The Impact Report

2014
When I give, whom do I help?

Students such as William Y. (left), a veteran pursuing his Human Services degree. William received an emergency loan to remain safely housed while his military benefits were being processed. “I’m so thankful that I didn’t have to leave school. As veterans, we can offer a different kind of leadership and perspective, but many of us are facing financial challenges as we adjust to a new life.”

Through donations to the Fund for Reynolds, the Educational Foundation is able to operate the college’s emergency loan program, allowing William and other student recipients to remain precisely where they need and want to be: enrolled at Reynolds and making progress toward graduating.

This year, support for the Educational Foundation helped us raise nearly $45,000 to equip a new simulation laboratory for nursing students at the Downtown Campus and make 332 scholarship awards.

Your gift broadens access to higher education and occupational training. In turn, you create the pipeline of skilled workers to attract business and nurture the entrepreneurial spirit that gives RVA the vibrancy we need to grow.

Philanthropy gets outstanding careers and lives started. Read on to find out how people in our community are making an impact at Reynolds and beyond…
With Henrico North Rotary’s Tim McDonnell (left) at the annual Cherry Tee Scramble.
Service fosters success

It comes in handy to know a second language. When I have the opportunity to converse with a student in Spanish, I have a special group to thank: The Cape Giradeau, Missouri Rotary Club. I was a 24-year-old graduate student, when they provided me with a scholarship to spend a year in Peru, where I spoke to dozens of Rotary Clubs, became fluent in Spanish, and was changed for the better by the experience.

Rotary International is a global service organization, but with a wonderful “neighborhood” feel. There are active Rotary Clubs oceans away, but I bet you can find a group that meets just a few minutes from your home or office.

The students of Reynolds are fortunate to live in a community with local Rotarians, and many other wonderful service organizations, who care deeply about the affordable access to higher education and occupational training programs that Reynolds provides. I don’t just mean a casual interest, either; these clubs and community groups spend the ultra-precious resource of time to plan and host events to raise funds for scholarships at Reynolds, encourage civic engagement, and offer service opportunities for students.

Many years later, I still draw on the experiences of my time spent in Peru. Transported from my hometown in Missouri, the college scholarship I received opened the door to new opportunities and a broader world view, as scholarship awards continue to do for the students of Reynolds. I thoroughly enjoy the invitations to speak to – and, occasionally, golf with – a fantastic roster of service organizations in our community. Your support and theirs help outstanding careers and lives get started.

Gary L. Rhodes, Ed.D.
President,
Reynolds Community College
More than 100 students visited Math Central in the first four weeks of the program.
**Altria gets outstanding math students started**

A $150,000 grant from Altria Group is transforming a hub of math activity into a disciplined, training ground for success. Dubbed “Math Central” (a quip by a student and the name stuck), an innovative, invasive remediation program is helping students, who have either forgotten early math skills or never quite mastered them, make it to college-level work instead of stalling out at the remedial level.

Where Math Central is different is its embrace of “intrusive advising,” a highly prescriptive set of strategies requiring students to not only use a full suite of facilitator resources, but promise to do so. Students sign a contract with an important incentive attached: Those who follow the structured plan, passing their remedial coursework and satisfying the Math Central criteria, will receive an assistantship to cover the cost of their first college-level math course.

Students agree to a mandatory orientation, weekly check-in sessions with Math Central staff, plus group and individual facilitator sessions. There’s even a special sign-in portal to track homework assignments.

The program design reflects a growing trend in community colleges nationally to offer more structure and oversight, transforming the traditional ultra-flexible course taking model into a more tightly knit academic plan for students to follow. Piloted this summer at the Parham Road and Downtown campuses, the payoffs are expected to be significant. Two years ago, Reynolds launched a new math developmental mathematics model, where students only take the development modules they need, instead of spending time and money on wide-ranging, non-vocational related remedial content. Providing extra support, Math Central will help more students advance successfully from developmental to college-level math. With faster completion rates, this could mean a decrease in financial aid costs. Also, the encouraging environment and array of tutoring supports give math-phobic students the confidence to go ahead and enroll in the math classes they need, instead of repeatedly delaying the inevitable coursework required to complete their degree programs.

