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ABSTRACT

Articles extolling service-learning's benefits and discussing ways to use the pedagogy in the form of projects with organizations in the community are on the rise in the fields of composition and business/technical writing. One educator's classroom experiences with service-learning have shown students make important educational gains in such programs. This paper defines service-learning and stresses its relevance to the field of English studies. It argues that both the learning and the service should be emphasized as part of an educator's civic obligation to students and society, an obligation often embedded in an institution's mission statement. It states that, exploiting tensions at the hyphen between service and learning, organizations and clients, workplace preparation and civic literacy, suggests strategies that will prepare students for the work they will do when they graduate and enable them to have a positive impact on the communities in which they will live. Further, it states that with these strategies writing can be used to build bridges between theory and practice and between Education and the workplace/community, thus enabling students to appreciate and enact their civic responsibilities as rhetoricians. The major project in the courses discussed in the paper is a collaborative one involving an organization in the community in which students begin by drafting a bid proposal outlining the organization's needs and the means to meet those needs. The paper concludes that for service-learning to succeed, it must be reciprocal, involve reflection, and emphasize accomplishment of task, collaboration, and learning (problem solving is a key element). A sample bid proposal is appended. (Contains 50 references.) (NKA)

Service-Learning and Civic Engagement: Bridging School and Community through Professional Writing Projects

By James M. Dubinsky

Paper presented at Teaching Writing in Higher Education:
An International Symposium
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Service-Learning and Civic Engagement: Bridging School and Community through Professional Writing Projects

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In a recent study of Harvard University students, Richard Light documents that for the over 400 students he interviewed the "most important and memorable academic learning [occurs] . . . outside of classes" (2001). His findings are not surprising. Evidence is mounting that the educational experiences that develop substantive knowledge with associated gains in academic achievement, provide practical gains in problem solving, and strengthen a sense of social responsibility are those that link service and learning in some kind of reciprocal relationship with a community partner where students work to use their knowledge in service of others (Checkoway, 2001; Ehrlich, 1999; Giles & Eyler, 1999; Markus, Howard, & King, 1993; Youniss & Yates, 1997).

These educational experiences, often an integral part of service-learning or community service learning courses, have roots in Dewey's work in experiential learning (Keeton, 1983; Deans, 1999). They are gaining currency in the United States as a means of not only preparing students academically but also helping them inculcate a strong sense of civic idealism (Hollander & Hartley, 2000; Stanton, Giles, & Cruz, 1999). Articles extolling service-learning's benefits and discussing ways to use the pedagogy in the form of projects with organizations in the community (often called client projects) are on the rise in the fields of composition and business/technical writing (Bacon 2000; Crawford, 1994; Haussamen 1997; Henson & Sutliff, 1998; Herzberg 1994; Huckin 1997; Matthews & Zimmerman, 1999; Rehling 2000). Most of the articles are positive, highlighting the advantages of hands-on application of the concepts we teach. They also stress that students value the practical experience and the chance to solve problems

creatively that service-learning provides. However, many discussions dwell primarily on the "real-world" value–the learning side of the hyphen. Service receives little or no attention except as a secondary benefit.

My classroom experiences with service-learning bear out these findings. In the professional writing classrooms over the past three years in which I have adopted a service-learning pedagogy and focused on the practical, real-world benefits, my conclusion is that students make important educational gains and leave the courses better prepared to handle problems they will encounter in the workplace. However, only when I make a determined effort to emphasize service is their sense of social responsibility strengthened significantly. Only then do the students move closer toward becoming what the Roman educator Quintilian called "ideal orators" (1972)–citizens who use their skills and knowledge to work for the common good.

In this paper, I will define service-learning and stress its relevance to the field of English language studies. More importantly, I will argue that we should emphasize both the learning and the service as part of our civic obligation to our students and society, an obligation often embedded in our institution's mission statement.[1] Doing so will enhance the familiar, well-established concept of client projects; give students valuable experience; and link writing, learning, and service. Exploiting tensions at the hyphen–between service and learning, organizations and clients, workplace preparation and civic literacy, suggests strategies that will prepare students for the work they will do when they graduate and enable them to have a positive impact on the communities in which they will live. With these strategies, we can use writing to build bridges between theory and

practice and between school and workplace/community, thus enabling our students to appreciate and enact their civic responsibilities as rhetoricians.

What is Service-Learning?

