1. Institution: Raritan Valley Community College  
   Address: P.O. Box 3300  
   City/State/Zip: Somerville, NJ 08876  
   Website: www.raritanval.edu

2. Project director name: Lori Moog  
   Title: Director of Service Learning and Community Outreach  
   Telephone: 908-526-1200 x 8284  
   Fax: 908-253-6696  
   E-mail: lmoog@raritanval.edu

3. Project associate name: Dr. Margaret Maghan  
   Title: Tenure Track Psychology Instructor  
   Telephone: 908-526-1200 x 8305  
   Fax: 908-253-6692  
   E-mail: mmaghan@raritanval.edu

4. Financial contact name: Darlene Pickerell  
   Title: Grants Specialist  
   Telephone: 908-526-1200 x 8456  
   Fax: 908-526-1849  
   E-mail: dpickere@raritanval.edu

5. Grant funds requested: $20,000

6. Write a project outcome statement (no more than 50 words) for what the college plans to accomplish by the end of the grant. Specify content/materials that will be created and how you hope they will change the lives of students exposed to the content/materials.

   **Outcome Statement:** Develop and deliver high-quality activities and final products for the campus and community on the project themes. Project outcomes will be the development of material and service learning activities that foster positive intellectual and emotional
development and promote student retention and participation in higher education and preparation for successful careers.

**Content Materials:** Includes presentations, information brochures, power points, websites, social networks, informational brochures, videotapes, websites, community resource directories, presentations of reports to special groups, and development of workshops through service learning coursework, delivered electronically and housed permanently on RVCC’s service learning website. Final products will help to promote awareness, life skills and knowledge of resources to improve personal lives, retention and success in higher education and careers.

7. List any external organizations (i.e., community-based agencies, nonprofit or faith-based organizations, schools, public agencies) that may be involved in the project.

**Agape House for Homeless Families** which provides a temporary residence for homeless families and children and offers workshops on money management and life skills to build self-esteem, tutoring, recreation, arts and crafts. **Bound Brook, Franklin and North Plainfield Township Public School Districts,** which serves low-income, minority populations and provides after-school programs and ESL classes to disadvantaged children and youth helping with homework, tutoring, recreation and life skills workshops. **Center for Great Expectations,** which provides a home for pregnant, homeless, abused and/or addicted adolescents and adult women and helps them make positive personal change, preparing them to be an excellent parent. **Girl Scouts Beyond Bars Program for daughters of incarcerated women** which helps reduce separation trauma, preserve family relationships, and build the character of at-risk girls by offering self-esteem building workshops and facilitating meetings between daughters and their mothers who are incarcerated at Edna Mahn Correctional Facility. **Hyacinth AIDS Foundation,** which provides services to help people live with HIV that includes HIV counseling and testing; prevention education and training. **Interfaith Hospitality Network for Homeless Families** which is an emergency shelter and assistance program for homeless families and children providing children and youth assistance with homework, tutoring and recreational activities. **Martin Luther King Youth Center** which provides educational, recreational, cultural, developmental, social and nutritional assistance to meet the needs of disadvantaged children in K-6 grades. **Middle Earth 21st Century Community Learning Center** which provides at-risk
minority middle school students with academic remediation, enrichment, positive youth development, character education, parental involvement. **NORWESCAP Career & Life Transitions Center for Women**, which is a displaced homemaker program providing career services. **SAFE Horizons of Somerset**, which provides help and services to victims of domestic violence and their children. **SAFE in Hunterdon**, which is a domestic violence shelter that provides sexual assault counseling, intervention. **Somerset County Courthouse Family Case Management**, which assist in cases of domestic violence and juvenile delinquency. **Somerset Youth Shelter for abused and homeless adolescents**, which is a short-term, residential crisis intervention program for 13 to 18 year olds that provides food, clothing, and counseling, health care and basic independent living skills education and tutoring and mentoring activities. **Women’s Health & Counseling Center**, which provides medical and preventive care, counseling and support programs for women in need.

