1. **Institution:** Sinclair Community College  
   **Financial contact name:** Deirdre Delaney  
   **Title:** Vice President for Business Operations  
   **Address:** 444 West Third Street  
   **City/State/Zip:** Dayton, Ohio 45402-1460  
   **Telephone:** 937-512-1460  
   **Fax:** 937-512-5112  
   **E-mail:** Deirdre.Delaney@sinclair.edu  
   **Web site:** [http://www.sinclair.edu](http://www.sinclair.edu)

2. **Project team member #1: Project director name:** Carolyn Mann  
   **Title:** Chair, Experience Based Education  
   **Address:** Sinclair Community College, 444 West Third Street  
   **City/State/Zip:** Dayton, Ohio 45402-1460  
   **Telephone:** 937-512-2940  
   **Fax:** 937-512-5340  
   **E-mail:** carolyn.mann@sinclair.edu

3. **Project team member #2: Project associate name:** Kathy Rowell  
   **Title:** Associate Professor, Sociology  
   **Address:** Sinclair Community College, 444 West Third Street  
   **City/State/Zip:** Dayton, Ohio 45402-1460  
   **Telephone:** 937-512-4598  
   **Fax:** 937-512-2192  
   **E-mail:** kathy.rowell@sinclair.edu

4. **Project team member #3: Community partner name:** Deborah Ferguson  
   **Title:** Director of Outreach and Social Services  
   **Organization:** Community Action Partnership of the Greater Dayton Area  
   **Address:** 719 South Main Street  
   **City/State/Zip:** Dayton, Ohio 45402  
   **Telephone:** 937-341-5000  
   **Fax:** 937-341-5002  
   **E-mail:** deborahf@scopedayton.org
5. **Name of proposed grant project:** Interdisciplinary Service Learning Across the Life Span

6. **Funds requested:** $12,000

7. **The proposed project will be run by (check all that apply):**
   - Public college __X__
   - Historically Black college _____
   - Private college _____
   - Tribal college _____
   - Religious college _____
   - Hispanic-serving college _____

8. **Do any faculty at the college currently offer service learning?** Yes __X__ No _____
   **If yes, for how many years?** Approximately 5-6 faculty have offered service-learning opportunities over the past four years.

9. **Does the college have an organized service-learning program?** Yes _____ No __X__
   **If yes, for how many years?** __________

10. **Does the college have a designated service learning coordinator?** Yes _____ No __X__
    **If yes, for how many years?** _______

   Note: Sinclair has an established Service Learning Coordinator position, however, no one has served in this position for nearly two years. The previous Coordinator left due to a prolonged illness leading to a disability retirement.

11. **List the primary organizations (i.e., community-based agencies, nonprofit or faith-based organizations, schools, public agencies) that will be involved in the project.**

   - Community Action Partnership
   - Catholic Social Service
   - Center for Health Communities
   - City of Dayton and Kettering
   - Dayton Public Schools
   - Jewish Family Services
   - Life Essentials
   - Montgomery County Historical Society
   - Ohio Fellows
   - Project READ
   - Sinclair Student Government Association

12. **Number of participants expected in Year One:**
   - Students __40__
   - Faculty __8__
   - Administrators/staff __3__
   - Community partner organizations __7__
   - Individual community members __200__
13. List members of the service learning advisory committee. This committee must be in addition to the three project team members listed above.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution/Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Bodary</td>
<td>Associate Professor</td>
<td>Sinclair Community College</td>
</tr>
<tr>
<td>Linda Johnson</td>
<td>Professor</td>
<td>Sinclair Community College</td>
</tr>
<tr>
<td>Nancy Rhodehamel</td>
<td>Associate Professor</td>
<td>Sinclair Community College</td>
</tr>
<tr>
<td>Dr. Yufeng Wang</td>
<td>Associate Professor</td>
<td>Sinclair Community College</td>
</tr>
</tbody>
</table>

Administrator/: Dr. Jeanne Jacobs Vice President of Instruction Sinclair Community College staff

Student: Angel Reed VP Student Government Association Sinclair Community College

Community partners:
- Susan Bodary: Director Project Read
- Nympha Clark: Director Social Services Catholic Social Services
- Reva Cosby: Outreach Coordinator Dayton Public Schools
- Debbie Garber: Director Life Essentials
- Brian Hackett: Director Montgomery County Historical Society
- Cathy Herbenick: Refugee Outreach Coordinator Catholic Social Services
- Marilyn Lustig: Director Professional Services Jewish Family Services
- John Moore: Assistant Fire Chief City of Dayton
- Bonnie Pittl: Volunteer Resource Manager City of Kettering
- Tom Roberts: Director Ohio Fellows
- Marilyn Rodney: Assistant Director Center for Health Communities

14. Briefly describe (no more than 25 words each) the community need(s) in each relevant issue area that the project will address. Your project must address at least one of these issue areas.

Education: Service learning will address educational needs of: literacy, tutoring, mentoring, individual and community education in the areas of public safety, homeland security and environment.

Human Needs: Service learning will address human needs of physical, mental, and emotional, and job ready skills.
15. Briefly describe (no more than 25 words) the project's history of immigration focus.

History students will interview immigrants and compare today’s situation to that of 100 years ago. Sociology students will collaborate by providing tutoring to refugee families.

16. Write an overall “end outcome” statement (no more than two sentences) for what the college plans to accomplish by the end of Year Three.

By the end of year three, Sinclair will have an established structured service-learning program including standards for definition, integration, tracking outcomes, recognition events and will be an integral part of Sinclair’s academic environment demonstrated by Sinclair faculty routinely identifying and utilizing service-learning as a proven teaching and learning strategy to enrich the education of the students, promote their personal and community civic engagement, and contribute to meeting community needs. Sinclair’s Service Learning program will also include training and mentoring in service learning for Sinclair and other college faculty, support for faculty to link with community partners, and on-going collaboration with college and community organizations to promote civic engagement.