Altria’s support is not only helping individual students flourish, but local industry. According to a recent study by Chmura Economics & Analytics, the Richmond region will face a college degree gap of nearly 16,500 for STEM-H occupations by 2030. This is the sector of job growth projected to increase by 17 percent throughout this decade, with wages outpacing those of non-STEM workers by more than 26 percent. Instead of being shut out of the game, Math Central is giving students the discipline and skills to compete and win.
Chef Jesse Miller, program head for Culinary Arts, in the kitchen of Buckhead’s Restaurant with Mark Herndon, owner and president of Reynolds’ Advisory Committee for Culinary Arts, Hospitality Management and Pastry Arts.
Save room – Chef Jesse Miller on preparing students for what’s next

RVA is in a really great region. We’re kind of a hub in a spoke system that branches out to other places, so chefs and restaurant owners are recognizing our region and considering us more frequently. You can go 20 miles in every direction and still find a big farm, which is a big draw. I talk with food bloggers and chefs, and even with all of the new restaurants popping up, there’s still room for growth. The catch is that there’s a huge demand for trained and certified cooks. You have key players and chefs who are interested in bringing in new food ideas and concepts for business ventures, but their first concern is whether they can properly staff their restaurants. At Broad Appétit, I met Mike Isabella from Top Chef. He’s coming to town, and the first question he asked me was if I had any externs.

There’s a value to certification. Increasingly, restaurant job ads will list “education preferred.” The first thing we focus on with students is helping them understand the industry of food service; any disconnect there is going to lead to failure. You need to know the level of commitment that’s required to work in a restaurant. In the middle of the curriculum, we try to help define their food point of view and interests. We teach basic skills and build on them: If you can sauté, you can sauté anything – and, here’s why this particular meat shouldn’t be sautéed.

In the final classes, it’s about a more comprehensive understanding of the food scene and refining their point of view. We’re preparing them to be entry-level sous chefs or line cooks. Skill level elevates pay and the type of hours you work, all because you went through school.

Our Advisory Committee is key. These are chefs and restaurant owners, and the most important question I ask is what can we do to improve and stay relevant? They wanted to see students with better knife skills, so we expanded from one day to eight days where that’s our focus. We created a workshop for students to come in and practice their butchery skills. Our goal is have the most desired program and our students to be the most desired employees.

When we have action stations at Virginia Wine Expo and Broad Appétit, it’s a good showcase of our students, but it also helps make job connections and the proceeds support important causes like fighting food insecurity. I had a student tell me, “Chef, I’m glad you required us to be here. I would have figured I was too busy to volunteer, and I can’t believe how much I would have missed.” I remind my students that we are the community’s college, and we try to embrace that in every way possible.
Rick Cole (top photo) and Renard Cox (with group) are two of the Career Coaches helping high school students navigate the college-entry process.
Career coaches get outstanding careers started

A rising senior at John Marshall High School, Randai says she’s excited and relieved about her plans after graduation. “I had six colleges on my list last year. Mr. Cox taught me how to narrow down my choices and explained what I should be taking now to get into those schools. I’m thinking of majoring in business, so I want to be prepared.”

A supplement and complement to high school guidance offices, the Career Coach program helps high school students navigate complex decision-making and generate new ideas about self, education, and career choice. At John Marshall, Renard Cox’s mission is to get in front of students through classroom presentations, one-on-one conversations, even attending football practice. Career coaches also assist with the nitty-gritty of college admission, getting the ball rolling with placement tests and financial aid.

Beyond the administrative hoops – which can prove especially challenging for first-generation college students – the coaches help in another fundamental way. Explains Rick Cole, career coach for Powhatan High School, “We really work hard to connect what’s going on in the classroom with what will happen when they get out. Students often struggle to see how these relate.”

For some students, continuing their education after high school has been more of a question than a foregone conclusion. Money is the big factor, but interest and ability can leave students unsure of how to proceed.

Career coaching activities provide clarity. Tools such as Virginia Wizard, plus individualized plans and college tours, help students identify their interests and talents, match those to a degree or occupational credential, and take those skills and enthusiasm into the workforce.

As they advise their students to do, coaches are keen to link current activities to future success. “I’m able to build on some of the connections we have with the Chamber of Commerce,” says Cole. “We bring in retirees and people from the business world to do mock interviews and participate in panels. We have business owners who walk away saying, ‘I was really impressed with your students.’ That opens the door to do more in the future.”

