see some of the data that reflects that we are in
5 partnership now with the State of Virginia Department of
6 Education Higher Ed. We're actually tracking the student's
7 performance from high school into college and to look at what
8 significant impacts we've had on what they're doing. College
9 boards have been doing this type of research for awhile.

10 In the back of the folder you can see some of
11 the data that's come out. One of the things that's interesting
12 is the number of years it's taken students to graduate from
13 colleges and things of that nature and particularly the Math,
14 Science and English scores. This is very impressive. Students
15 taking AP classes are getting significant extra attention so
16 when they apply to college, they're coming through their first
17 year with higher grade point averages as much as a whole
18 point higher. They're moving into the Math and Science
19 majors and this is one of the primary areas so as we look at
20 the needs in the country and the state, it's very important.
21 When students take the AP classes, Math and Science, they're
22 following up by staying in the Math and Science majors and
23 taking that curriculum in college at a much bigger percentage
24 than those that do not. We're actually finding that without the
25 AP, many students are requiring a significant amount of

1 remediation when they go into college. Students going into
2 college with the AP, they're not requiring remediation to much
3 degree at all. Those folks are able to graduate within four
4 years as opposed to five and six years. That's a huge
5 improvement. Students that require remediation typically
6 leave college before they graduate at a rate of about 75
7 percent. That is something to consider when you look at this
8 page and that's actually in the report. When you look at the
9 cost per student in our program and we've averaged that out
10 and you'll see that the average cost per student enrolled in our
11 Math, Science and AP classes is \$694 per year. When you
12 look at that as a return on investment and you consider the
13 cost of that child going into college and going in without the
14 AP classes, have a remediation class particularly if you
15 consider the cost of them going to college and not being able to
16 do well and leaving or moving out of the Math and Science
17 majors, then the cost for not having the AP is
18 disproportionately high. So we feel that's a very good return
19 on investment.

20 In looking at some of the other information we
21 have here, the average program costs per school for the
22 schools that are in the program, it averages out \$79,188.
23 When you look at the schools just in the Tobacco Commission,
24 we have supported those schools to the amount now of \$3.1
25 million. The amount we have budgeted and what you have

1 given to us, the overall \$2.5 million so far, \$725,000 of the
2 \$3.1 million. So you certainly can see that there is a
3 significant increase in overall education level and we couldn't
4 have done this without you. A large or a significant
5 component of all this was for the training we had just last
6 summer. You can see that in August, Bedford County which
7 is in the Tobacco Commission area, we conducted our training
8 and conducted it at Longwood University and the two years
9 prior we just didn't really have enough room for our training to
10 train our teachers. So we come back now and work with the
11 schools in Bedford County that have been so successful and
12 well supplied. Of the 850 teachers, there was 253 that came
13 from Tobacco Commission schools and all of the funding that
14 you have been giving us and working with is being used for the
15 training of the teachers as well as for the equipment that they
16 use when they go back in and work with their students. So we
17 feel like your money has been used to exercise the
18 development and create a very positive impact on the region
19 and the students that have participated. This year we
20 anticipate adding 20 more schools to our program. Next year
21 we intend to add 20 more schools and that may grow overall.
22 Overall I know that we have been approached by even the
23 military that are very anxious to have the schools that they're
24 children are attending near their bases. A program like ours
25 with a consistent academic background or if the child needs to

1 be transferred because the family is moving, that's important.
2 So we may even grow more as Virginia does have quite a few
3 schools that are in the military program to be able to meet the
4 needs of those students.

5 That's really a quick overview and I'll be happy
6 to answer any questions and provide any other data that you
7 think you need.

8 SENATOR RUFF: Would you expand a little bit
9 about those teachers training and how that has affected the
10 other courses?

11 MR. NICHOLS: Let me begin by saying
12 Virginia as well as all the other, actually our nation, we have
13 tried to work with the position that no child will be left behind.
14 We've been sort of focused as a nation on minimum
15 competency. The SOLs while they are among the best
16 standards in the nation, it still deals with minimum
17 competency. Academic performance and accountability has
18 been measured thus far by the percentage of students meeting
19 minimum competency. When we look at what it takes for a
20 child to be successful in college, and I've had five children in
21 college so I've experienced what this means. One of my boys
22 got a 600 and he got a perfect 600 on Algebra I, Geometry and
23 Algebra II. When he got into the engineering program at North
24 Carolina State, he was overwhelmed by the type of classes he
25 was going to need to take. He ended up with a degree in

1 another area. I'm very proud of him. The point is, he wasn't
2 prepared for the level of material he was exposed to by
3 focusing on the standards of learning. So when I asked him
4 what difference is there between you and other children who
5 are not having difficulty at the University like you are, he told
6 me. Some of these children from Northern Virginia and other
7 places that have had these AP classes, know how to study
8 when they get to college and know how to work. The issue is
9 when you move from SOLs, it's like a new mountain and it's a
10 steep climb. The point is, we need to work with children well
11 before they get to the AP level and make sure that they know
12 how to study and do that kind of work.

13 The fact of the matter is, we've worked with
14 teachers all the way back into middle school so that Algebra,
15 Geometry, the Middle School Science classes and the early
16 high school classes and the level of rigor is significantly raised
17 above that than when you're just working and concentrating
18 on the SOLs. It does have a significant impact on what the
19 schools are doing because those teachers are not just teaching
20 the, because they're teaching all of the students. When the
21 students get an extra level of focus, it's more than
22 memorization and it's more than instruction on when you get,
23 on when you're supposed to use a calculator and not use a
24 calculator and it's more than multiple choice tests. The good
25 students are involved in a significant amount of research and

1 writing and higher thinking skills that are necessary that
2 make a significant impact on them. Teachers report that they
3 see a significant impact, that's what we're going to continue to
4 work on and do research on.

5 MS. DIYORIO: How do you expand the
6 programs in Southwest Virginia schools, what schools are
7 involved?

8 MR. NICHOLS: They've done very well and
9 we're trying to get others interested. The question typically
10 comes up how is this going to impact the school and
11 accountability. Schools that are facing issues of
12 accountability are getting students to pass the SOLs and we're
13 doing more marketing in the area. We've had more schools
14 from that region apply to be part of the program and there is
15 some competition, if you will, because we're very determined to
16 work with them. I might add that schools like in Henry
17 County and in that region are now part of the program. We're
18 working to get more data out there. A person I worked with in
19 the Department of Education is now retired in that area.
20 We're talking to him about doing some actual marketing to the
21 school. That's part of our mission is to try to get more schools
22 involved. I do know that as far as Bristol, we'll have a school
23 next year.

24 SENATOR RUFF: Any further questions?
25 Paul, I appreciate your coming in. If anyone has any follow up

1 questions, I'm sure we can get a hold of you from the
2 information in your packet.

3 MR. NICHOLS: Certainly, I'll be glad to answer
4 any further questions.

5 SENATOR RUFF: Thank you. We need to
6 approve the minutes from our July 28th meeting. All in favor
7 say aye. (Ayes). Opposed. (No response). Now we'll go ahead
8 and start with the grant proposals.

9 MR. STEPHENSON: There's one item Mr.
10 Chairman before the grant proposals, if I may. In July your
11 Committee approved \$5.2 million for four year scholarships
12 and that being a 10 percent increase over the previous year.
13 What you did not do that day and held over until today was a
14 recommendation for a similar change in the first student
15 award under the four year scholarship. If you'll look at the
16 first page underneath the agenda which is entitled Scholarship
17 Rules, the yellow blocks are the proposed changes which are a
18 10 percent increase over the previous year. Mr. Chairman, the
19 reason the Committee delayed that from July until today was
20 that it wanted to know what the experience was with respect
21 to being oversubscribed in those four year scholarship
22 programs. Without getting too numerical, I can tell you that
23 with respect to the Southside Program which is where the
24 problem was, that for the last six scholarship years, the
25 program had money left over and was returned to the

1 Commission with the exception of the most recent year in
2 which there was a shortfall and you covered it with the
3 overage from the previous year. We swept the previous years'
4 money forward into last year to cover the small shortfall that
5 occurred. I think the Committee was concerned that raising
6 the per student award might potentially cause the whole
7 program to be over prescribed and not have enough money
8 and that has not proven to be true in the past so we are
9 returning to you today with a recommendation of a 10 percent
10 increase on the first student award. I put them on the screen
11 for your consideration. The older math and new math will be
12 with that increase.