17. Has your institution ever received Corporation for National and Community Service funds, either directly or via subgrants? Yes _____ No ___

If yes, when? __________________
18. CNCS Certification: The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the requirements of the grant.

19. CNCS Certification: Debarment, Suspension, and Other Responsibility Matters: This certification is required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, Sections 85.105 and 85.510,

A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor any of the principals:
   - Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
   - Has, within a three-year period preceding this application, been convicted of, or had a civil judgment entered against them for commission of fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
   - Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
   - Has not, within a three-year period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause or default and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Carolyn Mann
Project Director Name
Signature
Date

Deirdre Delaney
Financial Contact Name
Signature
Date

Jeanne Jacobs
CAO Name/Title
Signature
Date

Steven Johnson
CEO Name/Title
Signature
Date
Horizons Mentee College Proposed Budget  
Year One  
January 1, 2004 - September 30, 2004  

Mentee College Name: Sinclair Community College  
Project Name: Interdisciplinary Service Learning Across the Life Span  
Project Director Name: Carolyn Mann  
Financial Contact Name: Deirdre Delaney  
Date Submitted: 3-Nov-03  

<table>
<thead>
<tr>
<th>Project Staff</th>
<th>Grant Funds</th>
<th>Matching Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,000.00</td>
<td>$28,596.00</td>
<td>29,596.00</td>
</tr>
<tr>
<td>Benefits</td>
<td>$160.00</td>
<td>$6,694.00</td>
<td>6,694.00</td>
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</table>

Operating Costs

<table>
<thead>
<tr>
<th></th>
<th>Grant Funds</th>
<th>Matching Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>$200.00</td>
<td></td>
<td>200.00</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>$500.00</td>
<td></td>
<td>500.00</td>
</tr>
<tr>
<td>Training/technical assistance</td>
<td>$2,344.00</td>
<td></td>
<td>2,344.00</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Dissemination</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Travel (required)</td>
<td>$6,000.00</td>
<td></td>
<td>6,000.00</td>
</tr>
<tr>
<td>Other (specify in budget narrative)</td>
<td>$1,796.00</td>
<td></td>
<td>1,796.00</td>
</tr>
</tbody>
</table>

Administrative Costs

<table>
<thead>
<tr>
<th></th>
<th>Grant Funds</th>
<th>Matching Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td>$15,728.00</td>
<td>15,728.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Grant Funds</th>
<th>Matching Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,000.00</td>
<td>$50,858.00</td>
<td>$62,858.00</td>
<td></td>
</tr>
</tbody>
</table>

(Grant Funds + Matching Funds = Total Funds) (may not exceed 50% of total project funding)

PERCENTAGES

(AACC Grant % + Match % = 100%)

<table>
<thead>
<tr>
<th>Grant %</th>
<th>Match %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>80%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Sinclair Community College
Interdisciplinary Service Learning Across the Life Span

Introduction

Sinclair Community College (Dayton, Ohio), the Community Action Partnership of the Greater Dayton Area, and other key community partners will develop a Service Learning program aligned with the goals of AACC’s Horizon project. Within Sinclair, service learning has a broad range of definitions resulting in a wide range of implementation approaches and outcomes. There are a few isolated courses in which faculty have identified service learning experiences, however most of these are not within the context of comprehensive service learning experiences involving orientation, community/academic goals, reflection, personal and civic responsibility. There is a critical need at Sinclair for a service-learning program that crosses all academic divisions, is fully integrated within the curriculum, and actively involves community partners.

Program Design

Sinclair’s Service Learning Advisory Committee chose two issue areas on which to focus, education and human needs, for two reasons:

1. The Advisory Committee viewed education and human needs as interrelated and encompassing the other focus areas. People with lower levels of education often have higher human service needs, and people with high need levels often have difficulty accessing and obtaining an adequate education.

2. Education, in addition to addressing typical areas of literacy, would also address topics related to public safety, homeland security, and the environment, depending on the particular discipline involved.

Education is directly related to the human need for economic self-sufficiency and improved access to health care. According to the Ohio Department of Education, only 53% of Montgomery County children passed the 4th grade reading proficiency test. The 2002 Montgomery County Family and Children’s First Council reported the Dayton City Schools
having the highest dropout rate in the county. Increasing unemployment rates, unmet transportation needs, lack of childcare, and inadequate skills and training are barriers to self-sufficiency many Dayton residents face. The table below shows that the percentage of low-income families in Dayton is higher than county, state, and national percentages.

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>No. of Low Income Families</th>
<th>% of Low Income Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Dayton</td>
<td>166,179</td>
<td>6,882</td>
<td>18.2%</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>559,062</td>
<td>12,208</td>
<td>8.3%</td>
</tr>
<tr>
<td>Ohio</td>
<td>11,353,140</td>
<td>235,026</td>
<td>7.8%</td>
</tr>
<tr>
<td>National</td>
<td>281,421,906</td>
<td>6,620,945</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, Census 2000

The Service Learning Advisory Committee developed the following mission statement:

*Engaging students in meaningful, life expanding, and educationally enriching service-learning opportunities that will change attitudes, beliefs, and behaviors of students and stakeholders while expanding their commitment to community and civic responsibility.*

