





ANNUAL REPORT

2024-25

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





2024-25 AT A GLANCE

Service at GW

643,253
Wniversity-wide Service Hours

2,300+
Students Serving

85
Community Engaged Courses

1,465
Students Enrolled in Community Engaged Scholarship

This year, the **Honey W. Nashman Center for Civic Engagement and Public Service** continued to deepen its commitment to service, scholarship, and social change, through empowering thousands of George Washington University students to take action in Washington, D.C. and beyond through their courses, research, and co-curricular programs.

We are proud to report that in the 2024-25 academic year, GW students recorded over 643,000 hours of service, with 2,300 students reporting their work through GWServes. 525 students earned the national President's Volunteer Service Award, including 269 gold-level honorees.

Through community-engaged scholarship alone, 1,465 students took part in 85 courses, generating more than 45,000 hours of engagement. An additional 346,636 hours were contributed through academically-linked internships, practica, and clinics. Our courses partnered with many nonprofits serving D.C. and the world.

More than 300 Nashman Center students earned their Federal Work Study awards through tutoring and other service with the DC community, devoting more than 65,000 hours collectively.

This was also a year of powerful convenings and storytelling. In September to celebrate the 30th anniversary of AmeriCorps, GW hosted many founders and national leaders in the field of service and higher education to reflect on the legacy of Learn and Serve America and the powerful potential for higher education and service collaboration.

In October, leading up to the 2024 General Election, we laughed and learned alongside the cast of VEEP during a special event on the importance of civic engagement, humor and youth voting.

On Martin Luther King Jr. Day of Service, in January, our student leaders shared a stage with the outgoing CEO of AmeriCorps, Michael Smith, to reflect on what it means to carry Dr. King's vision forward in today's world.



During our Civic Spotlights event in late March, Nashman Center students took the spotlight themselves, sharing the stories of personal, academic, and community transformation that resulted from their service in courses, co-curricular programs, and through social innovation.

Our continuing partnership with DC Public Schools continued to grow through powerful tutoring, mentoring, and community-based programming. In particular, GW Math Matters, a High Impact Tutoring program, continued to receive recognition as an effective intervention, empowering both the students served and the GW undergrads who lead sessions with care and consistency.

The Civic Changemakers Summer Program took place again with Eliot-Hine Middle School and provided middle schoolers with the skills and motivation to investigate local issues, build civic knowledge, and lead projects on topics like gun violence prevention, youth opportunity, and neighborhood equity.

All of the Nashman Center programs continued to connect students to meaningful roles in education, the arts, human services, and social innovation. Through these programs, students not only address critical local needs but also reflect on their own development as civic-minded professionals.

We also strengthened our culture of dialogue and inclusive leadership this year. Our ongoing education series, Civic Leadership Dialogues, expanded significantly in 2024-25, including 16 different sessions over the academic year on Social Innovation, Facilitating Reflection, and Dialogue Across Difference, among other topics. As we have done annually since 2014, we hosted the pre-semester leadership program for returning GW students, the Institute for Citizen Leaders, to build relationships across difference, foster belonging, and lead with purpose. We also collaborated with the Sustained Dialogue Institute for their summer summit to build dialogue skills on campuses across the country.

As we look back on a transformative and challenging year, we celebrate the people, the stories, relationships, and impact that make George Washington University and the Nashman Center's commitment to civic engagement a powerful force in the life of our university, the community, and our democracy.



Collaboration in the Nation's Capital
Partnership with DCPS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

For over 15 years, the Honey W. Nashman Center for Civic Engagement and Public Service has worked in close partnership with DC Public Schools (DCPS), creating mutually beneficial programs and partnerships through which GW can contribute meaningfully to students' academic growth and educational development. In the 2024–25 academic year, this partnership was greatly enhanced through increased engagement in our SMART DC, Jumpstart, and Math Matters tutoring programs. These programs support academic achievement and emphasize sustainable, reciprocal relationships rooted in trust and shared goals.

Math Matters, engageDC, Jumpstart, Civic Changemakers, and SMARTDC support GW students to work directly with DCPS students across the city building academic skills, co-creating civic engagement projects, supporting social-emotional learning, increasing student attendance and engagement, and increasing school-family-community connections.Math Matters continued to be integral to the citywide network of High Impact Tutoring providers, despite the discontinuation of federal ESSER and ARP funds to the State Superintendent (OSSE); maintaining tutoring through partnership with CityTutor DC (now CitySchools Collaborative) to address pandemic learning loss through relationship-centered, high-impact tutoring.



In 2024-25, the Nashman Center continued to support faculty to design and teach courses that integrate meaningful community impact into the curriculum. These courses involved students in direct service, such as tutoring or writing, and indirect service, like conducting research and evaluation. We also facilitated partnerships with faculty for community-engaged research through which faculty and community partners contributed their expertise and curiosity, creating new knowledge together.