13 SENATOR RUFF: The reality is that comparing
14 last year's is somewhat inaccurate and we did not have
15 someone in Southside pushing. Secondly, if you went on the
16 website after March 31, it said closed. I don't know how you
17 quantify something that appears. Can you give us some more
18 depth of understanding, how you qualify it.

19 DR. FOWLKES: Good afternoon. It's hard for
20 us to quantify it other than you have the amount that is given
21 and the timeframe was cut off in March and the reason we cut
22 it off in March, the money was all claimed. As a result, we
23 couldn't take on additional applications. We had a number of
24 internal discussions about how we could make that more
25 effective. For example, on a student enrolled as a freshman

1 and received the award and if we can commit and not award
2 but commit on our ledger that that student is likely to be with
3 us for four years, we would know in the front end based on
4 how many are graduating or leaving the program every year
5 approximately how many new students we can enroll in the
6 upcoming year and that would be locked in stone and that
7 would give us an estimate of what to expect as we move from
8 year to year through the program. Until we put something like
9 that in place, we have to work without those guidelines and
10 the attorney general's office has said that all students in the
11 Southside Program have to sign a promissory note and
12 promising they'll repay the money should they fail to come
13 back to Southside and be employed in Southside. We'll just
14 have to work through some of the language in that. We're
15 thinking that if we can get to some process where we know up
16 front the approximate number of students entering and
17 leaving the program, then we'd be able to do a better job of
18 estimating for you what it looks like each year.

19 SENATOR RUFF: How many incoming
20 freshmen qualify each year?

21 DR. FOWLKES: I'd say approximately 400
22 freshmen. They also transfer from community colleges.

23 SENATOR RUFF: If one of them was not
24 accepted in April, how could you pull that off?

25 UNIDENTIFIED: If they enter the application

1 between March 1st and March 26th, until they complete the
2 paperwork but the stipulation is that you are enrolled, plan to
3 enroll at X college but in the meantime, after you enter the
4 application, you can change your mind about where you're
5 going to school as long as you get the application entered.

6 SENATOR RUFF: But the majority of those
7 400 before they're accepted at the community college?

8 UNIDENTIFIED: Possibly.

9 SENATOR RUFF: Anyone have any questions?
10 I for one am raising the issue and I still feel that we probably
11 lost some. Any further discussion?

12 MR. NOYES: The number, if we agree to a 10
13 percent increase.

14 SENATOR RUFF: We agreed to the total dollar
15 amount, the question is how much for Southside and how
16 much for Southwest?

17 MR. MOODY: Mr. Chairman, I'd make a
18 motion for Southside 4130 and Southwest 2750 as proposed.

19 SENATOR RUFF: Is there a second? Alright,
20 further discussion? All in favor say aye. (Ayes). Opposed.
21 (No response).

22 MR. NOYES: The Committee provided funds
23 for Childhood Education Foundation and they're bound to
24 report at certain intervals in time, that's in your packet along
25 with some other reports.

1 MS. ALLMAN: We've talked about the Virginia
2 Community College Scholarship Program and at the time there
3 was questions regarding if we had any previous outcome data
4 from the community college system. They went back through
5 their records, each college, within the region and provided
6 outcome data and graduation rates and things. So that's been
7 provided for you in your packet. We're working very hard to
8 get together and get consistent data for each school in the
9 program.

10 SENATOR RUFF: Any questions?

11 MR. NOYES: Mr. Chairman, there's another
12 extra piece of paper in your packet. That involves the role of
13 workforce related noncredited education and training
14 Virginia's economy. The reason you're seeing this is that I was
15 part of a group invited by the Governor and Lt. Governor to
16 look at prioritizing economic development policy choices that
17 we will be considering. One of the areas that was raised by
18 the Commission and has been working with the Governor
19 since he took office relates to the noncredit education training.
20 It's possible the Commission may be asked to consider a pilot
21 program in this area in Southwest and Southside. This is
22 simply by way of background. There has been no request
23 today from the Governor and hasn't established this priority at
24 this time. Thank you Mr. Chairman.

25 SENATOR RUFF: Now we're going to go into

1 the requests. We'll do it with the one objection rule. We'll
2 hear the staff recommendations. If there's any objection, let
3 me know.

4 MR. PHOFL: Good afternoon and by way of
5 introduction, the Commission received 18 proposals in
6 response to our call for FY11 education projects. Three
7 additional projects were referred to your Committee by the
8 Special Projects Committee in July. The total amount of the
9 request this year is nearly \$5 million and because of the larger
10 education funding in this current budget year and after the
11 award of the money from the Four Year Scholarship Program,
12 you have \$6.8 million available funds. This is a rare situation
13 where we had more funds available than what is being
14 requested.

15 For the benefit of the newer Committee
16 members, the outcome measures that the Committee has
17 identified primarily in the Education Program is the granting
18 of academic credentials that need for employment for students
19 as opposed to service learning experience and soft skills such
20 as mentoring, counseling and so forth. Our approach has
21 been primarily in making recommendations and many
22 references throughout our staff comments is on the number of
23 students that would be granted a GED and workforce
24 certificate and Associates Degree, four year degree and so
25 forth. Those academic credentials that will help someone walk

1 into an employment office and gain employment in the tobacco
2 region with a company. So academic credentials are a
3 measuring stick here. Secondly, you may recall that your
4 Committee met in July and you invited the community
5 colleges in the tobacco region to submit financial aid proposals
6 of up to \$350,000. Beginning on page three of the document,
7 we put a brief summary together of the 7 proposals that came
8 in under that financial aid category.

9 The staff also put together initially for our own
10 understanding and now we're at a point where we'd like to
11 share this that summarizes the community college financial
12 aid proposal and the Southwest Community Colleges all came
13 in and asked for entirely financial aid assistance. While
14 Southern Virginia asked for more support of operating
15 programs and equipment. I think this is a very interesting
16 exercise because when we look at the second column from the
17 left under tobacco scholarships we see the range of dollars
18 requested by the institution and is perhaps not as large as we
19 might have expected under the category of aid to tobacco
20 growing families. I think one of the things that jumps off from
21 this chart is that the Southwest Community Colleges are also
22 asking for a substantial amount of aid for the AIMS Program
23 which is the Appalachia Inter Mountain Scholars Program and
24 the workforce training and some colleges are asking for funds
25 for specific targets of the population for workforce training

1 purposes. That's primarily for your information purposes and
2 resources.

3 Mr. Chairman, with your guidance, we'll start
4 on pages 3, 4, 5 and 7, Community College Financial Aid
5 Proposals. You have the written summaries in front of you.
6 I'll elaborate as you wish.

7 SENATOR RUFF: Go ahead.

8 MR. PHOFL: One of the discrepancies you see
9 between the text summary, in the document and that chart I
10 just gave you is that Central Virginia Community College
11 which deals with Appomattox, Bedford and Campbell Counties
12 and in the proposal they indicated that they would need
13 \$100,000 for scholarships, \$1,000 each over the next two
14 years, that would be requested for 100 students. With some
15 follow up conversation with CVCC, the focus is to fully assist
16 students from tobacco growing families located in tobacco
17 region localities so they provided outcomes under the CVCC of
18 30 students receiving \$3,350 per year of financial aid.