**Outcome Area #1: Curriculum Development**

Sinclair will develop a minimum of 12 service learning courses over three years, with five courses during year one involving approximately 165 students. The service learning experiences will meet critical community needs and relate to course objectives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Students</th>
<th>Faculty Member</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SOC 297</td>
<td>Global Poverty</td>
<td>15</td>
<td>Katherine Rowell</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>2. SOC 205</td>
<td>Social Problems</td>
<td>40</td>
<td>Katherine Rowell</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>3. NSG 230</td>
<td>Transition to practice</td>
<td>35</td>
<td>Nancy Rhodehamel</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>4. NSG 224</td>
<td>Maternal/Child Concepts</td>
<td>35</td>
<td>Linda Johnson</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>5. HIS 102 and 103</td>
<td>Early Americans &amp; European Immigrants-</td>
<td>40</td>
<td>Yufeng Wang</td>
<td>Spring and Fall 2004</td>
</tr>
<tr>
<td>6. COM 211</td>
<td>Effective Speaking</td>
<td>20</td>
<td>David Bodary</td>
<td>Year 2</td>
</tr>
<tr>
<td>7. DEV 110</td>
<td>Fundamentals of Composition</td>
<td>25</td>
<td>Kjirsten Goeller</td>
<td>Year 2</td>
</tr>
<tr>
<td>8. MAS 104</td>
<td>Basic Clinical Medical Assisting Procedures</td>
<td>20</td>
<td>Judy Kronenberger</td>
<td>Year 2</td>
</tr>
<tr>
<td>9. MAS 201</td>
<td>Family Practice Clinical Assisting</td>
<td>20</td>
<td>Judy Kronenberger</td>
<td>Year 2</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Students</td>
<td>Faculty Member</td>
<td>Time</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>10. MAS 208</td>
<td>Medical Assistant Seminar</td>
<td>4</td>
<td>Judy Kronenberger</td>
<td>Year 2</td>
</tr>
<tr>
<td>(Capstone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. CIS 278</td>
<td>Computer software applications</td>
<td>12</td>
<td>Kenneth Melendez</td>
<td>Year 2</td>
</tr>
<tr>
<td>(Capstone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. BUS &amp; ENG</td>
<td>Business/Engineering courses</td>
<td>20</td>
<td>Faculty TBA</td>
<td>Year 2</td>
</tr>
</tbody>
</table>

The Advisory Committee has taken an active role in developing this proposal and the roles they will play in the project. These roles include identifying community sites that offer intergenerational, interdisciplinary, and multi-cultural experiences and opportunities to continue service learning after the course, as well as offering ideas regarding curriculum content.

Recruitment and relationship building goals for all stakeholders will be achieved through routinely scheduled orientation, training, mentoring, and recognition events. Faculty will receive training and mentoring to incorporate service learning and civic responsibility components into their syllabi and courses. As additional faculty develop service learning in their courses, each will be offered assistance from a faculty mentor.

**Outcome Area #2: Student Civic Engagement**

Students will complete a pre- and post-assessment to capture the impact of service learning on their knowledge of community human and educational needs, their perception of their ability to effect change in these areas, and their current participation in the community. It is anticipated there will be a 40% increase in student participation in neighborhood and school communities. A minimum of 25% of students will continue providing service at their service learning sites or in similar organizations after completing the initial service learning. Through training, faculty will relate course content with service learning and civic responsibility. Phi Theta Kappa, Sinclair’s honor society, will organize a 2004 Sinclair Service Day. This chapter has received national recognition for their ten years of outstanding community service. Students will be
Sinclair’s 2004 Ohio Fellows conference that focuses on personal and community civic responsibility and leadership. As specified in the application guidelines, the history of immigration project will compare the immigrant experience of today with that of 100 years ago. Students enrolled in history courses (HIS 102, 103, and honors classes) will personally interview immigrants, focusing on their views of democracy, education, citizenship, and civic engagement. Professor Yufeng Wang will help students analyze data resulting from their interviews and other course work, and compare and reflect on the present situation, U.S. history, and the immigrants’ past experiences. Students in Sociology 297 and 205 will collaborate on this project by providing tutoring, mentoring, and life skills to refugee families. Students will write and share descriptions of their findings.

**Outcome Area #3: Community Partnership Development**

The new service learning will differ from the demographic norm by providing opportunities for interdisciplinary collaboration, a wide range of experiences and exposure to economic conditions, environmental circumstances, cross-cultural exposure, and diverse family environments in the Dayton area. This is possible because of the participation of diverse community partners who reflect the diversity of the community.

Serving as the primary community partner is the Community Action Partnership of the Greater Dayton Area whose mission is to work with a diverse, intergenerational populations to eliminate the causes and conditions of poverty and to promote individual independence and self-sufficiency. This private non-profit multi-county Community Action Agency is committed to providing collaborative leadership to the project team as an ex officio member of the Advisory Committee, participating in AACC training conferences and site visits, supervising service learning students in a variety of settings, and assisting with ongoing project improvements. The
Project Director is Carolyn Mann, Chair of the Experience Based Education Department at Sinclair. The Associate Director, Kathy Rowell, is Associate Professor of Sociology at Sinclair who is a certified Diversity Trainer and catalyst for a variety of student engagement projects. The Service Learning Advisory Committee is comprised of key leaders from community agencies, the Dayton School District, government, immigration, and faith-based organizations. Members will provide project planning and development assistance and be actively involved in project publicity, dissemination, and evaluation. Sinclair faculty will maintain contact with service learning site supervisors, provide reflection activities, and provide data needed for project evaluation. Sinclair Institutional Planning and Research Department will also assist with project evaluation as needed. The table below lists the partners.

<table>
<thead>
<tr>
<th>PARTNER INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTNER/REPRESENTATIVE</td>
</tr>
<tr>
<td>Community Action Partnership/Deborah Ferguson</td>
</tr>
<tr>
<td>Catholic Social Services/Nympha Clark and Cathy Herbenick</td>
</tr>
<tr>
<td>City of Dayton/John Moore</td>
</tr>
<tr>
<td>City of Kettering/Bonnie Pittl</td>
</tr>
<tr>
<td>Center for Healthy Communities/Marilyn Rodney</td>
</tr>
<tr>
<td>Dayton Public Schools/Reva Cosby</td>
</tr>
<tr>
<td>Jewish Family Services/Marilyn Lustig</td>
</tr>
<tr>
<td>Life Essentials/Debbie Garber</td>
</tr>
<tr>
<td>Montgomery County Historical Society/Brian Hackett</td>
</tr>
<tr>
<td>Project READ/Susan Bodary</td>
</tr>
<tr>
<td>Sinclair Student Government Association/Angela Reed</td>
</tr>
<tr>
<td>Sinclair Ohio Fellows/Tom Roberts</td>
</tr>
</tbody>
</table>