Service-learning is neither easily defined nor practiced (Adler-Kassner, 2000). In her introduction to *Combining Service and Learning*, Jane Kendall (1990) explains that the language that practitioners use to describe service and learning varies greatly. As I have come to understand and practice it, the pedagogy combines three axes: *learning* (establishing clearly defined academic goals), *serving* (asking the students to apply what they learn for the benefit of one's community/society), and *reflecting* (encouraging the students to consider the value of their service-learning work). Service-learning is *learning-by-doing* for others. One cannot be involved in service-learning without some action, some activity conducted by the learners *for* and *with* other human beings. Philosophers, educational theorists, and scientists have extolled the virtues of experiential learning, of *learning-by-doing* (Barber, 1992; Dewey, 1944; Polanyi, 1958). By emphasizing hands-on tasks and real-world concerns, service-learning courses provide a context for testing, observing, and trying out discipline-based theories and concepts. In these courses, students learn by doing for others and, in the process, do for themselves as well. They are preparing for their roles as citizens (Ehrlich, 1999; Putnam, 1995).

Doing, however, is only part of the equation. There is an added dimension of ethical and social growth, fostered by reflection and conversation, which is designed to increase the students' investment in society. Consequently, service-learning implies a pedagogy more comprehensive than experiential learning; it is both a type of program and a philosophy of learning (Anne Lewis, quoted in Kunin, 1997, p. 155). What isn't

readily apparent in the two words that compose the term is the key component of reflection, the glue that not only holds the two words together but also which makes the whole far greater than the parts. Service-learning requires that students do more than just serve or learn; they must understand why and whom they serve and how that service fits into their own learning (Bringle & Hatcher, 1996; Sigmon, 1979). In that space between doing and learning is the act of reflection, the recursive movement back and forth between decision and action and between action and accomplishment. In addition, with service-learning pedagogy, there is an implicit call for a reciprocal relationship between those being served and those serving.

When teachers use service-learning pedagogy, they use a method whereby students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, are integrated into the students' academic curriculum, provide structured time for reflection, and enhance what is taught in school by extending learning beyond the classroom and into the community (CNS, 1993). In order to meet the needs of their community, students must learn to develop relationships with their community partners. As they deepen these relationships, they gain a better understanding of others and the contexts in which they live. Then, because they develop these relationships, they begin to *care* about their community and seek to improve it. Kahne and Westheimer call this model of service-learning the "change" model (1996, p. 595), explaining that change, as opposed to charity, adds a political dimension to the learning and helps students become more civic-oriented by asking them to think more critically about their role in society as they develop a reciprocal relationship with their organizations. The emphasis on the civic nature of the service addresses arguments that

challenge the use of the word "service" because it "suggests inequality among the participants," implies a form of oppression, or has a connotation of charity in a negative, self-righteous sense (Jacoby, 1996, p. 8). This emphasis also renews the civic mission of universities and prepares students to more fully participate in our social institutions (Barber, 1992, p. 248).

By providing opportunities for our students to work with community partners, we prepare them to participate in society, helping them become what Quintilian calls "ideal orators" (quoted in Murphy, 1987). According to Quintilian, the ideal orator is "a good man, skilled in speaking" (1972, p. 118). Quintilian's emphasis is on goodness and skill, and on an inherent virtue that the orator uses for the common good. For him, the ideal orator is "no specialist"; rather, because "all knowledge is his province" and because he is willing to put that knowledge to work for the common good, the orator reveals himself "in the actual practice and experience of life" (Quintilian, 1972). He bridges gaps by reaffirming human capability and "performing well in particular cases" (Whitburn, 1984, p. 233).

Service-learning can become a means for bringing out that inherent virtue when the teacher emphasizes the importance of working with members of the community and applying what is learned in the classroom to "particular cases" in order to solve problems. This work recognizes the situatedness of knowledge and the need for individual rather than prescriptive solutions. Problem-solving in these instances is not a narrowly utilitarian term (Boyte, 1993, p. 63); nor is it linked entirely to charity, a common complaint about service-learning (Kahne and Westheimer, 1996; Matthews and Zimmerman, 1999; Morton, 1995). Instead, solving problems engages students as both

practitioners and citizens who use their knowledge and skills to work for their organizations and for the entire society (Whitburn, 1984).