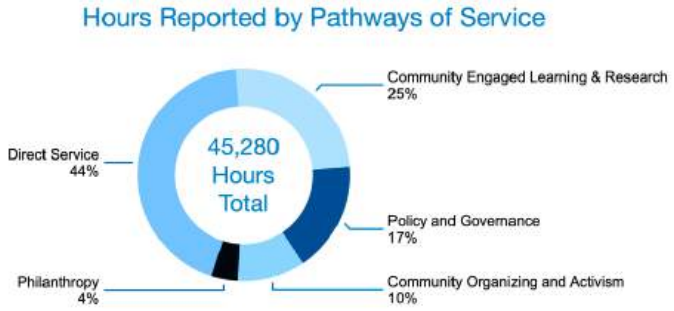


A community engaged scholarship course unites faculty, motivated students, and community members in mutually beneficial collaborations. These courses promote the achievement of academic learning objectives, encourage students to reflect on purpose and civic responsibility, and meet real needs in the community.



Community Partner	# of Courses	# of Students	# of Hours
Charlie's Place	15	26	702
Sasha Bruce Youthwork	14	59	2,228
Miriam's Kitchen	11	69	852
Little Friends for Peace	10	26	953
Capitol Hill Village	10	23	1,327
Foggy Bottom West End Village	9	145	1,412
DC Central Kitchen	8	56	512
Community of Hope	8	23	189
Free Minds Book Club	8	18	289
OpenStreetMap	6	170	515
Our Stomping Ground	5	25	330
Bread for the City	5	23	183

Table: Most Frequent Partners for GW Courses



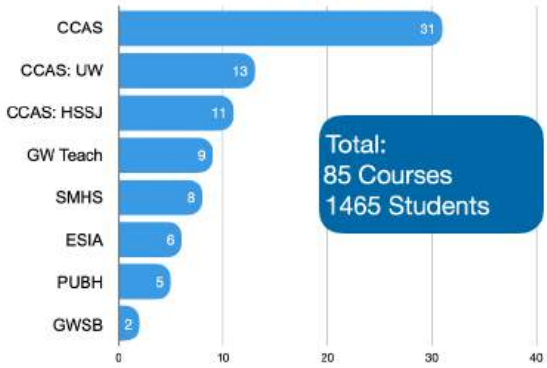
Highlights & Outcomes

At the close of every semester, students are surveyed on their experiences in CES courses.

Student Survey Responses

- 98% would recommend a community-engaged scholarship course to a friend
- 97% believe the community-engaged aspect of this course contributed to their understanding of concepts related to the topic of this course
- 97% think the service/project they completed for this course benefited the community partner

2024-25 COMMUNITY ENGAGED SCHOLARSHIP COURSES



Internships, Clinics, and Practica

In addition to information on Community Engaged Scholarship courses, this year the Nashman Center began collecting student reports on community engagement through clinics, practica, and internships. While not all programs have reported, the initial year's data collection resulted in the following:

1301 students reported a combined 199,491 hours, through 81 courses, in Public Health, Curriculum and Pedagogy, Special Education, Law, Nursing, Physical Therapy, and others.

Faculty Highlights





Dr. Maranda Ward (SMHS) received a prestigious national award from Campus Compact in March 2025. The **Ernest A. Lynton Award for the Scholarship of Engagement**, presented in partnership with Brown University's Swearer Center, recognizes early-career faculty who practice exemplary engaged scholarship through teaching and research, through their collaboration with communities, institutional impact, and high-quality academic work.



Dr. Jessica McCaughey (CCAS) from GW's University Writing program, was selected to present at the **International Association for Research in Service-Learning and Community Engagement (IARSLCE)** annual conference in October, 2024. McCaughey presented the design and outcomes of her UW 1020 course, which engages students in writing projects in partnership with Clinic+O, a healthcare org in Guinea.

Dr. Erin Wentzell (SMHS) from GW's Doctorate in Physical Therapy program received the **2024 SMHS Distinguished Teacher Award**. This award honors three faculty members annually for exceptional teaching who, in their teaching activities, demonstrate exceptional abilities. Dr. Wentzell also received the SMHS "Golden Apple" award, chosen by student representatives of each class in the SMHS.

In January, Dr. Tamara Taggart (PUBH) and Dr. Wendy Wagner (Nashman Center) were selected to present a session at the Annual Meeting of the **American Association of Colleges and Universities**. Their session, "Findings from a Research Study on Activist-in-Residence Programs: A Campus-Community Partnership Model," described a project begun by Dr. Taggart as the 2023-24 Nashman Center Faculty Fellow.



Faculty Development Program Highlights

Conversations on Community Engaged Scholarship:

- Skills for Handling Tricky Moments, facilitated by Rhonda Fitzgerald of the Sustained Dialogue Campus Network. Visit **tinyurl.com/cesblog1** for the event recap.
- Creating Non-White-Centric Community Engaged Courses, facilitated by Phyllis Ryder (University Writing Program), and GW alumni Iman Lee and Najya A. Williams, who shared insights from their podcast, "Leading with Intention." Visit **tinyurl.com/cesblog2** for the event recap.

At GW's annual Teaching Day, Nashman Center Affiliate Faculty Sarah-Kay Hurst (French) and Hanan Daqqa (University Writing) co-presented a session about their community-engaged courses.