8. Number of individuals to be involved in development and/or pilot phases:
   Students: 150
   Faculty: 5
   Administrators/staff: 8
   Community-based organization staff: 12

9. Will the college’s MIPCC project include service learning as a strategy? Yes _X_

10. Do any faculty at the college currently offer service learning? Yes ___X___
    If yes, how many faculty? 65  For how many years? 11

11. We certify to the best of our knowledge and belief that the information in this application is true and correct and that the filing of the application has been duly authorized by the governing body of the college and that we will comply with the requirements of the MIPCC grant.

12. We agree to fulfill the programmatic, financial, and evaluation requirements of the MIPCC grant, as outlined in AACC’s Request for Proposals, and to authorize use of photographs or other electronic materials on the AACC Web site and in other AACC and National Campaign materials.

Lori Moog  
Project Director Name  

Darlene Pickerell  
Financial Contact Name  

Dr. Kathleen Crabill  

11/30/09
Date

11/30/09
Date

11/30/09
Date
Raritan Valley Community College Make It Personal: College Completion Proposal Narrative

A. Program Design – Concept: Through Raritan Valley Community College’s Service Learning Program, college students will develop and deliver high-quality activities and final products for the campus and community, focusing on issues related to single parenting, unplanned pregnancies, infectious diseases as well as proper planning, prevention and awareness-raising of making healthy lifestyle choices. Project faculty in various disciplines will integrate required service learning components that teach about important project issues as they relate to course objectives. Project outcomes will be the development of material and service learning activities that foster positive intellectual and emotional development and promote student retention and participation in higher education leading to successful careers. RVCC is uniquely positioned to meet this challenge and respond to the goals and objectives of the project through the established campus and community partnerships sustained by its nationally recognized service learning program. IDENTIFIED NEED: Evidence shows that youth ages 14-24 are at greatest risk for engaging in behaviors that jeopardize their future well-being, and that there are ample strategic points of intervention to modify decision-making and reverse counter-productive behaviors. Students identified at-risk and enrolled in the following RVCC programs will be part of the target population. 1) Educational Opportunity Fund and Title III programs which serve a diverse ethnic, racial, and socioeconomic population. Participants in these programs are disadvantaged academically, socially and financially and receive special academic and financial support services. 2) Healthy Options for Prevention and Education (HOPE), a new grant project focused on prevention activities, especially regarding alcohol prevention. 3) RVCC’s Brothers-Helping-Brothers and Sisters-Helping-Sisters’ programs providing peer mentoring for at-risk students. Because at-risk youth face tremendous challenges, we believe involving greater numbers of college students as peer educations in meaningful service learning projects to help these populations become aware of challenges with unplanned pregnancies, infectious diseases and single parenting as well as prevention strategies, will ultimately provide the understanding, life skills and knowledge of resources to improve their personal lives, retention and success in higher education and careers. CURRICULAR ACTIVITIES: More than 150 students enrolled in Child Psychology, Educational Psychology, Trends in Nursing (2 sections),
Principles of Marketing, courses will be involved in researching and developing final products for the for the target population and community. Examples include: 1) Teaching students how to avoid and respond to conflict, drugs, STD's, pregnancy, alcohol, and other self-destructive choices. 2) Collecting local data on pregnancy planning to support the need for prevention programs that involve schools; 3) Creating professional staff development material and programming for students, teachers and counselors on prevention and early intervention techniques; 4) Teaching single parents about infant and toddler development on proper nutrition and health care practices; 5) Developing and conducting workshops on HIV prevention and direct service to the AIDS community; 6) Researching prevention programs including drug education, smoking cessation, conflict resolution after-school activities for educational outreach.