In Kahne and Westheimer's "change" model, learning focuses on caring, which is linked to creating more lasting relationships among the participants in the service-learning experience in order to encourage students to reflect critically on social conditions and individual responsibilities. In this model the service experience is valued equally with the learning, enhancing students' understanding of citizenship and helping students shift from a self-oriented to an other-oriented focus. Students see the benefits inherent in this kind of learning-by-doing and the value inherent in working with community partners to solve problems. In addition, they begin to recognize that they have a responsibility to continue that work as they move from academia to the workplace.

By emphasizing the change model, we connect our classrooms to the world beyond the campus while creating an ethical base for learning (Boyer, 1994; Coye, 1997). We focus on teaching students "how-to," *and* we restore a link between citizenship and service that has historically been a concern of our educational system (Barber, 1992; Boyer, 1990; Boyte, 1993; Miller, 1989; Staples, 1997). Because service-learning is concerned with getting things done for the common good, students gather the necessary "know how" along with an opportunity to bridge theory and practice by taking the knowledge they accumulate and apply it to human affairs (Whitburn, 1984, p. 229). In the process they gain a "broader appreciation of the discipline" and become educated citizens who participate actively in their communities to solve problems and effect change (Cushman, 1996).

My Experiences—Integrating Service and Learning

For the past several years, I have seen the benefits for students and their service-learning partners as I have worked to integrate both service and learning effectively. To describe those benefits, I will outline my methodology, highlighting ways in which a more dedicated emphasis on service resulted in some important changes in the students' attitudes.

The major project in my courses is a collaborative one involving an organization in our community, which is worth 45% of the semester grade. During the first year I tried service-learning pedagogy, I offered students the option to choose a project involving a nonprofit organization or an unsolicited recommendation report with an invoked client (a college administrator responsible for the promotional materials of any college in the university)—all chose the project; since then, the project has been mandatory. Students work in teams and complete service-learning agreements with our university's Service-Learning Center. These agreements outline their responsibilities and provide an opportunity for them to conduct an initial audience analysis by learning about their organization's mission, history, and structure.

The projects follow an established model (Huckin, 1997), with some checks and balances that I've added throughout the semester. The students begin by drafting a bid proposal outlining the organization's needs and the means to meet those needs (see Appendix 1). They send or take this document to their organization (after I review it), and then wait for approval. Occasionally, they have to rewrite portions of it if they haven't fully articulated the needs. Then, about mid-semester, they write a progress report (sometimes two). Finally, they complete the project itself, an oral presentation,

and a reflection report. All of the interaction with organizations is conducted on site (at the YMCA for instance) or at a site chosen by the team and the site representative (sometimes the site representative would meet the students on campus to save them a long drive). I stay in touch with the organizations throughout the semester by phone and e-mail, asking them to complete evaluations on the teams' progress during the project, but I don't participate in the teams' meetings. At the term's end, the students present their finished projects to the class, get feedback, and then revise them for their organizations. After the students present their projects to the organizations, I ask for and receive detailed evaluations, which I factor into the project grade.

During the first two years of integrating service-learning projects, my students worked with six organizations each term (e.g., YMCA, the Free Clinic of the New River Valley, the Montgomery County Office of Youth, and Giles County Housing Development Authority) to produce a range of products (e.g., annual reports, newsletters, brochures, WWW sites). Recently I've limited the number of organizations to two to narrow my approach (Varlotta, 2000). All of these organizations requested help via the university's Service-Learning Center because they were short-handed, and they were glad to have collaborative teams of three to five students offer whatever help we could give them.

At first, due to an incomplete understanding of the need to balance service and learning (and the methods necessary to achieve that balance), I treated service-learning as a kind of experiential learning with an added value. I "sold" it to students by emphasizing the practical (instrumental) advantages and added that they'd learn to help others. We worked hard, produced good products, and met with success. Our clients

used most of the documents we produced, and nearly every client was satisfied; some so much so that they requested more help in subsequent semesters.

In general, my students and I felt a sense of accomplishment. We were especially pleased because the organizations we assisted responded positively. For instance, a senior staffer at the Blacksburg Senior Center sent her team of students and me an email describing the work the team had done to create a basic instruction manual about computer and email use:

> Thank you so much for the outstanding job you all did on the manual; it has already been used in our classes for Senior Citizens. It will be a primary reference for future classes. Please accept our sincere "Thank You" for the fine work you have done; you've provided a great service and expanded our ability to serve others. (May, 1999)

I received similar statements from other agencies such as the Village of Newport, which asked us to produce a newsletter and fundraising letters in order to help them to seek funds to continue their restoration work on three covered bridges, and from the Montgomery County Department of Social Services for whom we produced a newsletter outlining their activities and showcasing individual's accomplishments. In general, my students' efforts have had tangible effects on the community: bringing people together, sharing news, raising funds for essential human services, and providing necessary instruction.