For a fourth year, the GW Undergraduate Writing and Research Conference was kicked off with the Nashman Center's special session on Community Engaged Scholarship. Student presenters included Raghav Raj (Prof Ryder's UW 1020 course on Writing for Social Change and Civic House Scholar) on his project with Casey Trees and analysis of media reframing of social issues. Sienna Vaughn (Prof Hijazi's UW 1020 course on the refugee experience) on her project examining cryptocurrency usage among refugees, following her service project with Mosaic and Legal Aid DC.

Course Spotlights

FREN 3010W: Advanced French Language: Dr. Sarah-Kay Hurst partners students with the Smithsonian National Museum of African Art (SNMAA) and School Without Walls. Students use French skills to create interactive materials on Francophone Africa for SNMAA and guide high school students through the museum.

ENGL 4010: Digital Storytelling: Emma Wu partners students with Free Minds Book Club and incarcerated individuals at DC's Correctional Treatment Facility for collaborative writing projects. Students produce digital storytelling, correspondence, and ArcGIS story maps to amplify community voices.
GEOG 4195W: Proseminar–Geographic Thought: Professor David Rain engages geography majors with local Departments of Transportation and groups like Capitol Hill Village. Students conduct accessibility research, data analysis, and transportation planning to support advocacy and inform policy.
ECON 1002: Intro to Personal Finance: Professor Irene Foster partners students with Global Kids and Sasha Bruce Youthwork to design financial literacy workshops, teaching essential money management skills to youth.
EXNS 3120: Experiences in Community Nutrition: Professor Karina Lora partners students with CentroNía to teach healthy habits in its bilingual, multicultural early- learning community. Students lead weekly nutrition activities for preschoolers in Columbia Heights.
PPPA 6008: MPA/MPP Capstone: Instructors Ann Futrell, Dawn Rigby, Joseph Arleth, Mary Tschirhart, Rachel Emas, and Rachel Landis partner students with organizations across policy, environmental, and social service sectors to conduct research that informs policy decisions.

You can read more about these and other **Community Engaged Scholarship Courses on our blog!**

Nashman Center Faculty Development Grant Funded Projects

The following projects were selected for funding in April 2024. This year, all faculty development projects involved creating or redesigning a course to incorporate high-quality community engaged scholarship. Faculty attended the Nashman Center's Course Design Workshop Series and received support and coaching to find community partners and adjust their syllabi.

SEAS: Design Justice: Community-Based Participatory Engineering Design, **Royce Francis**
FREN 3010W: Advanced French Language, **Sarah-Kay Hurst**
COMM 3172: Health Communication, **YoungJu Shin**
COMM 6197: Health Communications, **Savreen Hundal**
UW 1020: Contested Bodies (Beyond a Standard Refugee Narrative), **Nabila Hijazi**
UW 1020: Anti-Racist Writing in the 21st Century, **Ebony Russ**
CTAD: Comm. Engaged Performance Methods, **Anna Kimmel**

Student Testimonials

"I have always taken pride in my culture... It is wrong for me to not use the privileges I've so graciously been granted for the betterment of others who do not have access to thing that I do."

Course: UW 1020 University Writing Pamela Presser
Community Partner: Mobile Mammagrams

CIVIC HOUSE
THE HONEY W. NASHMAN CENTER FOR CIVIC ENGAGEMENT AND PUBLIC SERVICE

This year, ten Civic House scholars moved-in to Clark Hall on the Mount Vernon Campus. The Civic House Saturdays involved students in asset mapping, social innovation workshops, workshops with the League of Women Voters, a project with a Wider Circle and EngageDC, and shifts at DC Central Kitchen. In the Fall semester, students completed service projects with Casey Trees, Charlie's Place, 826DC, Little Friends for Peace, Latin American Youth Center and others. For their Spring semester Civic Leadership Projects student teams raised funds for a Little Friends for Peace Summer Camp Scholarship, leveraged social media and video-making skills to assist the GroW Garden with marketing and volunteer recruitment, and) supported Civic Changemakers by creating a simulation activity to teach middle schoolers how DC's Ward Council and system of ANC's operates.

A highlight of these efforts was the welcome panel, which featured Civic House Scholars (sophomores–seniors) in impressive leadership roles, including a White House intern, a congressional intern, a SMARTDC team leader, executive officers from EMERGE, GWupstart grantees, and the Editor-in-Chief of The Globe, GW's Undergraduate Journal in International Affairs.



GW MATH MATTERS

9,544
Service Hours

97 GW Students
259 DCPS Students

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 -- gaps that the COVID-19 pandemic further widened. The program was a part of a robust cohort of programs working together in schools across D.C. to address this issue supported by the Office of the State Superintendent (OSSE).



In 2024-25, thanks to support from CityTutor DC (now CitySchools Collaborative), we were able to provide HIT tutoring to support middle school students in strengthening their math skills and understanding. Research on the citywide program demonstrated that tutoring is a key strategy to support school engagement and attendance: the necessary condition for student achievement. At a time of constrained education funding, Math Matters is a model for how universities can employ federal work-study funding to provide high-impact academic support to public schools, both during and after school. By combining structured tutor training and close coordination with schools, Math Matters delivers consistent, effective math instruction for DC students.