The partnerships will strengthen the capacity and services of community agencies, faith-based organizations, Dayton Public Schools, and other government agencies.
Outcome #4: Chief Academic Officer Support For Institutionalization

Sinclair’s Chief Academic Officer, Dr. Jeanne Jacobs, will provide ongoing support for the service learning initiative and will attend the AACC’s CAO summit on service learning institutionalization. Dr. Jacobs will help establish the program standards that will become institutionalized at Sinclair. Not only will she encourage faculty to participate in professional development activities, but she will also provide funding for mentors to assist faculty integrating service learning into the curriculum. Dr. Jacobs will ensure that service-learning opportunities are widely publicized to students and contained in relevant course descriptions. Dr. Jacobs leads Sinclair’s Learning College initiative that is based on Terry O’Banion’s Principles of the Learning College (Terry O’Banion. *A Learning College for the 21st Century*. Phoenix, AZ: Oryx Press. 1997) and is aligned with the Service Learning principles.

Outcome #5: Dissemination

The project team will proactively disseminate information and best practices on service learning through several methods:

- **A project web page** will promote the program to students, faculty, and new potential community partners and share reflections and lessons learned from students and faculty.

- The Project Director will create an **on-line newsletter** that focuses on key information needed by students, faculty, and partnering organizations. The newsletter will also incorporate progress reports on project activities, outcomes, and best practices and will be disseminated in hard copy and through the project web site.

- Through the Advisory Committee, the Project Director will leverage project information dissemination through **existing partner newsletters and web sites**.

- The project team will deliver **trainings and presentations** at local, state, and national forums, such as the Lily Conference, Ohio Campus Compact (an organization that supports community and public service) and conferences of AACC as requested. Internal dissemination opportunities include Sinclair’s annual Spring and Summer Institutes and Fall College-Wide Learning Day. Students will contribute to presentations and share their reflections through the school paper, Clarion, local media, student government, and with other colleges.
**Leadership and Institutional Capacity**

An AACC award will bring expertise, needed resources, increased visibility, structure, added enthusiasm, and momentum at a time when the college is committed to increasing the program’s capacity. The AACC resources and mentors will provide the catalyst to launch a comprehensive Service Learning Program. Steps being planned include a new *Leadership Sinclair* program for students, involvement from the Student Activities Department in the immigration project event in year two, and the hiring of a Service Learning Coordinator. The hiring of a Service Learning Coordinator is a significant step toward institutionalization. The Coordinator will be on board by December 1, 2003 and will become the project director when the award is presented to Sinclair.

During the 2003 fiscal year, Sinclair spent 11% of Federal Work Study funds on service learning, exceeding the U.S. Department of Education requirement of 7%. A Secretary in the Financial Aid Office is responsible for tracking student participation regarding this requirement.

The Dayton area is an ideal setting for service learning because of the great community need, strong network of organizations willing to work together, and Sinclair’s excellent relationship and reputation within the community. Sinclair has the institutional capacity and commitment to develop and manage the project and create and share a replicable model.

**Sustainability and Institutionalization**

The proposed budget supports all project activities, with Sinclair sharing 80% of the project expenses. The unit cost for year one, with a budget of $62,858 serving 165 students, equals $380/student. In year two, with an anticipated 286 students involved, the unit cost will decrease by 42% ($219.00 per student). In addition to College support, Service Learning host sites will provide materials and equipment needed for carrying out the service learning activities.
This project will enhance the existing isolated service learning opportunities through critical support, resources, mentoring assistance, and increased visibility. A collaborative, the Center for Healthy Communities, a grant-funded initiative between Sinclair and Wright State University, provides a model for future service learning and expansion efforts.

After the grant period, the College will continue to support the Service Learning Coordinator’s position and efforts. The Advisory Committee will continue to serve, faculty development opportunities will be ongoing, the web site will be updated, and the program will continue to use the evaluation tools and other resources made possible through the project.

**Innovation and Replicability**

Sinclair, with diverse student and employee populations, will create repeatable processes and actively share “lessons learned” that will benefit other community colleges across the country. Many colleges such as Sinclair have dabbled in service learning and have interested faculty and community partners, but lack the formalized structure needed for an effective comprehensive program. Sinclair’s vision to create a systematic program is based on many innovative features outlined in the table below.

<table>
<thead>
<tr>
<th>Innovative Features of Sinclair’s Service Learning Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is interdisciplinary and multicultural.</td>
</tr>
<tr>
<td>Sinclair has diverse demographics in faculty, staff, and</td>
</tr>
<tr>
<td>student populations.</td>
</tr>
<tr>
<td>Service learning opportunities will engage clientele</td>
</tr>
<tr>
<td>across the life span, from birth to older adult.</td>
</tr>
<tr>
<td>The project involves culturally diverse partners.</td>
</tr>
<tr>
<td>The project builds bridges across and within all elements</td>
</tr>
<tr>
<td>of learning.</td>
</tr>
<tr>
<td>There will be ongoing communication and support</td>
</tr>
<tr>
<td>between host sites and faculty.</td>
</tr>
<tr>
<td>The service area has great need and strong organizations.</td>
</tr>
<tr>
<td>Sinclair and partners will provide exemplary recognition</td>
</tr>
<tr>
<td>to service learners.</td>
</tr>
<tr>
<td>Students will be involved in all phases and facets of</td>
</tr>
<tr>
<td>project.</td>
</tr>
</tbody>
</table>
Sinclair Community College  
Interdisciplinary Service Learning Across the Life Span/AACC Mentee College Year One Action Plan & Timeline