19 SENATOR RUFF: When the community college
20 requests this money, are we sending them a check upon the
21 action of the full Commission or do we wait until they tell us
22 who and the number they actually are drawing it for?

23 MR. PHOFL: The latter, colleges all send us an
24 invoice and a list of the students and the amount of financial
25 aid each student receives to verify that they're in the tobacco

1 localities and we total those up and release the funds as they
2 obligate their scholarships. So the CVCC proposal is a request
3 for \$100,000.

4 Danville Community College is requesting
5 \$175,000 for financial aid services; \$150,000 of which would
6 be from tobacco families, \$50,000 they're requesting in funds
7 will assist 50 students receiving manufacturing, industrial and
8 technical skills training.

9 Mountain Empire Community College is asking
10 for \$350,000. That would provide \$135,000 allocated for the
11 tobacco scholarship program serving 100 students, \$215,000
12 is allocated for the AIMS Program serving 110 students.

13 Page number 4, Southside Virginia Community
14 College Foundation requesting \$300,000 that would assist 50
15 students from tobacco families and a total of \$100,000, 30
16 high achieving high school graduates through the Guarantee
17 Academic Merit Awards, \$75,000. The Workforce
18 Development Scholarship Program serving 40 students and
19 that's \$75,000. Finally 30 students would be assisted in
20 obtaining industrial career readiness certificates, that's
21 \$50,000.

22 Southwest Virginia Community College is also
23 requesting \$350,000 to begin their tobacco family for
24 dislocated, unemployed and underemployed and educationally
25 disadvantaged students age 25 or older, that's \$175,000 and

1 the other half goes to their AIMS Scholarship Program.
2 They're estimating a 285 program placed tobacco region
3 residents will be served by this program.

4 Virginia Highlands Community College
5 requesting \$350,000 and that's the tobacco scholarships and
6 AIMS. That's broken out into \$210,000 for the tobacco
7 scholarships and \$140,000 for the AIMS Program.

8 Finally the Wytheville Community College
9 Educational Foundation requesting \$350,000 for students in
10 the localities of Carroll, Grayson, Eastern Smyth County,
11 Marion and Eastwards and the City of Galax in the Wytheville
12 service area. Students in Wythe and Bland will be eligible for
13 the Community Foundation and this will provide full tuition
14 scholarships to all eligible students. Staff is recommending
15 full funding for all of the community colleges.

16 I can start on the other proposals if you wish.

17 MS. BARTS: Are all the community colleges
18 requesting \$350,000?

19 MR. PHOFL: They can request up to
20 \$350,000.

21 MS. BARTS: Did some request more?

22 MR. PHOFL: Some requested more and some
23 requested none. Patrick Henry did not request any. They
24 didn't request financial aid this year.

25 SENATOR PUCKETT: Mr. Chairman, we had

1 considerable discussion at our last meeting about keeping
2 eligible students behind. I would like for us at this time to at
3 least in concept, make an amendment not to leave any student
4 who would like to attend the community colleges and that is
5 eligible for Tobacco Commission scholarships behind. What I
6 would like to propose is that the figures you've heard Tim
7 recite and have been requested and approved with the
8 understanding that if any community college provides
9 documentation that they have students who are eligible for
10 Tobacco Commission money and do not receive any because
11 they ran out of their approved figure that this Committee
12 would address that issue at the time presented by any
13 community college and we'd make scholarship money
14 available to that community college at that time.

15 SENATOR RUFF: If I understand you
16 correctly, you're suggesting that the Committee act if we get a
17 request that they are running short?

18 SENATOR PUCKETT: A documented request
19 that someone eligible, a tobacco family student, that we would
20 address that. That would be my motion.

21 DELEGATE JOHNSON: Second.

22 SENATOR RUFF: There's a motion and a
23 second, any discussion? I would suspect that there may be
24 some money left in this program. I don't know whether all
25 those people are going to ask for reimbursement. We'll

1 probably have some on the table.

2 MS. THOMAS: Mr. Chairman, as long as
3 there's money that they fit in the program for.

4 SENATOR RUFF: If we have the money, if we
5 don't have the money, we can't.

6 MS. THOMAS: I understand.

7 SENATOR PUCKETT: Mr. Chairman, there
8 was a lot of discussion at the last meeting. I realize some were
9 not at the meeting to discuss that and the answer to that
10 question is if we don't have the money, we certainly can't give
11 it. Our concern is two fold and first you're putting tremendous
12 pressure on the community college system in numbers of new
13 students coming in as a result of what's happening in the four
14 year colleges as far as tuition raises and that's gone up by as
15 much as 15 percent. The concern was that with that increase
16 and pressure that's coming, we certainly ought not be cutting
17 the amount that the community colleges receive, and out of
18 concern for that, that's why I made the motion. I'm concerned
19 about not leaving anyone out. I know you can't cover
20 everybody. If we get a qualified list and we're out of money,
21 they just have to wait. We're getting a lot of pressure already
22 because costs have gone up and even at the community
23 colleges, cost is up. If we're getting more students and it costs
24 more, why would we cut the scholarship money, particularly if
25 we get the same number of students? That's the reason for

1 the motion. I just don't want to see anyone left out.

2 SENATOR RUFF: A little bit of historical
3 background, we started the program with the four community
4 colleges in Southside and Southwest. We now have more
5 requests and we continue to have more requests. I'm not sure
6 what the community colleges in Southside and how they will
7 respond to this. If a kid from Patrick Henry is not requesting
8 anything this year. In past years a lot of the community
9 colleges, Southside made the decision to develop programs
10 throughout concerning the scholarships. I don't know where
11 we really stand. Certainly it's something we'll have to keep our
12 eye on going down the road.

13 DELEGATE JOHNSON: I just would say in my
14 case if it hadn't been for the G.I. Bill, I wouldn't be here today.
15 I would have been behind the plow and the mule. Any money
16 that we can devote to scholarship funding, anything we can do
17 in that area, I think is money well spent. These scholarships
18 to me for these young persons trying to get them a degree and
19 prepare for life and employment and their future, that's just
20 money well spent and it will benefit all of us and society and
21 everyone to help students with their education. They'll pay
22 enough in taxes in order to pay for this education. It's better
23 to do it that way than let the government take care of it and I
24 frankly support this. I think it's a tremendous program and
25 one of the best things we've done. I strongly support it.

1 SENATOR RUFF: That's a good point but the
2 G.I. Bill helped so many people.

3 DELEGATE JOHNSON: That's right, the G.I.
4 Bill did help so many people like this Tobacco Commission
5 has. When people get some education and they can better
6 themselves, it helps our areas so they can be productive
7 citizens and earn a living all that just in taxes will be
8 beneficial. These folks that produced all this tobacco in years
9 past and their sons and daughters are now trying to get
10 educated so they can be more productive and have a better
11 quality of life.

12 MR. NOYES: Because this is a new approach
13 for the Committee, we want to get these students in good
14 programs and have meaningful credentials. That's what we're
15 talking about here, as long as they qualify under our rules in
16 the community colleges for credentialed programs.

17 SENATOR RUFF: We've heard the motion and
18 the second, all in favor say aye. (Ayes). Opposed. (No
19 response).

20 MR. PHOFL: At the bottom of page five of the
21 staff report beginning with Carroll County Public Schools,
22 there's 14 additional proposals and I'll try to suspend some of
23 the details in the interest of time. I understand you have the
24 summaries in front of you. As I said, the first request is
25 Carroll County Public Schools Adult Education Program

1 number 2188. They've requested \$19,652 to establish two
2 new adult basic education evening site classes. Class A, above
3 the mountain is projected to have 30 students of which 12 will
4 obtain a GED. Class B, below the mountain is projected to
5 have 20 students with 8 receiving a GED. Staff is suggesting if
6 we start down that road in these local and structural costs,
7 we're headed down a road we may not want to be pointed to.
8 While we do support the achievement of academic credentials
9 and Carroll County can participate in the regional GED
10 program so we recommend no award for Carroll County on
11 this proposal.