SCHOOL PARTNERS FOR '24-'25

1. Benjamin Banneker High School
2. Cardozo Education Campus
3. Eliot-Hine Middle School
4. Johnson Middle School
5. Kimball Elementary School
6. Kramer Middle School
7. Malcolm X Elementary School
8. Sousa Middle School
9. Stuart-Hobson Middle School

Highlights & Outcomes

Program Expansion

- New partnerships with elementary and high schools: Banneker High School, Malcolm X Elementary, Kimball Elementary

Tutor Retention & Community

- 75% of tutors returning to GW in Fall 2025 plan to continue with Math Matters
- 80% of tutors reported forming friendships with other tutors

Enhanced Professional Development

- Monthly training sessions on: Social-emotional learning, Classroom management, Local community context
- Outcome: Stronger peer support, problem-solving, and understanding of DC schools

Impact on Students & Community

- 86% said math class became easier thanks to tutoring
- At one middle school, 75% of tutored students met Middle of Year growth goals compared to 57% of peers without tutoring
- 80% of students described their tutor as extremely caring



Math Matters Tutors

"My goal is to become a medical doctor, and tutoring connects to this because I want to help people better understand their health and their body. Developing teaching skills now will help me in that regard."

"When I participate in civic engagement and public service, my main goal is to better understand community needs, learn how meaningful change is created, and reflect on my role in that process. It's an opportunity to build empathy and understand how collective action influences real-world issues."

11,355
Service Hours

$361,089
Economic and Social Impact

Civic Changemakers is an **8-week summer internship program** in which GW students work with middle school students in partnership with their school to identify issues of concern and address these through civic and community engagement. 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 that make a difference in their community directly and over the longer term. Through Civic Changemakers, participants not only gain a deeper understanding of civic engagement but also experience firsthand the power of their voices and actions in creating change within their communities.

In 2024–2025, the program engaged **55 middle school students** at Eliot-Hine Middle School in a five-week, full day summer program that included an emphasis on fostering social-emotional learning and conflict resolution skills. At the heart of the program is the focus on local community issues and civic knowledge through the Civic Changemakers service-learning curriculum, where students identified and researched pressing community issues, developed solutions, and designed their own service projects. Enrichment activities, such as making healthy snacks, painting on canvas, beadwork, and exploring poets and musicians with civic messages, encouraged creativity and personal expression.



Highlights & Outcomes

Students developed and implemented **seven** service projects tackling issues including trash and litter in their neighborhoods, bullying, gun violence, drug addiction, and pollution in the Anacostia River. They chose topics that affect them directly and presented on Safety and Consent, Yoga and Mental Health, AI & Technology, Community Helping Hands, and Substance Abuse Awareness.

They met with leaders from March for Our Lives, GW faculty such as Nursing faculty member Elizabeth Choma on gun safety, professors from GW's School of Public Health on addressing drug addiction, and GW Psychology professor Sharon Lambert on the impacts of bullying. The program culminated in a showcase during which each service group presented their project outcomes to family, friends, and community stakeholders.



Immediate Community Impact: Neighborhood beautification projects improved school surroundings, and an Anacostia River cleanup removed harmful plastics.
Youth Empowerment: Students reported greater confidence, civic knowledge, and leadership skills, seeing themselves as capable of driving change.
Initiative and Responsibility: Many participants embraced taking action without waiting for direction, applying their skills to create lasting impact.

Eliot-Hine Student

"I learned that if I really devoted myself to something, I can do anything when it comes to DC. I can do a lot for this, for this city. My project shaped my thinking because it came to where I was. I wasn't left independently... but there I had the reins to ride free on anything I wanted to do, and I liked that"

— 8th-grade student, Eliot-Hine Middle School

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. VISTA 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 2024–2025 academic year, we hosted two AmeriCorps VISTA members, Brian McCarroll and Alex Wang, who each served as Community Engagement and Outreach Fellows. Their work was instrumental in strengthening connections between GW and the broader DC community while advancing GW Math Matters' mission.



Brian focused on Nashman's outreach and engagement efforts, while Alex played a key role supporting Math Matters tutoring program. Brian and Alex's contributions strengthened not only program visibility and recruitment but also deepened relationships with community partners and highlighted the vital role of student volunteers in supporting DC public school students.

The VISTAs created marketing plans, tools, and promotional materials to highlight Nashman Center programs and recruit GW students for Math Matters. They also supported over 100 tutors, captured stories and testimonials to showcase impact, and managed blogs to share data and content with stakeholders.





AmeriCorps 30th Anniversary Celebration Higher Education and National Service Building America's Future

Higher Education institutions have been a fixture of national service from the beginning of the Corporation for National and Community Service (CNCS) through both AmeriCorps programs and the extensive contributions of Learn and Serve America Higher Education.

This year, we hosted a convening on September 12, 2024, to celebrate AmeriCorps' 30th anniversary and the successes of the higher education programs in creating a sustained culture of community-engaged scholarship and academically rich community service at US colleges and universities. You can **learn more at serve.gwu.edu/he30**



The celebration featured a series of panels and discussions that showcased the impact of higher education and national service partnerships. Speakers from AmeriCorps, universities, and federal agencies highlighted the long-term benefits of community engagement, strategies for sustaining impactful programs, and examples of current collaborations supporting student and community success.
The event concluded with a powerful call to action from national leaders, urging participants to strengthen partnerships and pursue bold, innovative approaches to advancing service, civic engagement and educational equity in the future.

engageDC, one of the foundational co-curricular programs in the Nashman Center, partnered with nine community organizations in 2024-25. 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. 115 GW students served in engageDC as volunteers or earning their FWS award.