Outcome Area #1: Curriculum development

**Objective:** Sinclair and partner organizations will integrate service learning into at least two different academic courses, and adapt their syllabi and course outlines accordingly. Service learning in one course will relate to the history of immigration for the Greater Dayton area.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year One [January 1, 2004 – September 30, 2004]</th>
<th>Persons responsible for activities</th>
</tr>
</thead>
</table>
| 1.1 Attend Horizon Planning Conference  
| 1.2 Consult with mentor, faculty and community partners to revise syllabi to include Service Learning, identify appropriate community partners; interdisciplinary projects; and opportunities for continuity of service learning, & immigration project | Jan: X, Feb: X, Mar: X, Apr: X, May: X, Jun: X, Jul: X, Aug: X, Sep: X | Project Team, mentors, Advisory Committee, and other partners as appropriate |

College: Sinclair Community College  
Date Submitted: November 3, 2003
### Outcome Area #2: Student civic engagement

**Objective:** Foster a commitment to community service and civic responsibility among 40 students through critical reflection. Commitment will be gauged through pre- and post-service assessment, resulting in at least 25% percent of students reporting plans to pursue other service opportunities in the future.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year One January 1, 2004 – September 30, 2004</th>
<th>Persons responsible for activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Provide varied opportunities for reflection (require reflection journals in classes; hold two campus-wide, cross-disciplinary group reflection sessions, discussions at host sites)</td>
<td>Jan Feb Mar Apr May Jun Jul Aug Sep X X X X X X</td>
<td>Faculty, students, Service Learning host sites</td>
</tr>
<tr>
<td><strong>2.2</strong> Promote civic responsibility on Sinclair Service Day (invite service learners and agency supervisors; prepare presentation and handouts; hold forum to examine concepts of civic responsibility, citizenship, and democratic values; evaluate effectiveness of forum)</td>
<td>Jan Feb Mar Apr May Jun Jul Aug Sep X X X</td>
<td>Project team, student government association, service learning advisory committee</td>
</tr>
<tr>
<td><strong>2.3</strong> Evaluate level of students’ commitment (distribute and collect AACC surveys in service learning classes; analyze survey results; share results with board of trustees, local media, SGA, faculty)</td>
<td>Jan Feb Mar Apr May Jun Jul Aug Sep X X X X X</td>
<td>Project Team, faculty, Advisory Committee, Institutional Planning &amp; Research Office, CAO</td>
</tr>
</tbody>
</table>

College Sinclair Community College
Date Submitted November 3, 2003
**Outcome Area #3:** Community partnership development

**Objective:** Conduct service learning orientations for local community agencies, resulting in at least 10 new partner sites to host students who will help meet community-identified needs.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year One January 1, 2004 – September 30, 2004</th>
<th>Persons responsible for activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Assess and monitor community needs and assets</td>
<td>Jan</td>
<td>Feb</td>
</tr>
<tr>
<td>3.2 Hold quarterly service learning advisory committee meetings</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Conduct community partner orientation (recruit agency/school personnel; prepare materials and agency service learning manual; consult with mentor to present workshop during site visit; evaluate effectiveness of orientation) Individual sessions as needed</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.4 Develop future service site partnerships, conduct site visits to agencies; evaluation by committee site, develop and produce a partner listing for student use; continue to recruit new partners while maintaining existing partnerships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College  Sinclair Community College  Date Submitted  November 3, 2003
Outcome Area #4: CAO support for institutionalization

Objective: Involve the Chief Academic Officer in the Service Learning program, resulting in a written plan for institutionalizing service learning at the college.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year One</th>
<th>Persons responsible for activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 1, 2004 – September 30, 2004</td>
<td></td>
</tr>
</tbody>
</table>

College ___ Sinclair Community College _____________________________ Date Submitted __________ November 3, 2003 _________
**Outcome Area #5: Dissemination**

**Objective:** Educate the on-campus and off-campus communities about the college’s service learning program, resulting in at least five additional community partners and 50 students expressing interest in trying service learning by the end of Year One.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year One January 1, 2004 – September 30, 2004</th>
<th>Persons responsible for activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Develop and implement a public relations campaign (produce Service Learning brochure; develop web site, and newsletter. Make information available to Clarion, web portal, and local media)</td>
<td>X     X  X  X  X  X  X  X</td>
<td>Project Team, Advisory Committee, Public Information Officer, Publication office</td>
</tr>
<tr>
<td>5.2 Make presentations on the college’s service learning initiatives at local, state &amp; national conferences. (i.e. Spring &amp; Summer Institutes; Fall College Wide Learning Day, Lilly Conference (submit proposal; prepare PowerPoint presentation; provide handouts)</td>
<td>X     X  X  X  X  X  X</td>
<td>Service learning coordinator, primary community partner students, faculty</td>
</tr>
<tr>
<td>5.3 Ask service-learning students to speak to appropriate College and community groups (get on agenda; identify students and community partners to attend; follow up with board members afterward), compile reflections and outcomes</td>
<td>X     X  X  X  X  X  X</td>
<td>Project Team, CAO, Advisory Committee, students, partners</td>
</tr>
</tbody>
</table>

College  Sinclair Community College  Date Submitted  November 3, 2003
## Sinclair Community College Horizons Mentee Program Budget Narrative