12 Central Virginia Community College
13 Educational Foundation requested \$101,306, Gateway to
14 RN/CVCC Appomattox Center Biology and Anatomy and
15 Physiology lab equipment. The title pretty much says it all.
16 Equipment for the Appomattox Center which serves a dual
17 enrollment of high school students as well as other community
18 college students. The staff supports the full requested amount
19 of \$101,306.

20 Communities in Schools of Virginia,
21 Incorporated.

22 SENATOR RUFF: Come back to that one.

23 MR. PHOFL: Turning over to page 7, Danville
24 Community College. Danville Community College student
25 success requesting \$231,000 and they're requesting that for a

1 number of items; tutoring support \$50,000; third year salary
2 funding for two full time nursing faculty and that's \$131,000
3 of that requests, stipends for high school and college and this
4 would be at a new center on campus as well as some physical
5 costs to remodel the equipment for classrooms and that would
6 be \$35,000. We noted this year there was a request for
7 tutoring support and while we recognize the importance of
8 tutoring and other institutions are finding other sources of
9 funding for tutoring expenses. We're recommending that the
10 \$166,000 award excluding tutoring assistance and
11 entrepreneurialship stipends. We're just saying to pay high
12 school and college students to perform work be removed from
13 this request so we're recommending funding of \$166,000.

14 Next is Dinwiddie County Public Schools
15 requesting \$60,000 for the summer work program. This
16 program was established through the Workforce Investment
17 Act and Commission funds were used for the students that do
18 not qualify for the workforce funding. The program would
19 support the program coordinator and pay some minimum
20 wages for summer work experience as well as some operating
21 expenses. This is an example of one of the training skills.
22 This does not provide any direct educational credentials and
23 the staff is recommending no funding for this program.

24 Mount Rogers Regional Adult Education
25 Program is requesting \$165,000 for the Southwest Virginia

1 Race to GED. The Commission has provided six grants to the
2 Mount Rogers Adult Ed in 2004 and a total just over
3 \$709,000. There's an argument that can be made for ongoing
4 operational funding which is contrary to our policy. Given the
5 fact that some of these funds are used for test fees and
6 scholarships so it's more accurate that it be viewed as annual
7 scholarship support that has assisted thousands of students
8 to achieve this critical credential, similar to aid provided to
9 community colleges. Seventy-five thousand of this proposal is
10 marketing funds that is an ongoing operating expense that is
11 against the Commission policy. The Commission funding in
12 the early years for the Mount Rogers Adult Ed Program has
13 declined funding marketing in the last two grant cycles. The
14 staff is recommending an award of \$90,000 for test fees and
15 scholarships, excluding marketing funds.

16 SENATOR PUCKETT: Mr. Chairman, can we
17 come back to that one? I want to speak to the marketing
18 aspects.

19 MR. PHOFL: Patrick Henry Community
20 College, they're requesting \$489,250 grant request for
21 ensuring adult and post secondary educational success. We
22 feel this proposal has a great opportunity to train the online
23 core offerings of PHCC. The proposal has been a little hard to
24 get our arms around and we think that's due to their offering
25 online classes and for adult learning as well. They're seeking

1 funding support for instructional technology and teaching
2 methodologies. They're seeking funding for faculty and
3 hardware and software support. The staff is recommending
4 that the third year of support requested here be carved out of
5 this proposal so it would provide two years of support that the
6 professional development budget trimmed a little bit so we're
7 recommending an award of \$376,750 excluding funding for
8 year three activities.

9 Region 2000 Technology Council is another
10 technology proposal and that we're going to jump over that for
11 a moment and go onto St. Paul's College training future
12 teachers for Brunswick County Public School System Service
13 Learning at St. Paul's. This is a, the project is the college's
14 learn and serve initiative and funds are requested for St.
15 Paul's personnel to establish a scholarship fund for St. Paul's
16 student participating in this program as well as a number of
17 other functions outlined there including transportation, laptop
18 and so forth. There are 17 students currently participating in
19 the program with a goal to increase the number to 80 to 100
20 by the end of year term of this project. The students receive
21 two academic credits for a required community service
22 component but this significant investment in a service
23 learning experience does not substantially advance students
24 toward a 120 credit degree. There has been a \$90,000 plus
25 sum committed through a federal appropriation for the first

1 year of the project. The college states this service learning in
2 future requests for second and third year matching funds.
3 The college states this service learning experience has been
4 providing students a role as mentors to K through 12 students
5 in Brunswick County Schools and it's hoped that that
6 experience will aid in the development in their future careers.
7 The college is graduating an average of 17 student certification
8 in the last few years and hopes to double that number. The
9 staff would point out that we don't usually support requests
10 for existing positions nor for the establishment of scholarship
11 pools at individual institutions. The applicant also indicated
12 that future requests may be needed to sustain the program.
13 Given the number of factors that I've described here, the staff
14 is recommending no award.

15 Southside Planning District Commission Lake
16 Country Advanced Knowledge Center complex expansion
17 project phase II; \$150,000 requested to replace heating and air
18 conditioning units in the building that the center acquired a
19 couple of years ago. Staff has supported this request and staff
20 recommends \$150,000 award.

21 Southside Virginia Community College
22 Foundation requesting \$388,950 for the workforce academy
23 preparation FY11 specifically to support for three phase
24 expansion; expansion of the emergency medical services
25 program \$166,000; physical expansion of the practical nursing

1 certified nurse aide facility located in Farmville to add 800
2 square feet including an additional classroom, restroom and
3 32 car parking lot \$100,250, number three expansion of the
4 Diesel Technology Program at the Pickett Park to include
5 automotive hybrid electric vehicle technology \$122,700. Staff
6 is recommending the first two amounts be funded and the
7 third one we pass by this year until a point where electric cars
8 are more prevalent around the area and until there's a
9 demand for technicians to work on those. So the staff is
10 recommending an award of \$266,250 excluding the hybrid
11 electric vehicle training program.

12 University of Virginia requesting \$641,000 for
13 engineers produced in Virginia program. Funds are requested
14 for a third year of start up support for the engineers boost in
15 Virginia programs. This is working with the community
16 colleges in the tobacco region and the idea is to obtain an
17 Associates Degree in Engineering, go back home and then stay
18 at home, get the engineering degree by the use of the tobacco
19 funds. Nearly \$1.2 million awarded for this program since the
20 initial Education Committee funding two years ago.
21 Supplemental information shows that engineering pipeline
22 enrollment at tobacco region community colleges has grown
23 from 94 students at two colleges in 2007 to more than 300 at
24 four colleges in 2010. Eighteen of those classes have been
25 offered already to third year students. The third year of

1 support would allow them to adjust 17 more classes. We've
2 seen the pipeline of engineering students in the tobacco region
3 that's grown as I say, very significantly in just the past few
4 years. Now we have 17 tobacco students enrolled in UVA at
5 the campus in the Engineering Program. The staff is
6 recommending that this should be the third and final year of
7 supporting the program, \$641,000. That's not really a specific
8 stated position.

9 Virginia First is requesting \$155,000 and
10 that's in that group of three in terms of the K through 12
11 programs. Let's go ahead and jump over to the last page.

12 Virginia Highlands Community College and
13 they're trying to start a Virginia Appalachia Tri-College
14 Nursing Program, nursing simulation center and requesting
15 \$100,000. You'll recall that you had this grant before you
16 back about five years ago and it's been a very successful
17 cooperative for three community colleges in Southside. Now
18 they're requesting funds to build a simulation lab or center on
19 the Virginia Highlands Campus. That's very consistent with
20 other awards your program committee's have established and
21 there's some nursing simulation centers in Southern Virginia.
22 Staff is recommending the full award of \$100,000.

