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# ANNUAL REPORT

## 2023-24

**GW** Honey W. Nashman Center  
for Civic Engagement  
and Public Service



The 2023-2024 academic year has been a remarkable period of growth, innovation, and community impact for the Honey W. Nashman Center for Civic Engagement and Public Service. As we reflect on this year, we celebrate our commitment to fostering civic responsibility, public service, and social justice, rooted in the belief that engagement with our communities is integral to the educational mission of George Washington University.

This year was highlighted by extraordinary events that underscored the importance of civic education and public service. During National Civic Education Week, Supreme Court Justices Sonia Sotomayor and Amy Coney Barrett visited our campus, engaging in a candid conversation with students about the judicial system, the importance of civic engagement, and pathways to legal careers. Their visit not only inspired our community but also reinforced the critical role that informed and active citizenship plays in our democracy.

Our partnerships, particularly with DC Public Schools (DCPS), have continued to thrive and expand. For over a decade, DCPS has been our primary partner, and this year, our collaboration reached new heights. The Nashman Center supported 13 Title I schools, providing programs that enhance academic success, civic engagement, and social-emotional wellness. Among these initiatives, the High-Impact Tutoring (HIT) program, GW Math Matters, gained national recognition as a model for improving student outcomes. Its success was highlighted in national forums, including a panel at the U.S. Department of Education's National Partnership for Student Success (NPSS) Summit.

## UNIVERSITY-WIDE SERVICE

2023-2024



**640,669**

recorded service hours  
university-wide



**2,965**

individuals serving



**525**

total Presidents'  
Volunteer Service Awards\*



\*White House honor awarded to students providing more than 100 hours of service in a year

We also saw the continued success of our summer Civic Changemakers program, which empowers middle school students to engage with their communities and understand local governance. Over the summer, GW student interns worked alongside the DCPS students to tackle pressing community issues, culminating in impactful projects addressing gun violence, career readiness, and civic responsibility. Thanks to all of our partners and funders for their support!

In Community Engaged Scholarship, with 77 courses engaging more than 1000 students in the community, students supported community organizations with research, impactful civic engagement, and direct service.





Our commitment to community engagement extends beyond the classroom. Through community initiatives like engageDC and SMARTDC, our students not only provide vital support to local organizations and schools but also develop a deep understanding of their role in the broader community. Programs like ArtReach GW, Jumpstart, and GWupstart continue to offer transformative experiences for students to make meaningful contributions to the arts, early childhood education, and social innovation.

The Honey W. Nashman Center's work is also bolstered by our dedicated AmeriCorps VISTA

members, who strengthen our partnerships and expand our impact with the community and its members. Their efforts in building capacity within schools and community organizations have been a cornerstone of our success this year.

As we look ahead, we remain committed to our mission of fostering engaged and active citizens at GW and beyond. The Nashman Center will continue to be a leader in civic engagement and public service, dedicated to making a lasting difference in the communities we serve and preparing the next generation of committed and passionate changemakers.

## Collaboration at the Nation's Capital Partnerships with **DC Public Schools**



**DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS**

For more than ten years, the Nashman Center's primary partner has been DC Public Schools (DCPS). We have worked closely with the Connected Schools Team and the Office of Partnerships to foster mutually beneficial partnerships between GW and DCPS. During the '23-'24 school year the Nashman Center supported academic success, civic engagement, community connections, and social-emotional wellness at a total of thirteen Title I schools.

High Impact Tutoring (HIT) has garnered significant attention from various sources this year and GW Math Matters has been in the spotlight as an exemplary program of the National Partnership for Student Success (NPSS), a Department of Education and AmeriCorps national initiative.

The Nashman Center is a strong proponent of University-School partnerships which benefit GW as well as DCPS. GW students have the opportunity to gain valuable academic, civic, and career skills while supporting DCPS student achievement and development. Through programs like Civic Changemakers, Jumpstart, SMART DC, and Math Matters, GW students engage in meaningful service as well as experiential learning.

# GW MATH MATTERS



**GW Math Matters** is a High-Impact Tutoring (HIT) program created in partnership with GWTeach and DC Public Schools (DCPS) to improve lagging math skills for middle school students affected by the COVID-19 pandemic. The program also partners with the Office of the State Superintendent (OSSE) and CityTutor DC, to support middle school students in strengthening their math skills and understanding. This program has proven effective, with 89% of participants reporting that their Math Matters tutor made math easier to understand.