Our Community Partners for 2024-25

A Wider Circle
AnBryce
ArtReach
ECDC Ethiopian Community Development Council
Latin American Youth Center (LAYC)
Latino Student Fund
Life Pieces to Masterpieces
Little Friends for Peace
Miriam's Kitchen

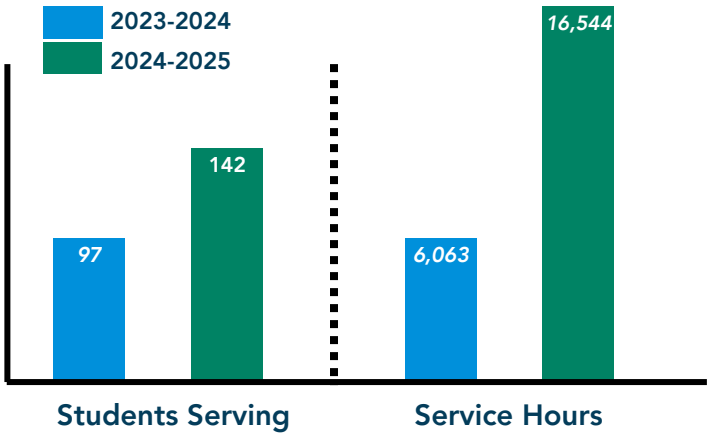


Figure: **Community Impact Comparison**





Highlights & Outcomes

We saw a large uptick in true capacity-building work through engageDC this year. Students developed and implementing new programming including Sanjana Anand's From Books to Beyond series, Mykala Bledsoe's planting workshops, Chloe Brooks's art kits, Mia Johnson's dental hygiene clinic, Kamila Rivera Diaz, and Yazmyn Aguilar's baking class, and Brooke Moses and Maeva Talla Mogo's STEM Fair.

Accomplishments

- GW students expanded the program offering in the Teen Center at LAYC, including new baking, crochet, and guitar classes, plus a college and career workshop series.
- A Wider Circle was able to provide more for their clients through expanded through clothing drives (1,775 lbs.), a dental clinic, and a drive for student Prom Esssentials

Participant Leadership Development

- Participants grew their professional and civic leadership skills through public speaking, project organizing, grant writing and mentoring.
- The program provides ongoing mentorship and reflection, allowing students to connect their academic disciplines with real-world impact.

Student Impact & Reflections

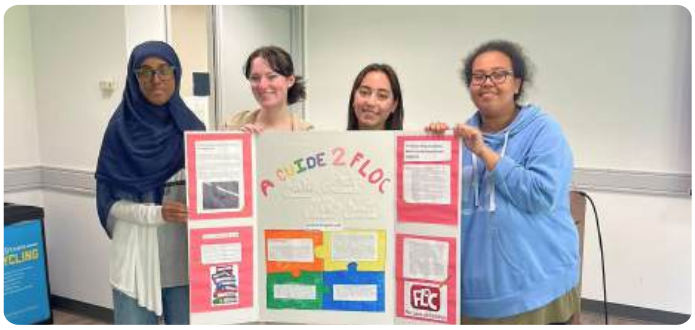
- Students reported improved communication and leadership abilities and a stronger connection to DC communities.

Student Testimonial

"Working as a Community Engagement Assistant and Site Leader for A Wider Circle (AWC) through the Nashman Center's engageDC program has given me more than just work experience—it has shaped my perspective, strengthened my skills, and connected me with an incredible community." — Cali Guastella, Site Leader at A Wider Circle

GW SMARTDC

SMARTDC provides high-quality tutoring for K-8 students in partnership with nonprofit organizations to serve DC public school students. It provides academic assistance, mentorship, and enrichment opportunities designed to promote educational equity. 110 GW students served in SMART DC as volunteers or earning their FWS award.



Our Community Partners for 2024-25

826DC
For Love of Children
Higher Achievement
Horton's Kids
Raising a Village
Reading Partners in Washington D.C.

300+
Children Tutored

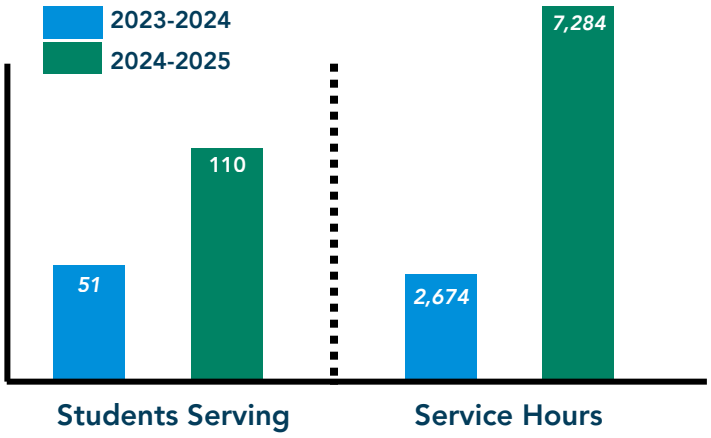


Figure: Community Impact Comparison

Student Testimonial

"I'm immensely grateful for the opportunity to learn how important support is in instilling success for students and tutors/educators in education. My experience at FLOC has helped me understand that a strong support system is essential for both students and tutors to flourish." **— Fartun Hassan, SMARTDC tutor at For Love of Children**