PROVEN STRATEGIES DOCUMENTED WITH SUCCESSFUL OUTCOMES: For the service learning students, activities will be curricular based and tied to course objectives. Students involved in the project will provide a minimum of 15 hours of service, done in lieu of other course requirements such as a term paper or final exam and will reflect on the service through presentation of their final products. After successful completion of their projects, students will receive a Student Leadership Transcript with the official seal of the college documenting their participation in service learning. The transcript enhances students' resume and transfer applications. For the target population, services that will be available are assistance with resume writing, interviewing, networking and researching companies. Participants will be encouraged to participate in Service Learning and other college programs such as Internships, Cooperative Education, Job Shadowing, and E-Mentoring. Self-Assessment tests will be available for career development, choosing a major and identifying skills and interests. The project will work with Career Services to ensure that participants learn about the available part-time and full-time employment opportunities available in the local community that are continuously posted to the College's Student Employment website and meet with RVCC staff for help in goal setting, time management, career interest assessment, and study skills. TIMELINE AND ACTION PLAN: During the spring 2010 semester, faculty teaching the above mentioned courses will serve as project leaders responsible for developing a curriculum that addresses the issues of pregnancy planning, prevention and single parenting, as a requirement for all
students enrolled in their courses. Activities to be accomplished include: 1) Faculty will work very closely with community partners to design service learning projects and will invite the leaders of select organizations to be guest lecturers in the classroom to help students gain knowledge about current issues. 2) The two sections of the Trends in Nursing course will implement the service learning projects in the spring 2010 semester, since the course is only offered during that time. 3) The Child Psychology, Educational Psychology and Marketing courses will implement the service learning projects during the fall 2010 semester. 4) For their service learning during the spring 2010 and fall 2010 semesters, all students will research various topics related to project themes, serve at an organization helping at-risk populations, and then independently develop a product or service from their findings that can be widely disseminated to the campus and community. 5) Final products can include, but are not limited to, presentations, information brochures, power points, websites, social networks, informational brochures, videotapes, websites, community resource directories, presentations of reports to special groups, and development of workshops. 6) Students will serve at various organizations helping disadvantaged populations, gaining exposure of the social issues. DISSEMINATION: Final products will be developed in electronic form and housed on the Service Learning website for dissemination locally and nationally. In addition to working with select community organizations, the service learning students will collaborate with Student Government, Student Clubs, Phi Theta Kappa, and Nurses Association and key departments, i.e., Advising and Counseling, Career Services and Financial Aid, on the development and delivery of their products. Furthermore, many opportunities exist to disseminate the materials as well as promote the models developed and lessons learned to continue the work of this project. Annually, more than 800 service learning students serve in over 250 community organizations through RVCC's Service Learning Program, which involves more than 65 faculty members who offer service learning in courses from all academic disciplines. Each year RVCC's Service Learning Program organizes campus-community programs that include conferences and faculty development workshops enabling RVCC to serve as a model for other community colleges as well as schools from the K-12 school levels, helping these institutions to develop similar programs and practices. Annually, presentations are made at national and regional conferences. ASSESSMENT: The Service
Learning Office maintains a systematic campus-wide tracking and documentation database that facilitates the gathering of data and reporting on outcomes which will be used for this project and includes: database of community organizations and activities; student and community partner surveys; student reflections. The office also will issue Student Leadership Transcripts and student awards as well as plan project presentations, discussions, and interviews.