GW Math Matters created a robust curriculum aimed

at building core math skills applicable to each grade. Tutor training focuses not only on teaching math skills, but also on the development of strong, positive relationships with middle school students.

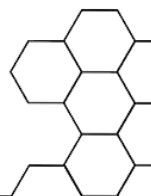
**Number of Students:** 253

**GW Tutors:** 88 (48 FWS, 25 Non-FWS, 15 Volunteers)

**Number of Service Hours:** 3,207 hours of tutoring

**Number of Partner Schools:** 7

The impact and success have gained national attention, including articles in the [Washington Informer](#) and [The Chronicle of Higher Education](#). During the 23-24 year the program participated in several panels and convenings with the US Department of Education and CityTutor DC as well as prominent educators and officials on the national and local level. During the fall semester representatives from the Nashman Center and GW Math Matters tutors participated in a nationally broadcast panel at the National Partnership for Student Success (NPSS) Summit hosted by the US Department of Education.



# CIVIC CHANGEMAKERS

**Civic Changemakers** is an 8-week summer program for middle school students. It centers the ability of youth to make change, helping them understand how decisions are made at the local level – in their school and community – as well as how government systems work while engaging them in real projects. In the summer of 2023 the program, facilitated by 75 college student interns from around the country, supported the civic education and engagement DCPS students. The program aims to address the real and acute need for equity in civic education.

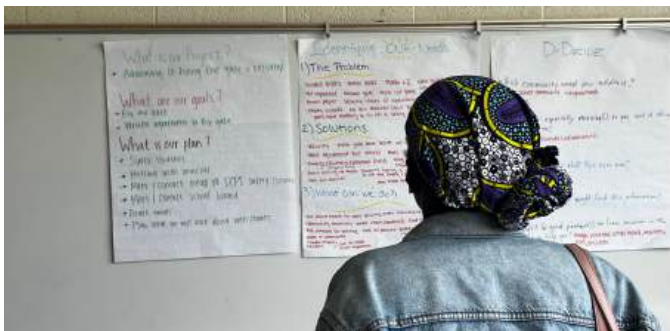
College interns supported by the Americorps VISTA program and the Emerson Collective worked with middle school students at Eliot-Hine, Johnson, and Sousa Middle Schools to address pressing needs in their communities. They partnered with other schools, local government agencies, and nonprofits to develop and implement solutions and presented these during the culminating presentation at the end of the program. Some notable partners included Peace 4 DC, Miner Elementary School, DC Public Libraries, Sycamore & Oak, DC Mayor’s Office, Covenant House, ArtReach GW, and Smithsonian Anacostia Museum.



The projects developed by the middle school students, with support from interns, had a profound social impact. For instance, students from Sousa Middle School conducted a community-engaged research project on the effects of gun violence, which involved video interviews and letter writing to decision-makers. At Johnson Middle School, students organized a career day collaborating with the school counselor. The Uniquity Basketball Summer League and No More Silence End Gun Violence project at Johnson Middle School engaged students in positive activities with younger children and created a song to honor those affected by gun violence, which was performed at the Peace 4 DC graduation.

In addition to the summer program, 12 GW interns continued supporting Eliot Hine’s Student Council and Johnson Middle Schools’ Career Day, engaging 60 DCPS students throughout the school year.

**“ I’ve connected the map (of DC) better. All my academic time here has stayed mostly in the NW area-this summer, I can see the map, I’m more connected...and there is a whole better-informed way of being able to be like this city is amazing, rather than just the museums are cool. ”**



## AMERICORPS VISTA

The Nashman Center hosts AmeriCorps full-time VISTA members who build the capacity of DCPS schools and community focused programs by fostering partnerships and recruiting volunteers. VISTAs members collaborate with school staff, community organizations, and the GW community to create volunteer programs, develop enrichment initiatives for youth, and maintain school support systems informed by research and best practices. Additionally, VISTAs engage in community outreach, volunteer training, and connecting partners with opportunities to collaborate with faculty. During the 23-24 Service year we hosted 8 AmeriCorps VISTA members who served with three DCPS schools as School-Community Liaisons and as Outreach and Engagement Fellows at the Nashman Center.