### Year One

<table>
<thead>
<tr>
<th>Project Staff</th>
<th>Year 1</th>
<th>Sinclair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/1/04-9/30/04 Contribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salaries and Wages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Director Band 31 65% on project (community partnership development, project management, evaluation, reporting, &amp; dissemination)</td>
<td>$ -</td>
<td>$ 25,496</td>
<td>$ 25,496</td>
</tr>
<tr>
<td>Project Associate (Faculty Member who will integrate service learning into course Spring 2004) IN-KIND</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Faculty integration of service learning into 2 courses Year One, 4 in Year Two, and 6 in Year Three) IN-KIND</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Secretary 5 hours/week x 35 weeks x $12/hour (database set-up, data management, assistance with reports, mailings, and special events, assist with web page)</td>
<td>$ -</td>
<td>$ 2,100</td>
<td>$ 2,100</td>
</tr>
<tr>
<td>Mini-grants for experienced faculty who mentor faculty developing service learning opportunities (Personal Service Agreements for awardees: 5 grants x $200 each)</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td><strong>Subtotal, Salaries and Wages</strong></td>
<td>$ 1,000</td>
<td>$ 28,596</td>
<td>$ 29,596</td>
</tr>
<tr>
<td><strong>Fringe Benefits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(16.0% of PT)</td>
<td>$ 160</td>
<td>$ 160</td>
<td>$ 320</td>
</tr>
<tr>
<td>(25% of FT)</td>
<td>$ -</td>
<td>$ 6,374</td>
<td>$ 6,374</td>
</tr>
<tr>
<td><strong>Subtotal, Fringe Benefits</strong></td>
<td>$ 160</td>
<td>$ 6,534</td>
<td>$ 6,694</td>
</tr>
<tr>
<td><strong>Total Salaries + Benefits</strong></td>
<td>$ 1,160</td>
<td>$ 35,130</td>
<td>$ 36,290</td>
</tr>
<tr>
<td>1. Supplies (general office supplies)</td>
<td>$ 200</td>
<td>$ -</td>
<td>$ 200</td>
</tr>
<tr>
<td>2. Curriculum Development Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(needed by faculty for new service learning opportunities)</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 500</td>
</tr>
<tr>
<td>3. Training/technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities, refreshments, parking, media equipment, etc. for the following planning meetings and training sessions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Visits by Mentor (20 people x $12)</td>
<td>$ 240</td>
<td>$ -</td>
<td>$ 240</td>
</tr>
<tr>
<td>Service Learning Advisory Committee Meetings (14 people x $12/person x 2 lunch planning meetings and 2 other planning meetings 14 x $8 x 2)</td>
<td>$ 560</td>
<td>$ -</td>
<td>$ 560</td>
</tr>
<tr>
<td>Faculty professional development (20 people x $8 x 2 events)</td>
<td>$ 320</td>
<td>$ -</td>
<td>$ 320</td>
</tr>
<tr>
<td>Faculty networking/recruitment events (20 faculty x $8 x 2 events)</td>
<td>$ 320</td>
<td>$ -</td>
<td>$ 320</td>
</tr>
<tr>
<td>Community partner orientation (23 people x $8)</td>
<td>$ 184</td>
<td>$ -</td>
<td>$ 184</td>
</tr>
<tr>
<td>Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td>Cost 3</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Service Learner Recognition Event for 60 students, faculty, partners x $12/person</td>
<td>$720</td>
<td>-</td>
<td>$720</td>
</tr>
<tr>
<td>4. Evaluation</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>5. Dissemination</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Immigration Project Community Event in Year Two</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>6. Outreach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel to Horizon planning conferences, airfare, hotel, and per diem (project director &amp; associate director) Jan. 2004</td>
<td>$3,000</td>
<td>$-</td>
<td>$3,000</td>
</tr>
<tr>
<td>Project Director travel to mentor college Year One (paid by mentor college)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Chief Academic Officer travel to CAO summit in Feb 2004 (paid by AACC)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Community partner travel to Horizon planning conference Jan. 2004 (paid by AACC)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Evaluation/CCNCCE conference in May Years One, Two and Three</td>
<td>$3,000</td>
<td>$-</td>
<td>$3,000</td>
</tr>
<tr>
<td>8. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>$200</td>
<td>$-</td>
<td>$200</td>
</tr>
<tr>
<td>Printing and duplication (brochure, training materials, printed documentary of service learning experiences and reflection)</td>
<td>$1,596</td>
<td>$-</td>
<td>$1,596</td>
</tr>
<tr>
<td>Subtotal Operating Costs</td>
<td>$10,840</td>
<td>$-</td>
<td>$10,840</td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>$12,000</td>
<td>$35,130</td>
<td>$47,130</td>
</tr>
<tr>
<td>Indirect Cost (federally negotiated rate of 55% of salaries and wages which will not be claimed)</td>
<td>$-</td>
<td>$15,728</td>
<td>$15,728</td>
</tr>
<tr>
<td>Total</td>
<td>$12,000</td>
<td>$50,858</td>
<td>$62,858</td>
</tr>
</tbody>
</table>
Appendices

Resumes:

- Project Director Carolyn M. Mann
- Associate Director Kathy R. Rowell
- Primary Community Partner Deborah A. Ferguson

Letters of Commitment:

1. Community Action Partnership (Primary Community Partner)
2. Dayton Public Schools (Advisory Board Member)
3. Jewish Family Services (Advisory Board Member)
4. Project READ (Advisory Board Member)
PROFESSIONAL EXPERIENCES

Experience Based Education
Oversee operation of department responsible for several non-traditional programs: Academic Credit Assessment Information Center, ACE/CREDIT Program, Associate of Technical and Individualized Studies, College Without Walls, Credit For Lifelong Learning, Cooperative Education and Service Learning.

Credit for Lifelong Learning Program & Academic Credit Assessment Information Center
Administered and marketed the assessment of prior learning via a portfolio method. More than 300 individuals participating in this program annually. Program received Council for Adult & Experiential Learning's 1991 Institutional Leadership Award. 1999 college selected as an Adult Learner Friendly Institution as part of CAEL and APQC Benchmarking Study
Devised and implemented a comprehensive plan for credit assessment of adult students' learning, including articulation agreements, examinations and program evaluations
Maintained all college articulation agreements with high schools, organizations and colleges and universities and served as liaison to facilitate the development and signing of college articulation agreements

American Council on Education College Credit Recommendation Service Ohio Affiliate Office (ACE CREDIT - formerly ACE/PONSI)
Promoting the recognition of the ACE/CREDIT credit recommendations by accredited colleges and universities in the postsecondary community
Coordinated and conducted numerous ACE/CREDIT reviews of collegiate level instruction by training providers