B. Innovation and Replicability: - PROVEN STRATEGIES TO IMPROVE STUDENT LEARNING: By focusing on civic engagement as a learning outcome for students and tying activities to institutional goals, projects will address the College's core institutional mission, strategic plan, accreditation goals and diversity initiatives. Additionally, a webpage will be developed and added to the existing service learning website to house the work of the project that will include examples of material, activities, faculty syllabi, open letters from students, faculty and community partners. POTENTIAL TO ADVANCE SERVICE LEARNING: It is anticipated that because of this project, the service learning curriculum at RVCC will move forward by instilling a high level of understanding and advocacy for service learning projects on the project theme. Intended outcomes are to: 1) develop model strategies that integrate information and current practices about the topic into many different courses; 2) promote partnerships between schools and the community organizations that will help sustain the effort; 3) encourage the development of good citizenship practices. PROJECT WILL BE REPLICABLE because it will include teaching/learning strategies, examples, and results, which demonstrate that it is a workable model with service learning courses and technology based activities easily replicated by other educational institutions on different levels. RVCC is a medium-sized institution on a single campus with limited resources, similar to many other colleges and secondary schools. Lessons learned will reveal that many of the activities offer students opportunities for academic, leadership, career/personal development, and citizenship participation. Students on different educational and competency levels can engage in many of the same activities. Moreover, the social service organizations with whom we partner, and similar ones, are in most communities. Working on an important topic of social concern will help students become aware of the role education can play in the life of citizens, expanding workplace readiness skills, future employment and community development.
C. Institutional Capacity – LEADERSHIP IS PROVIDED because the college funds a Service Learning Director, office and forms to coordinate the project. Moreover, the Service Learning Program has been evaluated by outsiders with positive outcomes. A core group of experienced faculty members will participate as project team leaders, embracing the concept and supporting its long-term development. The faculty members will be selected from disciplines that are a good fit with the project’s goals, involved previously in service learning and willing to serve as faculty mentors. BUDGET IS ADEQUATE because service learning it is part of the classroom experience at the College and efforts are made to support new faculty initiatives for curriculum development, through small faculty stipends to assist with incorporating thematic issues into academic courses with assessment procedures. THE COST-EFFECTIVE BUDGET reflects a clear relationship to the program’s goals and objectives, building on the existing program. With a 16 year history of matching the wider community’s resources with their own, RVCC’s Service Learning Program is in a unique position to guide this initiative and create rich, mutually beneficial partnerships. BEYOND THE GRANT PERIOD, the program will be sustained year round because institutional funds maintain a Service Learning Office that will incorporate the project’s work and continue to support its activities and development, as well as facilitate an institution-wide involvement within all nine academic departments. Measurable goals will include new settings for learning, the addition of community partners, and community development activities focused on the project theme. With faculty and administrators regularly presenting at national and regional conferences, project outcomes will be included in future presentations. The college is part of a regional network of colleges and universities in New Jersey that will provide additional opportunities to promote the work of the project. TO ENSURE CONTROL, the budget coincides with the campus calendar, accounting procedures and practices that are monitored by the Assistant Controller and Grants Officer from the Finance Department. INSTITUTIONAL CAPACITY: As project director, the Service Learning Director offers 13 years experience in managing the College’s award-winning program and several grant projects, including the development of theme based HIV/AIDS service learning courses. Project faculty offer a combined 35 years of experience teaching service learning and partnering with the community, including projects that already focus on the project theme.
MIPCC College Proposed Budget  
January 1, 2010 - December 31, 2010

<table>
<thead>
<tr>
<th>College Name</th>
<th>Raritan Valley Community College</th>
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<tbody>
<tr>
<td>Project Director Name</td>
<td>Lori Moog</td>
</tr>
<tr>
<td>Financial Contact Name</td>
<td>Darlene Pickeler</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>30-Nov-09</td>
</tr>
<tr>
<td>Project Staff</td>
<td>Dr. Margaret Meghan, Janice Butler, Susan Williams, Mary Balut, Tracy Rimple</td>
</tr>
</tbody>
</table>

|                               |       |
|                               | Salaries  |
| Benefits                      | 0.00    |
|                               | $15,070.00 |

| Operating Costs               |       |
| Curriculum Development        | 0.00   |
| Supplies                      | 430.00 |
| Evaluation                    | 0.00   |
| Production/Promotion          | 500.00 |
| Travel                        | 4,000.00 |

| Other (specify in budget narrative) | 0.00 |

| Administrative Costs          | 0.00   |

| TOTAL                         | $20,000.00 |
Raritan Valley Community College Make It Personal: College Completion
Budget Narrative for January 2010 – December 2010

SALARIES AND BENEFITS:
Project Director: The Director of Service Learning and Community Outreach, Lori Moog, will serve 10% time on the project and will work in accordance with RVCC personnel policies. Duties will include the day to day management of the grant project involving continuous dialogue with college faculty, students and community partners. The project director will handle the coordination of the technical assistance with faculty, dissemination of best practices through the various venues; publications, conferences, workshops, etc. The project director will provide an orientation and training to all students enrolled in project classes as well as visiting classes at the end of the semester to view final projects. The project director will be the liaison with all the partners on campus and in the community to ensure compliance with all grant regulations, as well as, provide training and technical assistance on various topics to said partners and will attend the required conferences.
January 2010 - December 2010 COST: 10% ($67,874 – 6 months) + (70, 589 – 6 months) = $6,923

Project Associate: Full-time tenure track Psychology Instructor, Dr. Margaret Maghan, will serve as the project associate. The project associate will assist with the grant initiatives and in the logistics of maintaining the project’s growth and influence, coordinate and supervise special projects and functions, i.e., technical assistance workshops, recognition events, presentations and updates on publications and resources and attend required conferences.
January 2010 - December 2010 Cost: 15hrs x 2 semesters = 30hrs/yr @$36/hour + 4% increase = $1,102