### Principal of Garrison Elementary School - Brigham Kiplinger

*"Our partnership with the Nashman Center has been game-changing for Garrison over the past six years as we have transformed from under-enrolled and under-performing to DCPS' fastest-growing school and the second-ranked Title I school in DC. Our four VISTA Community Liaisons have added immense value to our team and school family as partner program liaisons, event organizers, and mission-aligned educators who wear many hats each day. We are so grateful for this support - which has helped us not only survive the pandemic, but even get back to being able to thrive - and are so excited to continue our GWU Nashman Center partnership with VISTAs next year and beyond!"*



# Making Meaningful Impact through School and Community Partnerships

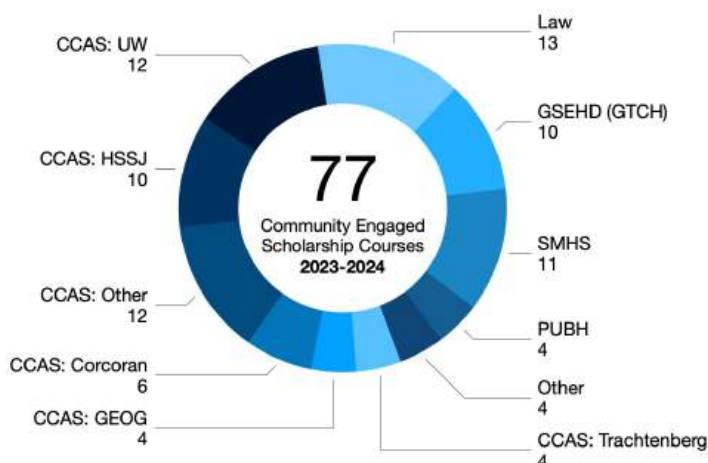
The Nashman Center supports faculty in creating and teaching courses that include the community as part of the curriculum. Courses may engage students in direct service like writing or tutoring or in more indirect forms of service, such as research and evaluation. We also support faculty in community-engaged research partnerships, in which both parties to the research enterprise bring their knowledge and curiosity about a problem or issue and develop new knowledge together.

In addition to 77 courses which enrolled nearly 1000 students, we also supported several community-engaged faculty research projects including efforts by Wendy Ellis, Kimberly Rodgers, and Christina Reinke to launch a conversation series under the DC Truth and Equity Initiative focused on equitable outcomes for Black and Brown communities. Other faculty projects explored bias in health data and devices and advanced training in psychodrama techniques for community-engaged theatre.



The Nashman Center also offered several faculty development programs, including a Course Design Workshop Series attended by ten faculty members, aimed at integrating community engagement into course design. Monthly Conversations on Community Engaged Scholarship covered various topics, such as Community Based Participatory Research (CBPR) and its IRB review, and the role of faculty in student voting. The Center also organized annual meetings for deepening campus-community partnerships, funded by a [Transform Mid-Atlantic](#) mini-grant. The Nashman Center's bi-monthly Faculty Update e-newsletter has continued to share community partnership success stories and resources, boasting a strong subscriber base.

School/Program	Students (Unique)	Hours Served
<b>CCAS: Corcoran Total</b>	27	2285.2
<b>CCAS: GEOG Total</b>	69	2447.92
<b>CCAS: HSSJ Total</b>	116	5856.95
<b>CCAS: TSPPPA Total</b>	44	5747
<b>CCAS: UW Total</b>	140	2366.75
<b>CCAS: Other Total</b>	250	11135.63
<b>Elliot Total</b>	10	39.3
<b>GSEHD (GTCH) Total</b>	155	8989.57
<b>GWSB Total</b>	31	2089.13
<b>PUBH Total</b>	45	1745.31
<b>SMHS Total</b>	99	827.73
<b>SON Total</b>	30	450
<b>LAW Total</b>	263	50,529
<b>Grand Total</b>	<b>977</b>	<b>94,509</b>



**Figure:** CES Courses per School/ Program 2023-24

# WHAT'S NEW?

More frequent presentations to faculty in department meetings led to increases in the number of community engaged courses supported by the Nashman Center this year, and an increase in proposals for our annual Faculty Development Mini-grants.

## Nashman Center Supported Projects

Dr. Tamara Taggart served as a Nashman Center Faculty Fellow, conducting formative research into Activist in Residence (AiR) programs at other institutions to inform a similar community leader in residence program here at GW.

Wendy Ellis, Kimberly Rodgers, and Christina Reinke (GWSPH) launched a conversations series with community members as part of the DC Truth & Equity Initiative of the Center for Community Resilience. Working primarily in Wards 5, 7, and 8, community residents were involved in the co-creation of program, practice, and policy recommendations to support equitable health, economic, and social outcomes for DC's Black and Brown communities.