Grant support from Capital One and The Community Foundation Serving Richmond and Central Virginia has allowed Reynolds to leverage limited state dollars to support coaching salaries, helping them deliver services in six high schools: Goochland, Highland Springs, Huguenot, John Marshall, Powhatan, and Tucker. At

John Marshall, Renard Cox says, “I think my students can relate to me because I’m from the city and I’m from Southside. I graduated from Huguenot and went to a junior college. My students know that it’s a solid route to take and a stepping stone to get to their ultimate goal.”

Rick Cole shares that same good counsel at Powhatan. “Career coaches help teens know there are lots of options. If you don’t choose a four-year school, that’s okay. I do a lot of publicizing on hot jobs that don’t require a four-year degree. Just because it says health science, doesn’t mean you have to be a doctor.”

IMPACT:

Career coaching increases the likelihood that students will identify and enroll in a degree or occupational training program.

More than 55% of the 975 students served by Coaches in 2013-14 say they are considering post-secondary education and/or career certifications programs which make them eligible for immediate employment.
Josephine Iwatsubo, a recipient of the Dimitri and Maggie Georgiadis Endowed Scholarship, earned her Associate of Arts in Liberal Arts in the spring of 2014, graduating Magna cum laude. Josephine’s ride resumes at the University of Virginia this fall.
Fasten your seatbelts: a scholarship student describes her journey

The most appropriate description of my Reynolds Community College experience is that of a roller coaster ride. Initially, I was unsure if I really wanted to enroll, but I knew that attending a community college for two years before transferring to a university had a number of advantages. Taking all my general education coursework would not only save thousands of dollars in tuition, and room and board costs, but it would also help me clarify my future career interests.

When I first started my coursework, my initial anxiety subsided. The rails at Reynolds were smooth, and the first part of my ride was very calm. I appreciated the respect that my professors gave me. Our conversations were like adult communications, unlike high school. As the semester wore on, the obstacles became tougher and the ride became scarier. I will never forget waking up at 6:00 am to study with my classmates for BIO 101, or pulling an all-nighter on Skype with my lab partners. Even in my dreams, I still recite (6CO2 + 6H2- = light energy => C6HI206 + 602).

I did not get an A on every test from all my classes, so I always had to study and focus. The mistakes I made on exams made me a smarter person because I learned from them. You cannot have a ride that only goes up; the descent is the challenge and the part of learning that makes the finish rewarding.

My friends during the toughest tasks pushed me harder. We stayed up late studying together, taught each other, bought each other coffee and Ramen (noodles), and went every day to nag and ask questions of our teachers.

The people I met throughout this roller coaster ride at Reynolds made all the ups and downs easier to handle. Even though I was scared at times, mad and frustrated, and sometimes dizzy, I still had a blast from this memorable experience.

Like every other ride, my time at Reynolds has to come to an end. I feel as though anything is possible if I push myself to work for it. Now, I am ready for another different roller coaster experience at a university in the fall.

IMPACT:

Every year student recipients have the opportunity to thank their benefactors at the Annual Scholarship Luncheon. Individuals and organizations that provide this financial assistance increase retention and graduation rates at Reynolds.
Mitch Haddon, President and Chief Executive Officer of ColonialWebb Contractors. Class of 1980.
Outstanding CEO, Mitch Haddon, gets his start at Reynolds

What excites me is getting people to think. You make your future like you make your luck, and you have to be willing to imagine and want something to be different. At the core of it, it’s not being satisfied with the status quo. I’ve never considered myself an activist, but by some measure, if you want change and improvement, you have to be one to move the ball forward. Things don’t remain static, so if you don’t define your future, someone else will. I’ve been an action oriented person to a fault. If I’ve ever gotten stymied, it’s because I couldn’t see a pathway to take. What attracted me to Reynolds so many years ago was that it presented a clear course to pursue. I was working full time and they had a great HVAC program. The program provided a combination of theory and practical application. It was the perfect preparation for my next career move. I started with doing basic design; that was about 1980. I was very fortunate to have a mentor, Bill McAllister, from whom I still learn to this very day.

It sounds basic, but the foundation for any success, business or otherwise, is truly caring about others and about what you do. The essence of that is what makes a community college special. I meet people lifting themselves out of difficult circumstances because they really care that much about themselves and their future. It’s so special when you meet a student with that level of commitment. You can’t always teach caring, but by the nature of what Reynolds offers, you’re providing an opportunity for those who do. From a business perspective, a caring workforce improves every measure of performance, whether safety, quality, or customer service.