23 SENATOR RUFF: Thank you Tim. At this time
24 I'd entertain a motion we take these as a block all but 2154,
25 2189, 2156 and 2153.

1 MR. HAMLET: So moved.

2 MS. THOMAS: Second.

3 MR. PHOFL: Any further discussion. All in
4 favor say aye. (Ayes). Opposed. (No response). All right, now
5 we'll turn to 2154 on page 6, Communities in Schools of
6 Virginia, Incorporated. They had applied to the Special
7 Projects Committee in June to conduct studies in the two
8 tobacco regions of Virginia to determine whether there was
9 interest in expanding this program to prevent drop out
10 prevention in high schools. They're currently operating in
11 Richmond and the Hampton Roads area. This would be a
12 \$50,000 one year study process and to determine if there's
13 adequate interest and resources to bring CIS into the tobacco
14 region. You can see the studies that are involved here and
15 also in terms of academic credentials. The staff would point
16 out that in 2003 when the Education Committee was
17 established, there was an intent not to get involved with K
18 through 12 funding issues. There was a feeling that was the
19 role of the local government and state government and so the
20 Committee deferred on the K through 12 programs. Obviously
21 it could be argued that such programs as GED, trying to up
22 the high school graduation rates are areas that the Committee
23 has been working in. I'd also point out that privately funded
24 in school services including mentoring, tutoring, healthcare
25 career development, after school programs and service

1 learning are involved here. While the objective of increasing
2 on time high school graduation has great merits, the human
3 services provided have not typically been funding priorities of
4 the Education Committee. Staff is recommending no award.
5 The Committee might want to have a conversation about your
6 role, if any, in this program.

7 MR. NOYES: I would just point out that it's
8 been your practice to avoid feasibility studies.

9 SENATOR RUFF: Is there someone here that
10 wishes to speak to this?

11 MR. FIRTH: We're requesting \$50,000 to
12 conduct a feasibility study to determine the need and abilities
13 to sustain communities and school programs either in
14 Southwest or Southside Virginia. We've already received a
15 commitment for 100 percent matching funds from the national
16 office. A copy of that letter should be in your packet.

17 SENATOR RUFF: Thank you. When I talked
18 to the Secretary of Education I asked him what would be your
19 results, what do you expect him to come out with?

20 MR. FIRTH: As a result of that, we hope to or
21 we would expect to be operating two community school
22 programs in two areas of Southwest and Southside. That
23 would become self supporting individual 501(c)(3).

24 SENATOR RUFF: How do they become self
25 supporting?

1 MR. FIRTH: Well, the whole accreditation
2 process with guidance from the state office. Once they're off
3 and running, we don't provide direct funding. We help them
4 upgrade it. Support is generated from State Farm and Wells
5 Fargo. We're very, very interested in supporting this as far as
6 the outcome and getting it started. Virginia schools never rely
7 totally on, it's not the sole source of funding. We believe
8 there's a whole lot of different sources of funding out there to
9 sustain this. Also, business corporations, we know that if
10 successful, the school divisions go out of their way to help
11 support as well. This will help graduation rates. We're hoping
12 students come back to the community productive and help the
13 community overall.

14 SENATOR RUFF: At this time you do not have
15 a commitment from any corporations?

16 MR. FIRTH: Well National has committed
17 \$50,000 to match if we get this source of funding from the
18 Commission.

19 SENATOR RUFF: Fifty thousand and \$50,000
20 it's all for a study. You're obviously expecting big bucks to do
21 something.

22 MR. FIRTH: Right.

23 SENATOR RUFF: In the case of Richmond
24 Altria, we will cover where our employees work. They've
25 eliminated 90 percent of the tobacco region. We don't have a

1 whole lot of corporations. What would the studies
2 accomplish?

3 MR. FIRTH: It would accomplish, we create
4 new services. Our overhead is not very extensive for individual
5 programs but we work with existing services, coordinate with
6 them to pull things together, coordinate. It's a very minimal
7 approach as far as cost to run the organization. A single staff
8 member and a particular school to get started and the
9 executive director and whatever support. The real work is
10 done on the ground. Then you'll see other agencies work with
11 us and they're working and coordinating all our efforts and
12 working toward outcomes and it's self sustaining.

13 SENATOR PUCKETT: I don't know why you
14 would do a study when you're already operating the program
15 in the Hampton Roads area.

16 MR. FIRTH: Yes.

17 SENATOR PUCKETT: If you did a study I
18 think you'd find the same thing and the need is already out
19 here, you wouldn't be coming up with anything new. What are
20 you going to study or what are you going to do with the
21 \$50,000?

22 MR. FIRTH: Part of it is you have to develop
23 the community. Part of it is looking into the support from
24 various school divisions and actually the whole community.
25 So then we use some of that time to get funding support. You

1 always have to go where there's ample funding. It's a new
2 territory for us. A lot of it is finding the right spot and right
3 area and right supports so when there's a real need for
4 funding, you try to get other folks involved. It's really a
5 community project and not just the schools alone but there
6 are key players. We really have to start where we're wanted.

7 SENATOR PUCKETT: The one hurdle I think
8 you have to try to overcome, we're often asked to provide
9 money for various projects and I don't think anybody doubts
10 the need for this type of program. We typically haven't been
11 funding K through 12 and we have about what, 134 school
12 divisions throughout the state and they'd like to have money
13 for a lot of projects but early on the Education Committee took
14 the position that they didn't think that was our responsibility
15 to fund. We thought the local school boards or the State
16 Board of Education should do that. That would be a major
17 shift for this Committee and a change in policy if we decided to
18 do that today. I hope that the high school drop out problem
19 would improve from the standpoint of getting kids to graduate.
20 This is something that we typically haven't been involved in.
21 That's why I said earlier, if you've got a program out there
22 that's working, you might look at it a little bit different.

23 MR. FIRTH: These programs are tailored to
24 the need and resources of each local community. The one
25 thing we've been hoping to do and working in Richmond but

1 trying to get graduation rates up. We're really hoping to be
2 that bridge where we can enhance this problem and also
3 helping the students once they graduate. In other words,
4 they're preparing for what to do. There's not a lot of
5 background in secondary education and post high school
6 education. I don't know what the research is out there and
7 where the opportunities lie. We're working with our students
8 to provide that bridge. Those are some of the things we hope
9 to do while we're trying to get some support. Thank you very
10 much.

11 MR. PRUSTER: I'm Tom Pruster from Tazewell
12 County. One of the things in the report talks about two study
13 groups; one in Southwest and one in Southside to look at data
14 and also to examine which community would be the best fit
15 with the CIS approach. Target services in areas where there
16 are needs and areas where it would be most effective. It is an
17 honor to have this opportunity to speak before the Education
18 Committee about the Communities in Schools of Virginia. As
19 a former member of the State Board of Education and former
20 Superintendent, I've had an opportunity to work with
21 Superintendents across the state and I know meeting federal
22 and state benchmarks related to graduation rates is a major
23 concern and I also know that schools in our rural areas and
24 looking for solutions. Several years ago I had an opportunity
25 to tour the communities and schools and the performance

1 learning standards in Richmond and throughout my tour I
2 was amazed at the amount of support given to students and
3 the unique partnerships and relationships that developed for
4 these students especially with the goal of graduating from high
5 school. I was most impressed with the goal in these programs
6 and first was to educate these students and there was a lot of
7 research in this entire process. Since then I've been a strong
8 advocate for bringing CIS in Southside and Southwest
9 Virginia. I've also spoken with Dr. Mark Ingram, the founder
10 of Communities in Schools of Virginia and spoke with him
11 about their involvement in our region. I'm certainly excited
12 about the possibility of Communities in Schools of Virginia
13 coming to our region. According to a June report by the
14 Alliance for Excellence in Education and the effects of
15 reducing drop outs and after earning a high school diploma,
16 52 percent of these folks that graduated pursued some type of
17 secondary education and an educated population is very
18 important in future economic development. I thank you for
19 your consideration of Communities in Schools proposal and
20 opportunities for students. Thank you.