Maranda Ward (SMHS), Susan Aaronson (Elliot), Robert Brauneis (Law), and Ekundayo Shittu (SEAS) examined how bias gets coded into health data and devices in ways that harm marginalized communities the most. Their work includes regular meetings with community leaders and DC residents to co-create learning modules on medical algorithms and equity that can be incorporated into SMHS and other courses.

Jodi Kantor (Corcoran) explored advanced training in psychodrama techniques to deeper her work in community engaged theatre.

## Faculty Development Programs

**Course Design Workshop Series:** Attended by ten faculty this May, this four-part series prepares faculty to develop community partnerships grounded in equity and reciprocity, and weave community engagement into course design with intentionality aimed at civic and academic learning outcomes.

## Conversations on Community Engaged

**Scholarship:** Topics of these monthly events this year included,

[Community Based Participatory Research \(CBPR\) and the IRB Review:](#) A panel of GW CBPR researchers and two IRB analysts from the Office of Human Research.

[Phyllis Ryder and Mary Brown, Life Pieces to Masterpieces](#) discussed their long-standing partnership and recent, national award winning, co-authored article, *Black Leadership and Shared Humanity*.

[Washington, DC: What Community Engaged Faculty Need to Know,](#) facilitated by Maranda Ward (SMHS). Focused on the strengths and challenges in DC's eight Wards, with emphasis on historic and policy basis for race-based disparities.

### [What is the Role of Faculty in Student Voting?](#)

Panelists included Nancy Thomas, Institute for Democracy & Higher Education, Peter Loge, Director/Associate Prof School of Media and Public Affairs, and Vidya Muthupillai, GW Votes Program Assistant.

### [Deepening Partnerships](#)

These annual meetings gather faculty, students, community partners to assess the quality of our campus-community partnerships and collectively set strategic goals for the coming year. This year the event was funded by a mini-grant from Transform Mid-Atlantic.

### [Newsletter and Blog](#)

The Nashman Center Faculty Update, updated bi-monthly and shared via e-newsletter, includes community partnership success stories and resources from academic publications, funders, and professional associations.



**Faculty Learning Communities for 2023-24**  
(interdisciplinary groups meeting monthly)

Black Lives Matter, Faculty Learning Community for Anti-Racist Scholarship. Co-chairs Maranda Ward (MPH) and Phyllis Ryder (Writing)

Purpose and Balance for Community Engaged Faculty. Co-chairs Erica Walls (HSSJ) and Sarah Ray (GSEHD)

**Awards**

Erica Walls (HSSJ) received the Transform Mid-Atlantic Penczek Service-Learning Faculty Award

Susan Jones (Law) received the Transform Mid-Atlantic Justice, Equity, Diversity & Inclusion - Civic and Community Engagement Award

**Student Reflections**

“ I learned so much about what life is like for incarcerated people and it really opened my eyes past the Foggy Bottom GWU bubble. ”

“ I learned to navigate the Hill, communicate effectively with new people, and gain insight into an issue people in my community face. I contributed to the community by being a voice and an ally for the elderly, disabled, and/or low-income individuals who require government assistance. ”

“ I feel very close to this community because my mother also received these services while receiving chemo treatments. It was a big circle moment and I am grateful to assist all of the individuals that I come across. ”

“ It was very beneficial for me to have such an immersive experience, I felt the full responsibility and understood the depth of importance of classwork that I was completing. ”

**COURSE SURVEY OUTCOMES**

93% would recommend a community engaged scholarship course to a friend

Agree or Strongly Agree that the community-engaged aspect of this course contributed to:

91% my ability to apply general academic skills like critical thinking, problem solving, or communication/writing.

91% my ability to understand concepts related to the specific topic of this course

Agree or Strongly Agree that the community-engaged aspect contributed to growth in these Nashman Center student learning outcomes:

- 98% Ethical reasoning
- 95% Critical and creating thinking
- 95% Intercultural intelligence
- 91% Civic identity
- 89% Inclusive collaboration



**engageDC**, one of the foundational co-curricular programs in the Nashman Center, partnered with nine community organizations in 2023-24. It is designed to engage GW students deeply in an organization so that they develop an understanding of it and its people and so that students can both meet day to day needs of the organization and work to develop new initiatives that meet the organization’s mission. Participants meet the needs addressed by these organizations, such as tutoring, meal preparation, mentoring, while also helping build capacity, expand organizational mission or support research and development needs. More than 75 GW students served in engageDC as volunteers or earning their FWS award.