For our society to be great, we need brilliant scientists and engineers and dental hygienists and CAD operators. I serve on boards at Virginia Tech and Reynolds for that very reason. I think the pendulum swung to a point where we focused so much on a university education that we forgot about fostering our skilled workforce.

If we don’t develop and invest in craftspeople, the fabric of our culture will slip, because America won’t have people to build and fix things and other countries will. I’m involved with the Educational Foundation because I want to do whatever I can to help Reynolds succeed. My definition of that is simple: how many students enroll in a program, graduate, and get a job? The help I can give is to make connections to industry. I love the stat that three out of four healthcare workers regionally have attended Reynolds. Imagine if we could expand the same statistic into other areas of the workforce.
In Tribute

Something we are very fortunate to have at Reynolds Community College is the regular presence on campus of members of the Reynolds Family. Whether talking with students at the Annual Scholarship Luncheon or a meeting of the Educational Foundation Board of Directors, their connection to and fondness for Reynolds is evident. Support and interest in our students was certainly the legacy of Virginia Sargeant Reynolds, who passed away this year. Mrs. Reynolds was the mother of J. Sargeant Reynolds, for whom the college is named and who served as Lieutenant Governor of Virginia from 1970-1971. Her personal philanthropy to support the mission and the students of Reynolds Community College has been tremendous. The Virginia Sargeant Reynolds Foundation has been instrumental in growing the Fund for Reynolds, and the Virginia Sargeant Reynolds Faculty Leadership Award is given annually from an endowment she established to support excellence in instruction. The example for service to others that Mrs. Reynolds set for her family and community is one that we continue to strive to meet.

The Honorable Benjamin J. “Benny” Lambert, III was well known as a trailblazing political and civic activist. Those close to him would certainly add that he worked tirelessly to help young people, often the first of their families to attend, realize their dreams of going to college. We are supremely fortunate to have had Senator Lambert’s service on the J. Sargeant Reynolds Community College Educational Foundation Board of Directors. His commitment to higher education was unwavering and he was an enthusiastic advocate for the community college mission.

Science professor Hugh Rooney and Engineering professor Dr. Fred McConnell were positively beloved by their students and colleagues. Sadly, we lost both of them this academic year. The Fred McConnell Engineering Scholarship, Paul Rooney Memorial Scholarship, and Pat and Hugh Rooney Scholarship live on in tribute to these two amazing professors, who spent their careers helping Reynolds students soar to greater heights.
WE WELCOME Katherine Busser,
Julie Gustavsson, William Hardy,
J. Hunter Hoggatt, Thomas Hollins,
and David Loope to the Board.

WE THANK L. Michael Gracik, Jr.,
Michelle A. Williams, and
James F. Woodward, Sr. for
their service.
J. Sargeant Reynolds Community College Educational Foundation, Inc.

Statement of Financial Position
June 30, 2014

ASSETS
Cash & Cash Equivalents ........................................... $192,819
Investments ............................................................... $9,122,754
Unconditional Promises to Give .................................. $774,867
Other Receivables and Prepaid Expenses ....................... $16,999
Net Investment in Property ......................................... $24,866

TOTAL ASSETS ......................................................... $10,132,305

LIABILITIES & NET ASSETS
Total Liabilities ....................................................... $35,585
Net Assets:
  Unrestricted ......................................................... $613,604
  Temporarily Restricted ............................................ $3,062,554
  Permanently Restricted .......................................... $6,420,562

TOTAL NET ASSETS ............................................... $10,096,720

TOTAL LIABILITIES & NET ASSETS ......................... $10,132,305
Reynolds has much to offer our region, and the region has much to offer Reynolds. Thank you for being a conduit to bring us together.

Our goal for every Impact Report is to describe how donations are put to work and to explain how your gift advances the greater good of education, industry, and community building.

Support for the Educational Foundation widens that portal of access. Individuals who would stand a very real chance of being shut out of degree and vocational training programs are here because of you. Local businesses can hire and thrive because of you.

Please accept my thanks on behalf of the Educational Foundation Board of Directors, faculty, staff and, above all, our students. As we begin another academic year of preparing future graduates for workforce success, we know we can achieve — because of you.

E. Massie Valentine, Jr.
Foundation Board President