CONSULTING
Conducted numerous presentations and workshop on prior learning assessment Served as a resource person for colleges and universities interested in developing prior learning assessment programs
Regional Manager for CAEL East Central States Region and CAEL state representative for Ohio
Served on the UAW/Ford National Training and Development Task Force on Assessing Prior Learning in the Technical Fields

WORK HISTORY
2001 to present
Sinclair Community College Chairperson Experience Based Education, Professor, Director Ohio Affiliate Office of the American Council on Education College Credit Recommendation Services and continue to serve as Coordinator Academic Credit Assessment Information Center
1995 to 2001
Sinclair Community College, Professor, Director Ohio Affiliate Office of the American Council on Education College Credit Recommendation Services and continue to serve as Coordinator Academic Credit Assessment Information Center
1980 - 1995
Sinclair Community College, Professor, Program Coordinator, Credit for Lifelong Learning Program and Academic Credit Assessment Information Center

EDUCATION
1995 Ohio State University, Educational Policy & Leadership, completed all coursework towards doctorate; areas of concentration include adult learning, higher education policy, program evaluation and needs assessment, and human resource development.
1975 MBA, Marketing emphasis, Wright State University, Dayton, Ohio
1973 BS in Marketing, Wright State University, Dayton, Ohio

PUBLICATIONS
Reaching Across the State: the ACE/PONSI State Office, Sinclair Forum, Winter, 1996
The Intricacies & Challenges of Implementing PLA, Canadian Association for Prior Learning Assessment (CAPLA) Newsletter. 1996
Katherine R. Rowell, Ph.D.

PROFESSIONAL PREPARATION

Wright State University  Political Science  B.A., 1987 Summa Cum Laude
Wright State University  Applied Behavioral Science  M.A. 1989
Ohio State University  Sociology  Ph.D.  September 1994


TEACHING EXPERIENCE

Sinclair Community College 1996-2003:
• Introductory Sociology, Social Problems, Anthropology, Race and Ethnic relations, Sociology of Women, Popular Culture, Global Poverty and Research Methods

Cedarville University 2000-2003
• Guest Lecturer Winter and Spring 2000-2003, Social Work Policy I and II

Wright State University Graduate School 1996-1998
Taught a graduate level course on Deviant Behavior and a Research Methods course, Applied Behavioral Science Program

Central State University 1994-1997
• Taught a variety of courses including introduction to Statistics and Research Methods

OTHER APPOINTMENTS:
• Director, Center for Applied Social Research, Sinclair Community College
• Advisor, Phi Theta Kappa, Honor Society for Two Year Colleges.
• Elected Vice President of North Central Sociological Association 2003-2005.

SPECIAL PROJECTS
Participant in National Science Foundation Project, Integrating Data Analysis (IDA) project of the American Sociological Association (DUE 0088715).

HONORS AND AWARDS:
• 2001 National Institute for Staff and Organization Development Award Recipient for excellence in teaching.
• 2001 Southwestern Ohio Council for Higher Education Teaching Excellence Award.
• Sinclair Community College Merit Award for Outstanding Contributions to the College (1998-2001)

PAPERS PRESENTED
Numerous papers presented, including:
• Rowell, Katherine. May 2001. “Service Learning: Bring the Community to the Classroom.”
• NISOD International Conference on Teaching and Leadership Excellence. Austin, Texas.
Deborah A. Ferguson, L.S.W.
Community Action Partnership
719 South Main Street, Dayton, Ohio 45402
deborahf@cap-dayton.org

**Education:**
Bachelor of Arts, Social Work; Wright State University, Dayton, Ohio 1978
Graduate Level Coursework, Mental Health Counseling, Wright State University

**Experience:**

**Director of Outreach and Social Services**
1997-present
Community Action Partnership; Dayton, Ohio
Responsible for:
- Strategic planning
- Management and supervision of professional and volunteer staff
- Staff selection, orientation, development and evaluation
- Program development, proposal writing, marketing and evaluation
- Budget development and oversight
- Agency liaison and service broker
- Community Education and Advocacy

**Director of Community Affairs**
1994-1997
Montgomery County Community Action Agency; Dayton, Ohio
Responsible for:
- Strategic planning
- Management and supervision of professional and volunteer staff
- Staff selection, orientation, development and evaluation
- Program development, proposal writing, marketing and evaluation
- Budget development and oversight
- Agency liaison and service broker
- Community Education and Advocacy

**Coordinator of Case Management**
Montgomery County Community Action Agency; Dayton, Ohio
Responsible for:
- Supervision of professional and volunteer staff
- Staff orientation, development and evaluation
- Program Development and marketing
- Budget development and oversight
- Agency liaison and service broker
- Community Education and Advocacy

**Client Services Specialist**; Montgomery County Community Action Agency 1983
**Case Manager**; Montgomery County Welfare Department 1979-1982
**Social Services Worker**; Montgomery County Welfare Department 1978

**Recent Leadership Experience:**
President; Miami Valley Teen Coalition Board of Directors; 2001-present
Board Member; Dayton Urban Ministry Center; 2001-present
Board member; Emergency Food and Shelter Committee; 1995-present
Advisory Board Member; American Red Cross, Emergency Housing Program; 2002-present
Board Member, West Carrollton Board of Personnel Appeals; 2002-present
President, West Carrollton Middle School PTO; 1999-2001
Member; Numerous other committees and Task Forces
October 24, 2003

Ms. Carolyn Mann, Chair
Experienced Based Education
Sinclair Community College
444 West Third Street
Dayton, Ohio 45401-1460

Subject: Letter of Commitment; Primary Community Partner

Dear Ms. Mann,

Community Action Partnership is very pleased to provide this letter of commitment to serve as the Primary Community Partner for Sinclair Community College’s proposed Horizons Mentee College. We applaud their desire to expand service learning opportunities for their students.

Community Action Partnership is a 501 (c) (3) non-profit corporation serving a large seven county service area in Southwest Ohio. Our mission is to “work in partnership with local communities to eliminate the causes and conditions of poverty to promote individual independence and self-sufficiency.” We currently provide a full continuum of programming to a diverse customer base running the gamut from infants through the elderly, in both rural and urban environments.