**Partners:** ArtReach, A Wider Circle, Latin American Youth Center, Life Pieces to Masterpieces, Little Friends for Peace, Miriam’s Kitchen, YWCA, Latino Student Fund, ECDC African Community Center.

Recovering from the pandemic era, the program was able to fully recruit and expand with the addition of new partners like ECDC African Community Center. Our students are integral in assisting the development, communication and operations of our community partners, with many working in multiple areas throughout the organization based on staff-identified needs.

Through the development of a required practicum for all leaders and participants, as well as a more robust structure for cohort meetings for the upcoming academic year, we expect retention to continue improving.

“ **Miriam's Kitchen gave me a better understanding of myself and my place in the world through serving. - Advocacy Assistant, Miriam’s Kitchen** ”

“ **engageDC led me to find what I was truly passionate about and gave me valuable experience I couldn't have found elsewhere. - Research Assistant, A Wider Circle** ”

“ **I felt welcome every time I came to serve, and serving DC through the program helped me feel like I was a part of the city. - Tutor, Latino Student Fund** ”

"engageDC led me to find to that I was truly passionate about and gave me valuable experience I couldn't have found elsewhere."  
- A Wider Circle Participant



**SMARTDC** provides high-quality tutoring for K-8 students in partnership with nonprofit organizations to serve DC public school students. GW students serve with Higher Achievement, Reading Partners, AnBryce Foundation, For Love of Children, and 826DC. More than 70 GW students used their FWS award to serve as tutors in these organizations.

SMARTDC students were essential in helping youth to succeed academically and beyond, contributing to educational equity in D.C. schools. Tyrnita Romeo, the Director of Strategic Partnerships & Program Development at FLOC (For Love of Children), shared overall programmatic data that supports individual student data. In 28 tutoring sessions utilizing the curriculum, students can progress by a full grade level in both math and reading. For example, the FLOC student tutored by one of our tutors Edgar Zuniga, improved their assessment by 40 points over the course the academic year.

SMARTDC tutors shows that with dedicated and focused efforts, youth can receive high-quality math and literacy intervention that is focused on building relationships and is infused with social and emotional learning. Lorainne Hanson, the Volunteer & Partnerships Coordinator for Horon’s Kids located in Ward 8, shared that youth who are enrolled in their programming are twice as likely to graduate from high school.

**Partners:** 826DC, AnBryce Foundation, FLOC (For Love of Children), Higher Achievement, Raising a Village, Reading Partners, Horton’s Kids

“Volunteering with 826DC provided me with the opportunity to be involved with my community, create new relationships, engage my own creative spirit, and see the impact of my work every single day.”

“It is not often that you get to work with one student for such an extended period of time (almost the whole school year). Watching her grow was incredibly rewarding.”  
- FLOC Participant

“It was amazing being able to meet many of the community members and listening to their positive volunteering experiences. After my volunteering experience, I feel a stronger bond with the community. I enjoyed how I was able to make a difference in such a short amount of time.”  
- Reading Partners Tutor, Gabriela Hernandez



		
<b>HOURS SERVED</b>	<b>STUDENTS SERVING</b>	<b>FINANCIAL IMPACT</b>
<b>2.6K</b>	<b>59</b>	<b>\$82K</b>



# ARTREACH GW



**ArtReach GW** aspires to be a cornerstone for community engagement through arts-based work that promotes real social dividends, therapeutic respite, and advanced college preparation. ArtReach GW offers participants a fun and supportive space to discover their potential through visual arts. In addition to gaining tangible art skills, students sharpen their social, emotional and intellectual skills by being part of a passionate and engaged community made up of GW instructors, volunteers, and teaching artists.

Ten GW students from a variety of disciplines (Biology, Art History, Psychology, Environmental Studies, International Affairs) served with the program; three GW alumni served as teachers in the program and 5 GW staff and faculty supported the program.

In the past year, ArtReach GW provided over 400 youth and families, 56% of whom reside in DC's Ward 7 and 8, with programming and opportunities to engage with the community and address civic issues through the arts. ArtReach GW is a recognized stakeholder and positive contributor in the Southeast community.

**Partners:** Friends of Kenilworth Aquatic Gardens, GIRLZ by Design, The Washington School for Girls, The GW Museum & Textile Museum, American Institute of Architects/Washington Architectural Foundation, SWAG Works DC, Children's Hospital Clinic at THEARC, Building Bridges, GW Corcoran School of the Arts and Design.