21 SENATOR RUFF: Thank you. Do I hear a
22 motion? All right, Tim.

23 MR. PHOFL: Looking at page 10, the Region
24 2000 Technology Council proposal STEM Workforce
25 Development Resource Center in Southside. Funds are

1 requested to establish a resource center for teachers, students
2 and community groups at the CAER Research Facility.

3 SENATOR RUFF: Have they withdrawn this?
4 Is there anyone here to speak to this? I believe she was trying
5 to relay the message that there was a little more work to be
6 done so no one's here and if there's no objection, we'll move
7 on.

8 MR. PHOFL: Then moving on to page 14, the
9 next project is Virginia First initiative to develop a pipeline of
10 human capital to attract industry to Southside and
11 Southwest. The request is for \$155,000. This is to expand
12 and strengthen school participation in the first programs
13 including LEGO League and First Robotics. This would assist
14 the schools in Southside and Southwest that would receive
15 funding to establish the first program. This would go to 12
16 high schools. This is a program that the Commission funded
17 in FY08 with declined proposals from Virginia First in each of
18 the past two years and those were for reasons included but
19 not limited to that it's a program focused on middle and high
20 school students but it does not meet education program
21 objectives of providing a workforce/academic credential. The
22 staff is recommending no award.

23 SENATOR RUFF: Anyone here to speak to
24 this?

25 UNIDENTIFIED: I'm Associate Director of

1 Virginia First. We are Virginia First a 501(c)(3) nonprofit arm
2 of US First, a global connection firm. We're not about
3 education but we provide some support for education but we
4 really are about making a difference. I just want to say that
5 we are one of the prongs in the workforce development arm
6 and we've been here for 11 years in Virginia and 20 some odd
7 years in the United States. Virginia First has a staff in the
8 rural areas in Southside and Southwest and a lot of students
9 have come through our program who have gone onto
10 universities and different careers and into many different
11 careers. We feel we're part of the workforce development. We
12 do not claim to give out certificates or any such thing. We do
13 have intervention early on to get kids to pay attention and to
14 stay in school and focus and to move up the ladder. As was
15 said earlier, there are very few corporations and partners in
16 some parts of the state. That's why we're here because I travel
17 all over Virginia. There are companies that can't wait to get
18 kids in the pipeline and they're suffering. If these kids don't
19 get an opportunity early on in life, they're out of the loop. I
20 know in traveling around the state and especially Southside
21 and Southwest, there certainly is a need for what we're doing.
22 These organizations care about the background. I know
23 Virginia First has personally given out funds like \$5,000 that
24 went to one of the high schools. We are sustainable and I
25 know many, many schools need help. As I said, we're

1 sustainable and we're 12 years here. Sometimes corporations
2 and high schools are cut back and we are asked for by the
3 educators and principal to please come in and help us. We
4 don't have a big pocket and year after year a lot of friends and
5 partners and we need your help. I just feel like we're an
6 important part of, or you might say an important vehicle to
7 work with you and partner. We can't do it by ourselves.
8 Virginia First is small by ourselves. Virginia First is small. As
9 I said, we've had partnerships right here in Southwest and
10 Southside. We're trying to build local partnerships to address
11 these needs. We have workshops and many avenues of that
12 nature. So that's our request and I just wanted to ask and I
13 wanted to ask Christopher Waters in school here and his wife
14 and I wanted to acknowledge Dr. David. I appreciate the
15 others coming here. I'd also like to introduce this young man.

16 UNIDENTIFIED: I've been a student involved
17 with Virginia First since I was in seventh grade and in middle
18 school. Since then I've gone through LEGO Robotics.
19 Personally my career choices have been influenced by Virginia
20 First. It's changed how I look at things in life and it's given me
21 information on leadership to help myself because I've been
22 dealing with people who are working on completely different
23 things who are focusing on different things. In trying to create
24 a single project and I've seen other people come through on
25 the same team and others have gone to universities and

1 colleges and things like computer science and people have
2 gone into various careers and all sorts of things. All of them
3 have had some influence in their life because of Virginia First.
4 Leadership has really helped and it's had a big impact and the
5 knowledge gained from it and things like technology and math,
6 computer science. I feel this is so important today. I recently
7 went to UVA involved in engineering and was able to
8 understand a whole lot more because of my involvement with
9 Robotics. Things I look at in life now has been a big influence
10 and a great impact on my life.

11 SENATOR RUFF: Thank you. Patty, in 2008
12 we put money in the program, how many schools did that
13 bring into the program that came in under that funding?

14 UNIDENTIFIED: In 2008 we had 18 schools.

15 SENATOR RUFF: How many of those 18 have
16 continued in the program after that first year?

17 UNIDENTIFIED: We had a 92 percent rate of
18 return, most of them.

19 SENATOR RUFF: The goal was in 2008 to
20 expand the program to more schools.

21 UNIDENTIFIED: Not only more schools
22 Senator Ruff, not only more schools that were already in the
23 program but to provide funding to a lot of schools that were
24 involved. Now and then you might lose a school. At one time
25 we had 70 or 80 in Southside.

1 SENATOR RUFF: Certain persons fell. My
2 kids were involved in it and they did change careers and there
3 were some volunteers involved in that and we got some
4 equipment for them out of pocket. We tried to avoid getting
5 involved with K through 12, can't provide to 30 school
6 systems. There'd be nothing for the Community Colleges and
7 the four year colleges. That's the dilemma we have. Any
8 further comments? Is there a motion?

9 MS. BARTS: I'd make a motion to increase
10 that.

11 SENATOR RUFF: Your motion is to fund it,
12 \$155,000?

13 MS. BARTS: Yes.

14 SENATOR RUFF: Is there a second?

15 MS. DIYORIO: I'll second it.

16 SENATOR RUFF: Any further discussion? Let's
17 have a roll call.

18 MR. NOYES: Ms. Barts?

19 MS. BARTS: Yes.

20 MR. NOYES: Ms. DiYorio?

21 MS. DIYORIO: Yes.

22 MR. NOYES: Mr. Hamlet?

23 MR. HAMLET: No.

24 MR. NOYES: Delegate Johnson?

25 DELEGATE JOHNSON: No.

1 MR. NOYES: Mr. Moody?

2 MR. MOODY: No.

3 MR. NOYES: Senator Puckett?

4 SENATOR PUCKETT: No.

5 MR. NOYES: Mr. Reynolds?

6 MR. REYNOLDS: No.

7 MR. NOYES: Senator Ruff?

8 SENATOR RUFF: Yes.

9 MR. NOYES: Ms. Thomas?

10 MS. THOMAS: No.

11 MR. NOYES: Six no's and three in favor of the
12 motion, the motion fails.

13 SENATOR RUFF: Then that takes us to 2189.

14 SENATOR PUCKETT: Mr. Chairman, the issue
15 for me is that we have taken all the money out for marketing
16 by our own staff recommendations marketing funds are clearly
17 in, since we're trying to generate student participation, I say
18 that, why did we take all the marketing money away? I believe
19 the marketing money is essential to make the program go.
20 These programs do not evolve on their own. You have to let
21 people in the communities know what's out there, whether it's
22 GED or whatever, whatever it is, if people don't know about it,
23 they're not going to come. For us to admit that that's an
24 essential element to generate student participation and a high
25 priority, I don't know why we let them do it. I'd make a motion

1 that we restore the marketing money to the tune of \$50,000.