Our Leadership Team has many years of experience providing educational experience to college students. This past year, we provided practicum’s and/or internships to ten students, four of whom were from Sinclair. Our wide variety of programs offer different kinds of learning opportunities for students from different disciplines.

We are always interested in working with Sinclair College because of its impeccable reputation, high level of staff professionalism and accountability. However, we are most eager to play an integral role in this initiative, because of its potential to help students understand how what they are learning in the classroom, can benefit their own neighborhood and community. We firmly believe that community service experiences increase one’s personal understanding and acceptance of their civic responsibility. We need more of our citizens committed to the well being of the entire community and all who live in it.

As the Primary Community Partner, we commit to:
- Host service learning students at our sites in Spring, 2004
- Attend the Horizons Planning Conference in January, 2004
- Participate in mentor visits

We look forward to a favorable decision to fund Sinclair’s application, so that we can fulfill the Advisory Committee’s vision offering learning experiences that will be “life-expanding”, enriching and lead to a positive change in attitudes and beliefs of students.

If you have any questions or concerns, please feel free to contact Ms. Deborah Ferguson, Director of Outreach and Social Services, at (937) 341-5000, who is our Leadership Team member working on the Advisory Committee.

Sincerely,

John T. Donnellan
President & CEO
October 28, 2003

Ms. Carolyn Mann  
Chair, Experienced Based Education  
Sinclair Community College  
444 West Third Street  
Dayton, Ohio 45402-1460

Dear Ms. Mann:

Dayton Public Schools has a rich history of working effectively and creatively with Sinclair Community College. Many of our students attend Sinclair as they pursue their chosen careers. Through the development of a Service Learning program, Sinclair students will have an opportunity to serve our students as they continue their learning experiences.

The population of the Dayton School System is diverse: African American, Caucasian (many of Appalachian descent) and a growing Hispanic population and generally economically disadvantaged. There will be many service learning opportunities for Sinclair students not only in the field of education, but in nursing, technology, the social sciences and other disciplines as well.

We will support the Service Learning program in the following ways:

- Participate on the Service Learning Advisory Committee.
- Provide information, orientation and on-going support for the program.
- Identify meaningful service learning opportunities with the Dayton Public School System and recommend students who may benefit from interaction with the program.
- Maintain quality communication between our school district and Sinclair.
- Participate as necessary in program evaluation.

We are pleased to be a part of this important initiative, and wish you much luck with all aspects of your project.

Sincerely,

Margaret Sandberg  
Executive Director of Community Services and Grants Management

Mission Statement

The mission of the Dayton Public Schools is to guarantee a quality education for every student, every day.
October 23, 2003

Ms. Carolyn Mann
Chair, Experienced Based Education
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460

Dear Ms. Mann:

As a multi-faceted community organization, the Jewish Federation of Dayton is keenly aware of the value of community service and the importance of combining community service opportunities with the learning experiences of college students. The Jewish Federation can provide diverse service/learning experiences in a variety of areas, such as elder care (community and nursing home), childcare, day camp, and recreational activities. Having had over ten years of work with recent immigrants, the Federation and, in particular Jewish Family Services, would be pleased to add our experience to this endeavor.

The Jewish Federation of Dayton agrees to support your proposal by:

- Serving on the Service Learning Advisory Committee and assisting with project development and evaluation as needed
- Providing meaningful service learning opportunities and appropriate supervision and resources for Sinclair students participating in the project
- Maintaining communication with the faculty of participating students courses

I am pleased to be a part of this important initiative, and wish you much luck with all aspects of your project.

Sincerely,

Marilyn Lustig, MSW, LISW
Director of Professional Services
October 29, 2003

Carolyn Mann
Chair
Experience Based Education
Sinclair Community College
444 West Third Street
Dayton, OH 45402

Dear Carolyn:

Project READ is delighted that Sinclair Community College is pursuing service learning opportunities for students. Engaging students with service as a part of their education reaps benefits for the entire community.

Project READ fully supports Sinclair’s Horizon Service Learning Mentee College Proposal. We intend to support the work in the following ways:

- Providing a host site and appropriate supervision for a service learning student to do meaningful work in the field of community literacy building
- Including service learning students and/or college faculty and staff in some of the established training opportunities developed for Project READ’s Literacy*Americorps project
- Serving on the Advisory Committee

As an organization, our mission is to build literacy through collaboration. This grant provides the perfect opportunity for meaningful collaboration that will benefit our organization, students at Sinclair and the community at large. We are privileged to be a part of this development of this initiative. Thank you for including us in this important work.

Sincerely,

Susan Bodary
Executive Director

Promoting Skilled Workers & Strong Families Through Literacy
Helpline: (937) 461-READ (7323)  Phone: (937) 512-4570  activedayton.com/community/groups/read
c/o Sinclair Community College, 444 West Third Street, Room 12201, Dayton, Ohio 45402-1460
October 25, 2003

Karla Hibbert-Jones
444 West Third Street
Dayton, OH 45402-1460

Dear Ms. Hibbert-Jones:

Life Essentials, through its’ three programs, Chums, Guardianship and Volunteer Caregivers, has a fifteen year history of serving the frail and elderly residents of Montgomery County. We accomplish our mission by developing volunteer resources to provide practical service and connect individuals to community resources. We are very aware of the value of community service and the importance of combining community service opportunities with learning experiences of college students.

Life Essentials agrees to support your proposal by:

- Serving on the Service Learning Advisory Committee and assisting with project development and evaluation as needed
- Providing orientation and on-going support for students and faculty
- Providing meaningful service learning opportunities and appropriate supervision and resources for Sinclair students participating in the project
- Maintaining communication with the faculty of participating students courses

I am pleased to be a part of this important initiative, and wish you much luck with all aspects of your project.

Sincerely,

Debbie Garber, Director
Volunteer Caregivers of Life Essentials

smk