"The goals I set at the beginning of the year helped me approach my service work with greater intention — focusing on how I could make interactions more supportive, efficient, and impactful. I truly believe this alignment made my contributions more valuable to the community I served." **— SMARTDC tutor from Reading Partners**

Highlights & Outcomes

Student Leadership & Empowerment

- Students like Lauren Patrick, Ruju Shah, and Fartun Hassan took on leadership by designing and leading impactful projects and trainings.
- Demonstrates SMARTDC's commitment to mentoring all students into changemakers, regardless of formal site leader roles.

Capacity-Building & Sustainability

- Students developed training modules and tools addressing key needs (e.g., literacy scaffolding at 826DC, learning differences at FLOC).
- Partner organizations adopted these initiatives, designed for long-term replication beyond a single semester.

Cross-Site Collaboration & Peer Learning

- The Youth Empowerment Symposium and follow-up proposals sparked meaningful peer-to-peer dialogue across sites.
- Upcoming peer-led institutes and cross-site projects highlight growing collaboration and shared leadership.

Inclusive & Responsive Program Design

- Trainings and initiatives addressed student and community needs with a focus on equity, cultural competence, and accessibility.
- Students emphasized listening, observing, and reflecting as essential tools for meaningful engagement.



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 civic, social, emotional and intellectual skills by being part of a passionate and engaged community made up of GW instructors, volunteers, and teaching artists.



In the past year, ArtReach GW provided over 400 youth and families, more than half of whom reside in DC's Ward 7 and 8, with no-cost programming and opportunities to engage with the community and address civic issues through the arts. ArtReach GW continues to be a recognized stakeholder and positive contributor in the Southeast community.

Twelve GW students from a variety of disciplines served with the program on a regular basis throughout the academic year.

Community Partners for 2024-25

American Institute of Architects/Washington Architectural Foundation
Building Bridges Across the River (BBAR)
Friends of Kenilworth Aquatic Gardens
GIRLZ by Design
GW Corcoran School of the Arts and Design
The GW Museum & Textile Museum
The Washington School for Girls

Student Testimonial

"Through ArtReach, I have learned how to work in a team, time management, and been able to develop my leadership skills. I have also been able to form relationships both with the ArtReach students as well as my coworkers." — Garima Khatiwada

During the 24-25 academic year, ArtReach GW offered twelve different after-school classes for youth aged 8-16 in art and social justice, 3D digital design, architecture, and the fine arts. All classes were taught by GW Corcoran School of Art Alumni and notable art and design professionals working in DC.

ArtReach Classes

Visual & Fine Arts Development
Students enhanced technical skills and built visual arts portfolios, focusing on creative voice, art history, and professional practices.

Fashion & Sustainability
The Fashion Upcycling course teaches hand-sewing and garment transformation, turning old clothes into unique, sustainable designs.

Architecture & 3D Design
Archi-Builder and Digital Design for Teens teach architectural concepts, teamwork, and 3D modeling, giving students early exposure to design thinking and digital tools in partnership with the Washington Architectural Foundation.

Character Design & Digital Illustration
High schoolers in virtual Character Design classes develop storytelling and visual design skills, learning industry techniques to create animated characters.

Media & Filmmaking
Filmmaking as Self-Expression trains middle and high schoolers to use smartphone filmmaking for personal storytelling, covering video production, editing, and narrative skills.

Summer Intensive for Teens
This free two-week summer program offers intensive arts training, portfolio development, museum visits, and workshops with local artists to prepare high school students for creative college and career paths.



JUMPSTART AT GW

Jumpstart
Children first.



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.

This year, Jumpstart's national headquarters decided to make a change to their program and funding model in 2025, ending support for all 31 higher education grantees across the country, including GW's program.

The GW Jumpstart site was one of the largest program sites nationally in 2024-25, with 90 members serving more than 300 children in 9 preschools in Washington, DC.

Jumpstart members collectively contributed 21,942 service hours, working with nine program partners, including seven DC Public Schools and two childcare centers.

(Edward C. Mazique @ Ruth Rucker Center, Jubilee Jumpstart, Takoma Elementary School, Turner Elementary School, Thomson Elementary School, John Lewis Elementary School, Garrison Elementary School, Hendley Elementary School, Malcolm X Elementary School).

GW student Corps members served 336 children providing vital support in early language and literacy development. Program partners noted that children benefited most from members' consistency, preparedness, engaging activities, and beloved core storybooks. Teachers especially appreciated GW Jumpstart members' hands-on support during Individual Child Sessions (ICS), strengthening classroom learning environments.