CURRICULUM DEVELOPMENT:
Stipends will be provided for faculty liaisons to infuse service learning MIPCC projects as a requirement in five courses, participate in Community Advisory Board meetings and community partner/faculty development workshops, visit placement sites, and complete assessment reports. These liaisons also will help with recruitment, supervision and evaluation of students from their respective discipline, and with the integration of the grant activities into their respective course curricula. They will be responsible for implementing selected community impact objectives.
January 2010 – December 2010 Costs: 6 stipends for faculty infusion of service learning in the following courses. Trends in Nursing (offered in the spring 2010 semester in two sections and taught by three instructors).
Child Psychology, Educational Psychology, Principles of Marketing (fall 2010 semester) 3 instructors @$937 for spring 2010 semester and 3 @$974.48 for fall 2010 semester. Total: $5,735.

EVALUATION: One stipend for faculty member to track the project’s progress, collect data, and solicit stakeholder feedback for continual project improvement using AACC assessment instruments.
January 2010 – December 2010 COSTS: 35hrs x 1 semester @$37.44/hr = $1,310.

SUPPLIES: These supplies are necessary for the implementation of the project to be utilized by staff. Supplies will include, paper, binders, folders, pens, markers, Student Leadership Transcripts, registration forms, time sheets, etc.
2009 – 2010 COSTS: Office supplies and printing - $430.
PRODUCTION/PROMOTION: Funds to pilot, produce, and/or publish discussion guides and materials in the form of informational brochures, newsletters, training manuals, promising practice guides, websites, social media and other products that result from the project.
January 2010 – December 2010 COSTS: $500

TRAVEL:
Mandatory travel for the project director and associate to attend the MIPCC project planning conference Friday, January 22, 2010, in Washington, DC, and the MIPCC project evaluation conference in November 2010 in Washington, DC.
January 2010 and November 2010 COSTS: 1 person @$1,000 (includes, lodging, transportation and per diem) x 2 trips x 2 people = $4,000.
CV
LORI MOOG
(908) 526-1200 x 8284 – Work

Skill Areas
Management and administration, coordination of academic/community programs, policy and program implementation and evaluation, budgetary oversight, recruitment, training, strategic planning, public relations.

Education
• B. A. Sociology and Secondary Education - City University of New York
• M.A. Organizational Management - University of Phoenix

Professional Development
• Graduate of National Institute for Leadership Development, Leaders 2000 Program
• Graduate of RVCC CAI/TL Leadership Program, 2001
• Graduate of Somerset Leadership Program, 2005

Awards
• Received The Thomas Barton Post Preservation Award for outstanding community and college contributions through service learning, June 1998

Professional Experience:

Program Manager of Community Outreach
Raritan Valley Community College, Branchburg, NJ 1996 – present

Direct and provide overall administration of Raritan Valley Community College's Service Learning Program. This position manages and supports the recruitment and placement of approximately 800 students in 250 community organizations within two counties; and involves over 65 faculty members who teach service learning in more than 65 courses from nine academic disciplines. Responsibilities: provide the framework and guidelines to link service with the curriculum; plan, coordinate and direct program activities to meet its goals and objectives; provide for recruitment, placement and support of student service learners; maintain records, reports and documentation of program services and constituent impacts; assist faculty with utilization of the service learning pedagogy, develop professional development activities for faculty; develop and maintain resources to provide technical assistance on service learning and support department chairs, faculty, administrators and students; develop and submit timely grants to expand service learning initiatives; promote and increase program offerings. Act as liaison with the College, local school systems, community organizations, and two national organizations.

Professional Accomplishments
• Wrote a proposal that secured a $45,000 four-year renewable grant from the Corporation for National and Community Service
• Served as project director of grant and developed a new Emergency Preparedness Service Learning Program
• Published four articles for national distribution
• Wrote and secured a $6,000 Learn and Serve grant to develop a regional network in NJ, NY, and PA
• Developed and presented over 30 national and regional presentations on service learning
Margaret Maghan  
7 Crown Place  
Matawan, NJ 07747  
margaretmaghan@hotmail.com  
908-461-1583

Academic History  
Doctorate of Philosophy  
Fordham University  
Educational Psychology  
New York, New York  
February, 2009