2 MR. REYNOLDS: I'll second it.

3 SENATOR RUFF: Tim, last year we did put
4 marketing money in, is that correct?

5 MR. PHOFL: Correct.

6 SENATOR RUFF: Do you know how we were
7 able to do that last year versus the last year that we had
8 marketing money?

9 MR. PHOFL: They had some regional partners
10 like Food City and Bristol Motors Speedway.

11 MR. NOYES: Last year in Committee the
12 continuous support of the program we asked them to find
13 partner money for marketing purposes and the Committee
14 agreed last year on that basis.

15 SENATOR PUCKETT: Mr. Chairman, I think
16 one of the reasons we sort of were forced to have an
17 agreement, we didn't have any money last year and we were
18 significantly short on money. This is a time we do have
19 money. We've already admitted clearly an essential element
20 on our own and that's what we're saying, that's what the staff
21 is saying.

22 MS. SPENCER: Mr. Chairman, good
23 afternoon, Anita Spencer representing St. Paul's College. I just
24 wanted to raise a point of clarification. Some things that are
25 listed in the –

1 SENATOR RUFF: Excuse me for the
2 interruption. Are you talking about 2189? I'd ask you to let
3 us finish this one we're working on and then we'll hear from
4 you. We're on 2189.

5 MS. SEYMOUR: I'm Susan Seymour with
6 Mount Rogers Regional Adult Education Program in the
7 Southwest Regional Program. We'd like to say the money
8 that's been provided which is seed money and we buy so much
9 media advertising who will give us PSAs but we saw the effects
10 of a reduction in marketing and we have or need the funding
11 from the Tobacco Commission. It's like what was said by
12 someone earlier, the goals and opportunities for people in
13 Southwest Virginia, they have to know about these programs
14 or they can't take part if they don't know about it.

15 SENATOR RUFF: How many did you have last
16 year?

17 MS. SEYMOUR: We tested 2,000.

18 SENATOR RUFF: How many did you have the
19 year before?

20 MS. SEYMOUR: Like 23 or 23.

21 SENATOR RUFF: The advertising we talked
22 about, how did that work?

23 MS. SEYMOUR: We advertised in billboards
24 and some radio, newsletters, printed material. The funding
25 that the Commission awarded us –

1 SENATOR RUFF: Would you state your name?

2 MS. ALLEN: I'm Linda Allen, Program
3 Manager for the Southwest Region of Adult Education. The
4 funding we have received for testing that you have awarded to
5 us over the last six years has revolutionized our testing
6 program. It has changed our instruction to a better program
7 because of the opportunity to pass on demand. Our students
8 don't have to wait for testing. When they are ready to test, we
9 are already available to provide the testing. We have to let
10 them know that, know that if you come in to one of our free
11 classes and prepare to take the GED test that we'll provide
12 testing. You don't have to wait. You don't have to wait a
13 month or two months or six months. Also we'll help you to
14 prepare and then go quickly through the system so you can
15 get to work, so that you can go on and get an education. So
16 we have one full opportunity to assist our adults. We need to
17 tell our story. We're quite effective in doing that but we have
18 to do it.

19 SENATOR RUFF: In Mecklenburg County we
20 contract and the school system gets dollars from the state for
21 GED. I believe they contracted with Southside Community
22 College. Most of the counties, if my memory is correct, I think
23 most of the counties in my region do that. Why is it done
24 differently for Mount Rogers?

25 MS. SEYMOUR: We serve the public school

1 system and provide adult education for the public school
2 system and they require a contribution of a small portion of
3 the budget like maybe 10 or 15 percent of the total amount we
4 get from the federal government.

5 SENATOR RUFF: So you all contract for the
6 schools around that?

7 MS. SEYMOUR: As far as the public schools.

8 SENATOR RUFF: If the Mecklenburg County
9 Schools in that area are not requesting more money for GED,
10 why does it cost more per student for Southside, the
11 community college is not free.

12 MS. SEYMOUR: There's scholarships,
13 scholarship and testing fees –

14 SENATOR RUFF: - The end result of taking
15 the GED classes is take the test and pass.

16 MS. SEYMOUR: Yes.

17 SENATOR RUFF: What am I missing in this
18 equation?

19 SENATOR PUCKETT: I don't know how many
20 you're talking about in your area but this is a group that
21 represents a regional approach. Three regions of the PDC that
22 covers 1, 2 and 3. These people are doing it for all of them.
23 Pretty much from the Cumberland gap to the New River and
24 it's a huge area and massive undertaking. It's not like doing it
25 for one or two counties but it's region wide. We thought in the

1 past it was more economical to try to fund the GED with one
2 or two, we did that for awhile in our school district but it
3 wasn't working very well. Then we went to the regional
4 approach. We think the results speak for themselves.

5 SENATOR FUFF: I'm not disagreeing with the
6 results, I'm trying to figure out the equation. Most of the
7 counties in Southside which is about 10 counties was working
8 originally and not asking for more money. I'm trying to figure
9 out the difference in the program.

10 SENATOR PUCKETT: I don't have all the
11 numbers for you but I would suggest that what they're doing
12 here certainly is more economical, not a more economically
13 viable approach to it than doing it the way we used to cover by
14 region. That was the way the testing was done. Maybe you
15 should request numbers just to see. I don't understand how
16 we can have committees and our own staff saying that
17 marketing funds is an essential element and not fund it. As
18 somebody said, you don't need to do marketing, we're not
19 going to fund it and we didn't say that.

20 MR. REYNOLDS: I'd like to say that really
21 rural areas, some of these areas are hard to reach and these
22 people don't have, I been to some of their graduations and
23 talked to other teachers about programs they have. It's
24 amazing some of the people that have graduated from school
25 go on and do further education and better their futures and

1 that amazes me. This is a hard group to reach. They're doing
2 a good job trying to reach them and I just think that's very
3 worthwhile.

4 SENATOR RUFF: I don't disagree with that
5 but I understand the Region GED people have a difficult
6 process.

7 DELEGATE JOHNSON: In Southwest Virginia
8 you have a greater number of people that don't have diplomas
9 and the geography is different. You've got to do special things
10 in order to bring this to their attention. I remember some
11 years ago there were some programs that were just very hard
12 to get that word out. I just think this would be money wisely
13 spent because these folks are hard to reach.

14 MR. PHOFL: Mr. Chairman, that the staff had
15 not reported on. We have unwittingly been bringing funds to a
16 partnership which is unincorporated and possibly some public
17 schools that haven't gotten funding since the beginning of it.
18 For purposes of keeping our auditors happy, we probably
19 ought to make a grant to Washington County Public Schools,
20 we really wouldn't change the flow of funds to the three
21 planning districts.

22 DELEGATE JOHNSON: Maybe this is wrong
23 but the figure, \$45,000, 360,000 Bristol Motors Speedway and
24 45 Food City and then the Charter Schools, that means the
25 localities are putting up a huge amount of money to sell this

1 program. It's not a question of whether it's going to work, so I
2 think we need a little more to get and considering what this
3 will bring in in extra tax money, that's something to think
4 about.