GW Student Corps Members

"Working with Jumpstart has made me consider a career in teaching or maybe doing social work. I want to continue to be part of the team that builds a strong foundation to kickstart a child's life."
— Benedicta Donkor, GW student

"My time at Jumpstart taught me that I am capable of working with children, and I can conduct myself in a professional manner in a fast-paced environment. Jumpstart helped me narrow down my focus on my career path because I find working with children, or in services intended to support children's health and well-being, as fulfilling."
— Gadiel Reyes, GW student





GWupstart - Social Innovation



GWupstart is GW's hub for student-led social innovation development, collaboration, mentorship, and grant funding. It builds on GW's strength as an institution that fosters the next generation of citizen leaders. The projects must be aimed at solving an issue, gap, or disadvantage in the community beyond GW through innovative social solutions.

GWupstart works closely with GW student applicants and with those who become our grantees to help deepen their impact. With new funding from the Allstate Foundation, GWupstart was able to create a new program: Nashman Center MicroGrants, which offers students $500 to $1000 to create a community-engaged service project. The program was a great success in its first year, with 18 projects and will be continued in 2025-26. Allstate Foundation extendeed its commitment with a grant of $15,000 which will allow us to continue to support small but impactful student-led service initiatives in the greater DC community.

Overall in 2024-25, GWupstart funded 28 social innovation projects led by 66 students across a variety of concerns including health equity, youth development, sustainability, refugee support, menstrual health, housing insecurity, disability inclusion, and climate awareness. These projects gave students the opportunity to integrate their academic skills and knowledge with hands- on service to address real-world challenges.



One special feature of GWupstart is the GWupstart Commission, a group of students who play a critical role in guiding and advising on the proposals. The 2024-25 Commissioners were:
Namitasai Ande, Neuroscience & Public Health '25
Alyssa Alvey, Psychology '27
Motunrayo Fatoke, Master of Public Policy '26
Diana Sanabria-Sánchez, Latin American and Hemispheric Studies '28
Abigail Tucker, Public Health '25

Meet Our 2024-25 *GWupstart Grantees*

Public Service Grant Commission (PSGC) 2024-25

Students propose a significant community service project in partnership with a community organization or group with funding of up to $2500.

The Pad Project – Nomonde Shongwe
Health Equity through Health Education – Feven Gidey Gebre, Jennifer Harmon, Kami Ogunyankin
District CPR (DCPR) – James Cobb
You Know Who They Are… – Benjamin Cunningham
GROW (GrassRoots On-site Work) – Zahra Malik
Quality Improvement Project for the FUNctional Upper Extremity Class in MedStar NRH – Carolin Capurro Perez

Projects for Peace Summer Grants

Not Just a Number – Ukrainian Refugee Project (2024) – Natasha Layer, Liana Moldovanu, Anja Ree, Lydia Miller
The Pad Project (2025 - Ongoing) – Nomonde Shongwe

Steven and Diane Robinson Knapp Fellowship for Entrepreneurial Service-Learning 2024-25

TRANS-CARE: Transgender Male Cervical Cancer Awareness & Reproductive Education – Kristen Rodrigues
School-based Asthma Telehealth (SAT) Intervention & Research Study – Riley Lima
Adapting a Caregiver Training Program to Facilitate Hospital-to-Home Transitions for Older Adults with Dementia – An Nguyen