This success of producing products that met certain criteria and satisfied the organizations we worked with was seductive. So were the positive comments from my students, who, in person and on the anonymous course evaluations, emphasized that they

learned what they came to learn (to produce professional documents for clients) and gained experience they could use later.

> It's hands-on application to the real world" (Student Evaluation, December 1999).
>
> This class was great! We learned real world material and had the chance to apply it. I also liked having the chance to help an organization. (Student Evaluation, December 1999).
>
> We were able to put what we learned into practice; our project, despite the additional effort it took, was worth it. I appreciate those classes where I have to work much more, and here there was a reason to work—we helped ourselves and our clients. (Student Evaluation, May 1999).

As evidenced by the statements above, most of the students were excited about their work, and many of them also noted the fact that they helped others in the process. Such evaluations certainly catch the notice of people in authority and serve as testimonials that might help this pedagogy catch-on because they focus on the practical aspects and downplay the political ones (Zlotkowski, 1996).

The successes we experienced made it harder for me to see the shortcomings in terms of service-learning pedagogy. We were doing good work, work that furthered the goals of the organizations we supported. That said, as I came to understand the need for service-learning projects to be reciprocal and for them to develop a stronger civic idealism in my students (Gugerty & Swezey, 1996; Jacoby, 1996; Porter Honnet, & Poulsen, 1989), I began to see that, based upon those same comments, while what we were doing was good work, we weren't "doing good" in the fullest sense. The emphasis in most of my students' comments was on how the projects benefited them, not on how, through the projects, they were solving problems for others and making a difference in their communities. And I noticed, upon looking at their written reports and evaluations more closely, that virtually no one talked about change; instead, the few who mentioned

service did so by talking about how they felt good because they helped others. I came to the conclusion that I wasn't doing enough and decided, despite claims such as Haussamen's that the purpose of the pedagogy "is not to solve community problems but to improve [students'] education" (1997, p. 208), that if I wanted to claim I was using a service-learning pedagogy, I must work to develop civic ideals more fully. I came to see, as Cushman does, "service focuses not on 'helping' others but on joining them as relative equals in a common project of social change" (1996, p. 199).

To shift the emphasis from charity to change, I looked at my course in the mirror. When I did, I saw the reflection of someone who had focused far too much on the instrumental sense of being practical by emphasizing the advantages of experiential learning in terms of future employability. In addition, I realized that I had not included the service as a text; instead, I had treated it as an outcome (Morton, 1996). The result? My students were not valuing the service or problem-solving as much as the practical benefits because we weren't engaging as fully as possible with the community; I wasn't helping them achieve reciprocal relationships with their community partners. As far as I could tell, the heart of the problem lay in the course design itself and the manner in which I had implemented service-learning pedagogy.

To work toward the civic goals, I redesigned the course by refining the definition of service, shifting the emphasis of my approach, and using service as a text in the courses. In so doing, I was able to transform a course that was more heavily weighted on the training side to one that balanced the training and service, and my students' attitudes toward the course improved, even though I required them to serve, something that is debated passionately (Barber, 1992; Werner and McVaugh, 2000).

In the redesign, I expanded the notion of service by working at the hyphen. I'm convinced that the difficulty of achieving service-learning exists most explicitly at the place of the hyphen, a symbol of the reciprocity or "symbiotic relationship" (Migliore, quoted in Jacoby, 1996, p. 5) not only between the two concepts, but also between those served and those serving (Coles, 1993). I've also found that by including an emphasis on the hyphen and thus on my goals for both service and learning, I help my students see the need for achieving reciprocity.

To close the gap between service and learning, to work toward reciprocity, I make my pedagogy more explicit. In the first week, I share the course objectives with both my students and their "service-learning partners," a term I've adopted to highlight the reciprocity of the work and the need to achieve a deeper level of intimacy with the organizations we're supporting. Throughout the semester I add more explicit discussions of the nature of service, addressing its many forms and uses. By introducing readings and short, reflective writing assignments in addition to the end of project reflection report, I make service a text in the course (Morton, 1996). With service as a text, we not only talk about how to produce better documents; we also talk about why and for whom. I challenge my students to think about the role(s) they will play in their communities and their obligations to those communities. By integrating the concept of service into the course, students see that it has the same weight and value as issues of layout or style.