ArtReach GW promotes community-engaged arts programs that offer participants a fun and supportive space to discover their potential through visual arts. In addition to gaining tangible art skills, students sharpen their social, emotional, and intellectual skills by being part of a passionate and engaged community made up of GW instructors, volunteers, and teaching artists.



## Spotlight - Partnering Up With GW Art Therapy

**ArtReach GW** partners with the Art Therapy program as part of THEARC's mental health initiative to offer a holistic approach to wellness. These workshops, facilitated by graduate students and alumni of the GW Art Therapy Program, use an arts-oriented approach to address the mental and emotional stressors exacerbated by the COVID-19 pandemic through guided meditations and therapeutic artmaking. In the past year, the program reached 72 adults and youth, focusing on themes of identity, connection, and storytelling through art. Along with the Art Therapy program ArtReach GW has developed partnerships with 2 local organizations, Friends of Kenilworth Aquatic Gardens' WELLderness Summer Series and Friends of Oxon Run Park's Art in The Park series. These programs engaged 167 participants in hands-on workshops to help connect residents of Wards 7 and 8 to the beautiful natural spaces within their communities.



# JUMPSTART AT GW



**Jumpstart** is an early childhood AmeriCorps program that works to close the achievement gap between lower- and higher-income children through high-quality adult-child interactions. Jumpstart at GW also became a “Mega-site” where GW students volunteer with Jumpstart to support literacy and social-emotional programming in preschool classrooms and support family literacy and cognitive development in several D.C. pre-schools, including Edward Mazique Parent Child Center, Garrison Elementary, Malcolm X Elementary, John Lewis Elementary, Turner Elementary, Thomson Elementary, Takoma Elementary and Jubilee Jumpstart.

GW students learn about early childhood development and develop an understanding of the challenges faced by the city’s new immigrant communities. Students serve primarily with new Central American, Ethiopian and Eritrean immigrant communities in D.C.

GW Jumpstart has been a partner with DC preschools for nearly 30 years. In recent years the program has expanded significantly with more than 90 GW students supporting 315 preschool students and their families with language, literacy, and social-emotional learning. Children in GW’s Jumpstart program made an average 10.5 point gain on the TOPEL score, a measure designed to identify **preschoolers at risk** for literacy problems going from **98.59 to 109.07** in **2023-24**. This score indicates a high likelihood of school success for the children.

## Jumpstart Highlights

### Number of Corps members:

- **Goal:** 90
- **Enrolled:** 90
- **Retention:** 69.77%

**Number of Service Hours:** 22,592.50

**Number of Volunteer Hours:** 118

**Number of Partners:** 8

### Number of Children Served:

- **Goal:** 270
- **Served:** 315

“ I definitely feel as though relationships with the children have formed. At the beginning of the fall semester, the children obviously didn’t know me and wouldn’t really say much. Now, they’re so willing to just tell me all about their day. ”



# Social Innovation at GW



**GWupstart** is GW's central hub for social innovation training, mentoring, and funding through the Nashman Center. It builds on GW's strength as an institution that fosters the next generation of citizen leaders.

In 2023-24, 15 different student-led projects were funded focused on issue areas of education, peacebuilding, environment, and health. A majority of these projects primarily took place in DC but also made an impact nationally and globally. The projects adhered to the program goals to be ethical, creative, systematic, and were created in reciprocal partnerships with community organizations and the members who were impacted by the project.

Public Service Grant (PSGC)	Knapp Fellowship	Projects for Peace
Julian Clement Chase Prize	Eco -Equity Challenge	Clinton Global Initiative
	Nashman Center MicroGrants	

By working within the Nashman Center and GW's innovation ecosystem, these initiatives address various critical issues, including poverty reduction, quality education, gender equality, and sustainable communities. The students completed their projects while working closely with faculty advisors and community partners. The projects this year not only addressed immediate community needs but also contributed to the broader agenda of sustainable development in the communities.

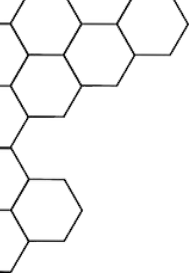
We have expanded the available resources and toolkits, making it more accessible and streamlined for the students. Through one-on-one coaching and mentoring, we have used these frameworks and design thinking models to map out strategies for additional funding, stakeholder engagement, and future project expansion.