Research Interest: Problem Solving, Instructional Technology, Curriculum Design and Assessment, Developmental Psychology, Cognition and Memory

Dissertation: Problem solving style and coping strategies among community college students  
Advisor: John Houtz

Teaching Experience  
Raritan Valley Community College (2007-present)  
Full Time Instructor of Psychology

Publications and Presentations  
(2005) Roundtable Discussion Leader on Improving BEST Practices in Science Classrooms  
League of Innovations: Atlanta, GA

(2005) Gender Differences in Math Efficacy in Japan, China, and The United States (poster presentation  
American Psychological Society) Authors: Maghan, Soroskowi, and Zusho

Authors: Maghan, Houtz, Selby

Author: Maghan


(2009) Problem solving style and coping strategies among community college students (Poster presentation  
American Psychological Society, San Francisco, CA) Author: Maghan

(2009) Connecting scholarship and action. (Paper Presentation for the Community College National Center  
for Community Engagement Phoenix, AZ) Authors: Moog, Maghan

(2009) The biological and psychological epistemology of homosexuality (Paper Presentation Raritan Valley  
Community College February 16, 2009). Authors: Maghan, Barleevic

(2009) The use of style as a BEST Practice Technique (Paper Presentation: Faculty of the Future, Bucks County, PA) Authors: Maghan, Schirmer

The Journal of Creative Learning. 23, 7. Authors: Maghan, Houtz

(dissertation article in press). Author: Maghan


Ms. Gail Robinson  
Program Director for Service Learning  
American Association of Community Colleges  
One DuPont Circle N.W.  
Suite 410  
Washington, DC  2036-1176

Dear Ms. Robinson:

It is my pleasure to submit a letter of support and interest on behalf of Raritan Valley Community College’s (RVCC) proposal to fund one of their service learning projects. Interfaith Hospitality Network of Somerset County (IHN/SC) is a private non-profit agency serving homeless families with children. We have been partnering with RVCC for 8 years as a community learning site for their students in multiple disciplines. We host service learning students from RVCC throughout the academic year and have worked with both individuals and groups of students. Of interest, we also have clients who are students at RVCC themselves.

The particular project that RVCC is applying for is uniquely well suited to our agency. IHN/SC offers a continuum of care services for parents who find themselves homeless with children. The majority of our clients are single parents and many of their children were the result of unplanned pregnancies. Service learning students working with our clients would be exposed to the issues first-hand while serving a variety of needs for our agency. As the Raritan Valley students focus on developing material and information that will benefit our clients, they also serve as positive role models for our clients to aspire to move beyond their high school diploma or GED.

I have worked with a number of colleges’ internship and service learning programs over my years in social work. RVCC is an outstanding program that consistently offers a “win-win” situation for their students and our clients and agency. If I can provide any further information in support of Lori Moog’s proposal, please let me know.

Sincerely,

Renee K. Farrell  
Executive Director
Ms. Gail Robinson
Program Director for Service Learning
American Association of Community Colleges
One DuPont Circle N.W.
Suite 410
Washington, DC 2036-1176

Dear Ms. Robinson:

I am writing this letter of support on behalf of Raritan Valley Community College’s (RVCC) proposal to fund one of their service learning projects. Middle Earth is a non-profit social service agency that works with at-risk youth ages 12 -18. Our mission is to provide services that will assist youth in becoming responsible and independent members of the community. We have been partnering with RVCC for several years as a community learning site for their students and have accommodated service learning students from RVCC throughout the academic year. In addition, we have taken youth who attend our programs to RVCC for tours so that they can see first-hand what college life can be like. This experience has shown our youth that college is within their reach and consequently, we have had many youth attend RVCC. We have also worked with RVCC to help our youth obtain their GEDs.

The current proposal that RVCC is applying for is one that can benefit the youth that attend our programs at Middle Earth. Many of our youth engage in unsafe sex practices which often result in pregnancies and/or the risk of getting sexually transmitted diseases. By offering materials, information and guidance related to these areas youth can become better educated about the dangers and obstacles they may face by engaging in unsafe sex.

RVCC offers a positive experience to its students through service learning and to the youth they interact with by providing them with positive role-models. If you have any questions regarding this letter of support, please do not hesitate to call.

Sincerely,

[Signature]
Daniel J. Pumilio, Jr
Executive Director