One of the most important issues that we address is the distinction between charity and change. Focusing on what service means, we discuss how one's attitude toward the work predefines, to some extent, the results. In addition, we also talk about language, focusing on terms such as "client" and "partner." I ask students to write

informally about these issues in a NetForum, and then we discuss their responses in class. With a clearer sense of service as change, we talk about the social issues surrounding their projects, highlighting the kinds of problems and frustrations that they see their partners and the individuals their partners serve experience.

To deepen the relationship with and encourage more involvement by the community partners, I've asked the partners to come to class at the beginning and end of the semester to share in roundtable discussions about the projects. Having the community members come to class at the beginning of the term helps to bridge the distance between academe and community, and everyone get a feel for what the relationship will involve; at the end our meetings help us see what we've accomplished and what remains to be done. The course-ending meetings are more of a celebration than a briefing, a sharing of work done well for some greater good. My goal is to make the relationships (between students and agency, faculty and agencies, students and faculty) more in line with Robert Coles's suggestion that service requires *connections*.

Conclusion

After nearly three years of working with this pedagogy, I've learned that to succeed at service-learning, students must build a bridge between service and learning, one which they may have to cross many times before actually coming to knowledge. It is not a one-way bridge; in fact, after directing five semesters' worth of service-learning projects, I am convinced that the hyphen applies not only to the space between service-learning for the student; it also applies to the space between the student and the agency or organization the student supports, between the students and the teacher, and between the teacher (as representative of the academy) and the organizations (as representatives of the

community). The more omni-directional the movement (between service and learning, student and organization, organization and educational institution), the more likely that reflection, and therefore service-learning, will occur. Thus, for service-learning to succeed, it must—

- Be reciprocal (do things *with* others rather than *for* them)
- Involve reflection
- Emphasize accomplishment of task, collaboration, and learning. Problem-solving is a key element.

Good practice requires a significant effort on the part of everyone involved—teachers, students, and the community partners. However, when achieved, the gains are significant.

Earlier, I shared a few of my students' comments that pointed to their satisfaction and their focus on career building first and service second. Then I showed how the changes I made created more of a balance between service and learning. I can't claim that the changes I've begun to make have transformed my classes completely. Transformation does not happen overnight, and I am still not sure that I have yet found the right balance of service and learning. That said, I can say that many more students now seem to see their work differently and recognize their civic responsibilities. They also are learning that the work they will do has the potential to effect change.

Some students have written about this change in attitude. Here is one student's discussion about the value of service-learning taken from an end-of-semester reflection report:

> Many Americans today lose sight of the importance of community service. Distracted by our busy lives, we overlook the positive role we can play in

> the betterment of our neighborhoods, and how this effort can lead to a happier, healthier America. For much of my college career, I was among those students whose busy lives cause us to be myopic. However, my involvement with the Christiansburg Managing Information in Rural America (MIRA) Team through a service-learning project changed my outlook. My work with MIRA has had a profound impact on my commitment to volunteerism and has solidified my plans to become an active member of my community. [Allen]

Allen's comments are representative of those that I have seen since I redesigned my course to focus more on service. During the semester that Allen spent working with service-learning, he and his teammates tried to develop a reciprocal relationship with their organization. Although it was not easy, and was, in fact, quite difficult at times (due to group dynamics and the nature of the organization they supported), they came to see that there is a larger purpose to their service and their schooling.

Allen's reflections about his service and schooling are a catalyst. As teachers, we too must reflect on our pedagogical reasons for using service-learning and ask questions about the purpose(s) of our discipline and our institutions of higher learning. The answers to these questions will vary, but given the long tradition of service at many institutions of higher learning, I argue that we should wear the mantle of *service* proudly. Taking a cue from Quintilian, I believe that if we enable our students to become "ideal orators" who see their work as important to the communities in which they live, long-term benefits will accrue. We will give them more than skills and knowledge; we will help them learn to "act through" that knowledge with a sense of responsibility (Johnson, 1998, p. 155). In addition, as we do so, we may reconceptualize our roles in academe to encompass outreach and join others in the spirit of collaboration to work for the common good. In essence, if we engage in learning *and* service, we too may become ideal orators who work to solve problems and build bridges.