“ **My biggest takeaway was that young people can and will lead when given the opportunity.**

**We have to learn the importance of keeping yourself mentally healthy before supporting someone else. Being proud of your friends and uplift them is also important. Remember it's about the person you're supporting, not you!**

- Simone Sawyer, Knapp Fellow ”





**Figure:** Sustainable Development Goals Impacted by Student-led GWupstart Projects

The diverse array of projects have contributed to aligning with the United Nations Sustainable Development Goals (SDGs) for 2030, covering 11 out of the 17 goals giving us a holistic picture.

### 2023-24 GWupstart Grantees

#### Public Service Grant Commission (PSGC)

**Shawn Shafner** - Landing in Piscataway Terrain

**Sarah Antonevich** - The STEM Project

**Shreya Papneja** - Screen in Time and Save a Life: Increasing Cancer Screening Literacy and Resources

**James Cobb, Emily Jacobson** - District CPR (DCPR)

**Benjamin Cunningham** - WE KNOW WHO THEY ARE...

**Zahra Malik, Nikita Roy, Lauren Skoglund, Manasa Sharma** - GROW (GrassRoots On-site Work)

#### Eco-Equity Challenge

**Riley Lima** - Leave No Trace of Clinical Research Waste

#### Projects for Peace

**Nataliya Layer, Anja Ree, Liana Moldovanu, Lydia Miller** - Not Just a Number, Ukrainian Refugee Project

#### Steven and Diane Robinson Knapp Fellowship

**Simone Sawyer** - A Pilot to Increase Peer-to-Peer Mental Health Supports in DC Public High Schools: Utilizing a Method for Program Adaptation through Community Engagement (M-PACE) Framework

**Jessica Hinshaw** - Supporting Community Health Centers Build Climate Resilience

**Blake Coleman** - Educational Enrichment: Promoting Academic Achievement Among Children Suffering from Homelessness in Washington, DC Post COVID-19

#### Julian Clement Chase Prize for Community Impact

**Bailey Moore** - An Expanded Curriculum for Sisters Informing Healing Living and Empowering (SIHLE)

“ To be able to talk to people of different backgrounds and understanding that the community center in Yumbe that we're building has a place within each of their lives was really cool!  
- Jack Hatcher, CGI U 2023 ”

“ We're on your land, tell us about how you see this space and then let us be of service to help removing invasive plants that challenge the native ecosystems and in helping to cultivate those Indigenous ecologies that again, can restore those lifeways.”  
- Shawn Shafner, PSGC Grantee ”

#### Spotlight - Not Just a Number: Amplifying Voices of Ukrainian Refugees and NGOs

Undergraduates Nataliya Layer, Lydia Miller, Liana Moldovanu and Anja Ree traveled to Poland, Moldova, Estonia and Romania and spent six weeks conducting interviews with over 40 nongovernmental organizations (NGOs) supporting Ukrainian refugees. They shed light on the harsh realities of the devastation and human toll paid in the two-plus years since Russia's invasion. The emotions compounded with every story they heard—with gripping and emotional details from people forced to run away from their homes.



# IMMERSION SERVICE

## GW WELCOME DAY OF SERVICE

GW is unique in combining the academic First Year Convocation with a day of service in the DC community. Students are welcomed to their academic, civic, and residential life through the Convocation ceremony and then first-year students fan out across their new home in DC to meet their neighbors and support them through service.

All of the first-year students serve in schools, nonprofits, and parks to foster relationships among students and with the DC community. This year we encountered a major challenge with Welcome Day of Service happening a month later than usual and during Tropical Storm Ophelia. Despite the bad weather students served at 38 partner sites.

Projects included supporting at the DCPS Back to School Block Party, organizing libraries and supplies in public schools, and partnering with environmental organizations to clean public lands.

**More than 800** George Washington University students, staff and faculty volunteered their time to local organizations during the 15th annual Convocation and Welcome Day of Service.

**90% of leaders** strongly agreed or agreed they gained a more holistic understanding of DC

**100% of leaders** strongly agreed or agreed they developed the ability to facilitate group service projects

**91% of leaders** strongly agreed or agreed that Welcome Day of Service enhanced their critical thinking and communication skills

“*I'm not from D.C., so it's nice to feel like I'm giving something back to the city that's letting me go to college here. I've always loved volunteering, and this is a fun way to spend our day.*”  
- Izzy Russo, First-Year Student









# MLK DAY OF SERVICE

In 2024, GW's 29th annual Martin Luther King, Jr. Day of Service and Leadership event was held on a snowy Monday on January 15th. The day began in Lisner Auditorium with an opening program on the values of Dr. King and the importance of voting. Over 300 GW students, faculty, staff, alumni and DC community members served despite the snow.