5 SENATOR RUFF: That's a good point. Any
6 further discussion?

7 MR. NOYES: I just repeat what I understood;
8 2189 you're adding \$50,000 for a total of \$140,000?

9 SENATOR PUCKETT: So moved.

10 SENATOR RUFF: All those in favor say aye.
11 (Ayes). Opposed. All right.

12 MS. SPENCER: Mr. Chairman and members
13 of the Committee, thank you for allowing us to speak. I
14 represent St. Paul's College and presently I'm the project
15 director of the training service learning at St. Paul's College in
16 which we're trying to request from your Committee matching
17 funds for that grant. There's a few discrepancies in the review
18 that you have here and I want to clarify those things if you will
19 allow me to. I also have our curriculum director with me and
20 we've asked for that to be put back on the grant and they're
21 doing such a wonderful job there. If you're able to fund us, we
22 would put that in the grant. In the grant you have project
23 director, 100 percent for the learning service with a \$100,000.
24 I am the project director and my salary for this project over
25 three years will be about \$30,000. This will be the total

1 amount for the entire project for three years. Also in the
2 second paragraph, you might be concerned about us coming
3 back and asking again for funds. We're requesting \$100,000
4 of funding for the three years. There has been a basic
5 discrepancy there as far as what's been asked for here.
6 Another problem is that students that are currently
7 participating in the program as far as St. Paul's students are
8 concerned, 17 students currently participating; we have over
9 34 students participating in this right now. If you could
10 indulge me for a moment, I'd like to give you a brief
11 understanding of what we're doing here. We're service
12 learning a community program and we're asking for matching
13 funds for all three years and not just one year. The Brunswick
14 County School District has provided us some in kind services
15 as far as space and equipment rental. St. Paul's College has
16 committed \$126,165. My staff, which includes a volunteer
17 organization, we volunteered at St. Paul's for three years with
18 no funding for various services. Since August or the past two
19 months when we were notified that we had a learning services
20 grant, we have put in approximately 1,288 hours.
21 Accordingly, the volunteer time for workers today \$20.55.
22 We're approximately \$25,000 for two months for our services
23 which we're not close to that. We've done a lot of things and
24 we've had meetings at school. We've done teacher
25 assessments in the schools and this is from the college level.

1 We've trained roughly 35 students and we have over 100 of
2 those college students already in the school. We had some
3 changes along with supervisors from, there's many other
4 things that have been going on and that we've done and I
5 know in the interest of time I'll try to be brief. Each year we've
6 tried to do some or provide for teachers directly in the
7 classroom at a college level. Students who are interested in
8 education majoring in education, this gives them an
9 opportunity to work with students in the classroom and work
10 with the teachers in order to become more aware of what they
11 will need to do if they become educators. In the small area of
12 Brunswick County we are in need of assistance. We don't
13 have a lot of financial assistance. One researcher has
14 indicated in a national survey that compared to many young
15 adults participating in K through 12 service learning, we feel
16 like we enhance politically and socially in trying to develop
17 leaders and most importantly role models who will become
18 more active members of society. This has impacted greatly
19 and defined students willing to stand up for what they believe
20 is right and increase their value judgments and willingness to
21 intervene for the sake of justice and development of a strong
22 sense of right or wrong and good or bad.

23 We're all looking at the news and aware of the
24 fact that students are in need of someone to talk to them
25 about areas such as bullying and there's a sense that we in

1 society are faced with some of these things today. We have to
2 try to do something to help our young people become better
3 citizens and we're promoting citizenship. We're trying to help
4 them go through the mentors that we train to be educated to
5 be better citizens.

6 So it's really coming from the college level into
7 the schools. We realize that we have various scholarships and
8 we want to do this anyway possible and willing to relinquish
9 that component and move onto the other component of the
10 scholarship if that is possible at all. If there's any questions,
11 I'll be glad to answer them. Hearing none, thank you for your
12 presentation.

13 SENATOR RUFF: Is there a motion? Well,
14 thank you again and I'm sorry. Now, is there any other public
15 comment? Hearing none, any other business?

16 MR. PHOFL: The staff has been working with
17 Dr. Dorsey, the new college institute on a revised use of the
18 funds which were awarded in January of '07 to the Institute
19 and he would like to speak.

20 DR. DORSEY: Thank you and members of the
21 Committee. I'm Barry Dorsey, the Director of NCI. Thank you
22 for staying a little while longer and I'll be very brief. Passed
23 around to you is a sheet that shows a little bit about our
24 success and this is a summary of the first four years. You
25 might recall we were established by the General Assembly in

1 2006 and since that time we've had tremendous success and
2 it'll show you that on the sheet. The main thing is that in four
3 years we have 135 students that have completed degrees;
4 either Bachelors or Master's Degrees through NCI. I'll pass
5 that information out to you. The good news for you today is
6 that I'm not here to ask for any new money or any additional
7 money. What I'm asking for is a reallocation of existing money
8 that we already have. You might recall that in 2007 you gave
9 a grant of \$1.5 million to each of the three entities of higher
10 education in Southside. Since that time, we've implemented
11 all the projects that were in that proposal. In the process we
12 used funds from several different places and as a result of
13 that, we have about \$1.1 million in funds remaining.

14 Our request to you is simply that you allow us
15 to reallocate those funds and working with the staff to
16 determine how the budget is going to work out in this. The
17 funds are primarily for three things. We've developed some
18 new degree programs including one in entrepreneurialship. I
19 can't tell you how important this program is. Believe it or not,
20 there is no separate degree program for entrepreneurialship
21 offered by public institutions in the State of Virginia. We know
22 people in Southside and Southwest have excellent ideas but
23 they need help implementing those ideas. We think an
24 entrepreneurialship degree program would be one way to do
25 that. There's three other programs we'd also like to develop.

1 The second is an educational outreach. We're proposing
2 awarding summer internships and a couple of youth programs
3 but there is one we call finish line which is to work with
4 students that have some college and no degree. You probably
5 read in the paper this week about the cost of those students to
6 the State of Virginia. It was interesting for me to find that you
7 have 8,899 students, 25 years and older in Martinsville and
8 Henry County who have some college but no degree. We want
9 to help those kind of students back into college and get a
10 degree.

11 The third thing we propose to do with the
12 money is to develop a lab at NCI. As you might know, we're in
13 two buildings that have been renovated and we don't have a
14 lab in either of those buildings and we need one to offer
15 science programs or health programs. Those are the three
16 parts of our proposal. We'll work with the staff and work out
17 the details on the budget, particularly as we go forward in
18 these projects. What we're requesting Mr. Chairman and
19 members of the Committee is approval to continue using the
20 existing funds through June of 2014 and to use \$300,000 of
21 that money to build a lab. We'll be working closely with the
22 staff on this budget the next three or four years. Thank you
23 Mr. Chairman.

24 SENATOR RUFF: Thank you for your
25 presentation. Because your staff has reviewed the proposal, I

1 think it's probably, you should work with the staff and come
2 up with something you can bring back to us when we meet at
3 the end of the month.

4 DR. DORSEY: I think we sent that in.

5 MR. NOYES: I haven't seen it yet but what the
6 Committee heard and what the Commission voted on, this
7 would constitute a change of scope and I'll be happy to look at
8 the material but I think it requires a recommendation on the
9 part of this Committee and the vote of the Commission.

10 SENATOR PUCKETT: We've got a meeting in
11 two weeks again in South Hill. Maybe you can get that
12 submitted and we'll have a brief meeting of the Education
13 Committee before the full Commission meeting.

14 SENATOR RUFF: I don't have any problem
15 with that. The staff has to look at it professionally and we
16 need to have their recommendation.

17 MR. NOYES: I don't think we're rushing
18 things.

19 MR. PHOFL: I think the issue is as far as the
20 use of the funds the Institute's asking for as long as they're
21 generally consistent with what the Commission has approved.
22 The issue is really repurposing a percentage of the grant which
23 is beyond the scope of the staff and the administrative
24 authority as well as extending a grant through the 7th year
25 anniversary is beyond the scope of the staff's authorization.

1 MR. NOYES: I'll be happy to look at it. I'll get
2 with the Chairman before we go into the meeting.

3 DR. DORSEY: We'll be happy to work with you
4 in any way we can. Danny Marshall is a member of our Board
5 here. Senator Reynolds is here. I know they would support
6 us.

7 SENATOR RUFF: I don't think we have any
8 problem with the concept but we'd like to take a look at it
9 professionally and let the staff review it. If there's nothing
10 further, with a motion to adjourn. All right, we're adjourned.

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12 PROCEEDINGS CONCLUDED

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