APPENDIX A: SAMPLE BID PROPOSAL

160 Shanks Hall
Virginia Tech
Blacksburg, VA 24060

23 October 2000

Shannon M. Turner
YMCA Student Programs
312 Squires Student Center
Virginia Tech
Blacksburg, VA 24061

Dear Ms. Turner:

The following proposal is an outline of Hope Enterprises' plan to help ensure the success and expansion of the YMCA at Virginia Tech's After School Program at Hilltop Terrace. If you approve this proposal, Hope Enterprises will research sources of funding and support, choose a funding option with your help, and develop a grant proposal to help secure funding for the after-school program.

Background

Although YMCA Student Programs has held free after school care for children at local apartment complexes since 1988, the programs have had to constantly shift locations due to wavering commitment on the part of apartment managers, student program leaders, and the families themselves. It has not been uncommon for volunteers to enter the space that has been allocated to them for the program, only to find that it is no longer available or no longer suitable for young children in the program. The program is important not just to the children and families involved, but also to the community in general in drug-use prevention, reduction of property damage, and overall safety of the neighborhood children. Permanent space is necessary for the programs to succeed in their care of disadvantaged children. This need is particularly strong at the Hilltop Terrace apartment complex where the program is currently small, but could be expanded to include up to thirty children, if only the space were available.

Proposed Plan

Our proposed plan consists of three stages: researching the after-school program, researching funding sources, and writing the grant itself.

Researching the program will include:

- Researching the demographics of the families and children involved
- Visiting the site to understand the needs of volunteers and the children, and to get first-hand knowledge of the situation
- Researching the YMCA at Virginia Tech to learn how the program fits into the larger picture of the organization

Researching funding sources will include:

- Locating potential funding sources
- Narrowing down and matching sources to the after-school program's needs and discovering more about the potential funding sources
- Choosing a particular source to concentrate on, for which we will write a grant proposal

Writing the grant will include:

- Drafting a proposal to fit both the funding source and the after-school program's requirements
- Revising and editing the proposal with your input
- Preparing a final proposal which will be presented to the chosen funding source

During our development of the grant proposal, we will write a progress report to let you know where we stand and any problems we're encountering in writing the proposal. In addition to producing the grant proposal itself, we will also prepare a presentation that details our progression to our final goal and what has gone into the proposal. To ensure your satisfaction with our work, we will keep in contact with you throughout this process and we will appreciate your feedback as each section of our proposed plan in completed.

Schedule

Our tentative schedule is as follows:

September 28	Complete initial research
October 1	Meet with client; meet with program leaders and children on site
October 8	Complete progress report
October 15	Meet with client
October 22	Meet with program leaders and the children on site
October 29	Meet with client
November 5	Complete research
November 19	Submit first draft of grant proposal
December 3	Submit second draft and present information to the YMCA
December 7	Meet with client
December 17	Submit completed grant proposal

Changes may be made to this schedule at your convenience.

Staff Qualifications

Hope Enterprises' staff is comprised of students with experience in communications and professional and/or business writing. We trust that you will find the students working on this project to be well-qualified as well as enthusiastic and hard-working. We are dedicated to completing the project and helping the YMCA at Virginia Tech's After School Program find a permanent home.

- Lisa Everson is a junior English major with concentrations in technical editing and design. She has experience in customer relations and human resources and is interested in pursuing a career in the writing industry.

- Sheela Nath is a senior English major with concentrations in professional writing and women's studies. She is interested in potentially pursuing grant-writing as a career.. Her experience with service-learning in professional writing classes will be valuable.
- Maureen Veltri is a junior Communications major, with a concentration in public relations. She has experience in media writing and public speaking. Her career goal is to work with and represent small organizations.
- Sarah Weaver is a junior Communication Studies major with a concentration in public relations. She has experience in media and business writing as well as experience in community and media relations.

Authorization

If you accept Hope Enterprises' proposal, we will work with you to develop a grant proposal as outlined above in a timely manner. Please sign the proposal below, in the given space, to signify your approval of our understanding of the needs of the YMCA at Virginia Tech's After School Program, our proposed plan, and our schedule. We are looking forward to working with you.

If you have any questions and/or comments about our proposal, please feel free to contact us at HopeEnt@yahoo.com.

Lisa Everson _____ Date _____

Sheela Nath _____ Date _____

Maureen Veltri _____ Date _____

Sarah Weaver _____ Date _____

This proposal meets the requirements of the YMCA at Virginia Tech's After School Program.

Shannon Turner _____ Date _____

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[1] For example, at Virginia Tech, our motto is "UT PROSIM"—That I may serve. Many universities in the United States have a long history of service to the community as an integral part of their missions.

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