Participants served with 13 different projects including local school cleanups, creating harm-reduction kits, removing trash from park trails, and transcribing Freedmen's Bureau documents. MLK Day service participants creating math, literacy and social-emotional learning materials for preschoolers were joined by acting U.S. Labor Secretary Julie Su. 95% of respondents to our post-service survey agreed that they are likely to continue serving their community as a result of this day of service.



	<b>300 PARTICIPANTS</b> GW STUDENTS, FACULTY, STAFF AND COMMUNITY MEMBERS
<b>1,360</b>  SERVICE HOURS	<b>40</b>  LEADERS AND SITE CAPTAINS
 <b>13</b> PARTNERS	<b>\$59,391.20</b> VALUE OF SERVICE \$43.67 / hour in D.C.

“**Signing up for MLK Day of Service was another way to give back to the schools,”** Quarshie said. **“We’re just here making sure that we can aid the school however they need.”** She said she was excited to volunteer and take part in the community with fellow GW students.  
- Irish Quarshie, Sophomore, Psychology. Quarshie also serves year-round with Math Matters ”

# GIVE-A-GIFT

Give-A-Gift is a signature event and tradition at GW through which all members of the GW community - students, faculty, staff and alumni - provide holiday gifts to families in Washington, D.C.

The 2023-2024 Give-A-Gift Program marked a return to in-person gift giving after several years of virtual fundraisers due to the COVID-19 pandemic. Through the generosity of 108 donors, GW supported the wishes of 250 individuals with 759 gifts valued at \$20,000. Give-A-Gift community partners identify the individuals for the program and distribute the gifts. Partners include Academy of Hope, Housing Up!, CentroNía, as well as several DCPS schools partnered through our AmeriCorps VISTA program. This year's return to in-person giving was really appreciated by the families served and allowed more families to be supported.



# VETERAN DAY OF SERVICE

GW's Veteran Day of Service is a longtime partnership between the Nashman Center and the Office of Veteran and Military Service, held this year on March 23, 2024. The opening program featured the president of GW Vets, Reggie Jaramillo, and Katie Herring from the Veterans Yoga Project. A total of 71 students participated in projects such as writing letters and crafting paracord lanyards for military personnel care packages with Operation Gratitude as well as assembling 600 hygiene kits in partnership with new partner, Disabled Veterans National Foundation.

## VETERAN DAY OF SERVICE 2024



**284**  
SERVICE  
HOURS



**71**  
STUDENTS



**9,031.20**  
ECONOMIC IMPACT



# GW ALTERNATIVE BREAKS

GW students raise the funding and support all of the educational and service programming for Alternative Breaks, a drug and alcohol-free service-learning experience during school breaks. This year students went to Costa Rica to learn about sustainable farming with longtime partner, Green Communities and Freetown farm. Students are immersed in the local community while meeting the nonprofit's goals of cultivating coffee and other crops. The program helps students to develop the skills needed for community advocacy and active citizenship while learning more about sustainable agriculture in a new culture.



# GW VOTES



GW has one of the most politically active student bodies in the nation. In order to drive participation in elections, GW Votes is a nonpartisan coalition of students, faculty, and staff that promotes voter registration and participation among our students.

Leading up to the 2024 general election, GW Votes supported multiple events and partnerships which included the National Voter Registration Day, National Voter Education Week, Vote Early Day and the inaugural GW Vote-A-Thon. GW Votes led activities and presentations during the Diversity Summit, Super Tuesday, Active Citizen's Conference and Vern Harvest, and other campus events.

At the presidential election in 2024, students showed exceptional enthusiasm to perform their civic duty!

"A lot of people feel their vote doesn't matter," said Ariel Pennington-Reyes, who noted that before 2020, her parents hadn't cast a ballot since the Reagan era. "My personal motivator was coming from a community where people aren't politically involved," she explained. Growing up in Yonkers, N.Y., Pennington-Reyes said she was exposed to systemic issues like housing segregation and education inequity, fueling her desire to enter local politics and work to increase young voter engagement. Read her and GW Votes' full story covered by [the Washington Post](#).

GW was named as one of the Most Engaged Campuses for College Student Voting in 2024 by the **ALL IN Campus Democracy Challenge!**





Honey W. Nashman Center  
for Civic Engagement  
and Public Service



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CIVIC ENGAGEMENT AND PUBLIC SERVICE

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WASHINGTON, DC