Eco-Equity Challenge 2024-25

In Collaboration with SustainableGW
SewUp! Sewing For Change – Ruby Leonard

Julian Clement Chase Prize for Community Impact

SewUp! Sewing For Change – Ruby Leonard
STEM Field Day – Brooke Moses

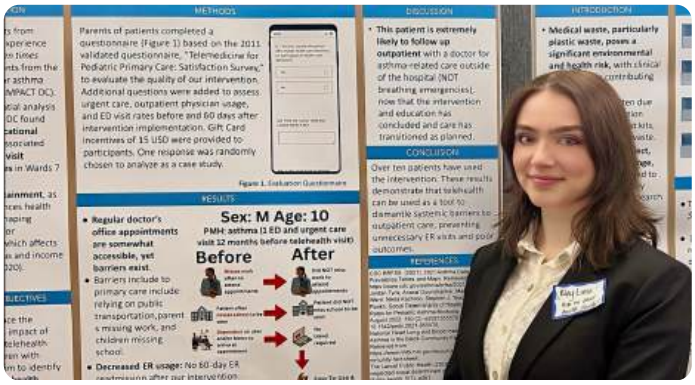
GWupstart - Social Innovation

THE HONEY W. NASHMAN CENTER FOR CIVIC ENGAGEMENT AND PUBLIC SERVICE
GW UPSTART

Inaugural Nashman Center MicroGrants Recipients

From Books to Beyond: Empowering Youth – Sanjana Anand
Seeds of Peace: Community Gardening as Harm Reduction – Mykala Bledsoe
DCPS-After School Service Learning – Asim Ebrahim, Eva Hook, Keira Khami
The Next Crank Show – Jordan Tovin
Free Foot Screening – Lucas Lee, Olivia Milliner, Willa Brown, Joyce Chen, Anna Gratalo, Kristen Malebranche
Birthday Party/Fam-Club: Games & Crafts with Families Overcoming Homelessness! – Lucas Lee, Olivia Milliner, Willa Brown, Joyce Chen
Health Matters – Soo Hyun Kim, Shafia Khan, Kailyn McCulloch
Quality Improvement Project for the FUNctional Upper Extremity Class in MedStar NRH – Carolin Capurro Perez
Plenty Happening – Carolina Carmo, Max Cohen
Dental Hygiene Presentation – Mia Johnson
Baking Class: LAYC – Kamila Rivera Diaz, Yazmyn Aguilar
STEM Field Day – Brooke Moses, Maeva Talla
Girls Unbossed – Aicha Sy
The Refugee Educational Advancement Lab's (REAL) International Rescue Committee (IRC) Day of College Mentorship – Megan Ward, Mia Cleary, Maryann Chiu, Olivia Dunn, Jacqui Hatch
Accessibility Awareness Campaign – Lilly Shaw, Emma Lang, Rishab Jain, Hannah Gluck, Peniel Bokretzion, Caity McCraw, Ja'net Cannon, Alex Radt, Mykala Bledsoe
Pathways in Art: ArtReach @ Home Kits & Inspiring Future Creatives – Chloe Brooks
Anacostia Riverkeeper Capstone Group Single Plastic Use Awareness Campaign – Rebecca Nusrat Rahman, Jenna Aldellizzi, Marie Goodrich, Carolina Gutierrez, Christine Wenzel

Student Spotlight



Knapp Fellowship – Riley Lima, School-based Asthma Telehealth (SAT) Intervention

As a Public Health major at GW, Riley Lima's fellowship focused on improving outcomes for asthmatic children in SE DC in collaborating with Children's National. The funding supported virtual meetings with an asthma educator and physician at the IMPACT DC clinic via telehealth for children at no cost along with an education and awareness campaign.

Through the Knapp Fellowship, her work extended beyond the classroom to make a direct, tangible impact on community health outcomes.

"This project has been deeply fulfilling. It has solidified my commitment to a future in medicine centered on justice, compassion, and systemic change." **– Riley Lima**



Public Service Grant Commission – James Cobb, District CPR (DCPR)

James Cobb worked with the Latin American Youth Center's Career Academy to provide CPR certification to students and faculty in the Medical Assistant Program and obtained essential training equipment and ensured long-term sustainability. Twenty individuals received certification, enabling students to participate in clinical internships and meet statutory requirements. James's leadership has inspired continued future sessions and strengthened pathways into healthcare careers.

"I gained an immense amount of experience coordinating with nonprofits and learned valuable lessons on project implementation. It has inspired me to continue pursuing public health grant work and improve future community programs." **– James Cobb**

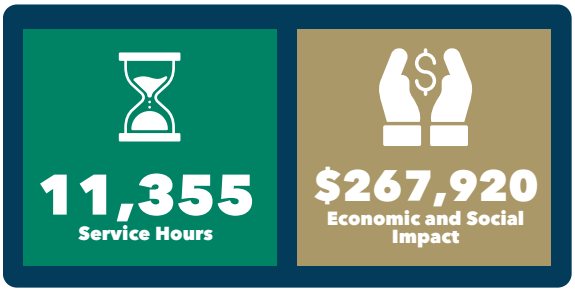
GW DAYS OF SERVICE

GW WELCOME DAY OF SERVICE

On August 24, 2024, GW hosted its 16th annual Convocation and Welcome Day of Service, welcoming the Class of 2028 with a powerful message of civic responsibility and community commitment. President Ellen M. Granberg inspired incoming students with her words: "You're here to learn, grow, push boundaries, and become the kind of leaders our world needs. Your journey begins today."

Over 2,000 first-year and transfer students joined 115 leaders and 80 logistics volunteers to serve with 55 community partners across DC and Maryland, collectively contributing 8,000 service hours. The estimated economic impact of these efforts reached nearly $267,920 (using the national volunteer value rate of $33.49/hr).

91% of participants would recommend their service site for future years



National volunteer value rate of $33.49/hr

"I loved helping the teachers out and knowing the kids had a cleaner place to play."
"I enjoyed being able to learn more about the community that I was giving back to."
"Working with others in my residence hall to make the school better prepared for the upcoming year."

Community partners also highlighted the significance: "Every volunteer came ready to work and eager to complete all tasks until the very last minute. It is attitudes like this that make our future hopeful and promising." — Burrville Elementary School

"Several of the kids who attend the school do not speak any English at all, so we made welcome back cards in each kids language so they would not feel left out from the English students."
- Site Leader for Hyde-Addison Elementary School







2024 Welcome Day of Service by the Numbers	
First Years and Transfer Students	2,000
Leaders and Site Captains	115
VIPs	13
Logistics Volunteers	80
Community Partners	55
Service Hours	8,000
Economic Impact*	$267,920 *(at $33.49/hr, national value of volunteer time)* $407,040 *(at $50.88/hr, DC value of volunteer time)*

* "Value of Volunteer Time Report." Independent Sector, April 23, 2024.

MLK Day of Service

Held on January 18, 2025, the MLK Day of Service and Leadership honored Dr. King's legacy through learning and action. After an inspiring opening ceremony featuring a panel of GW students reflecting on the meaning of Dr King's legacy and their service moderated by AmeriCorps CEO Michael Smith, students and community members engaged in service projects both on and off campus.

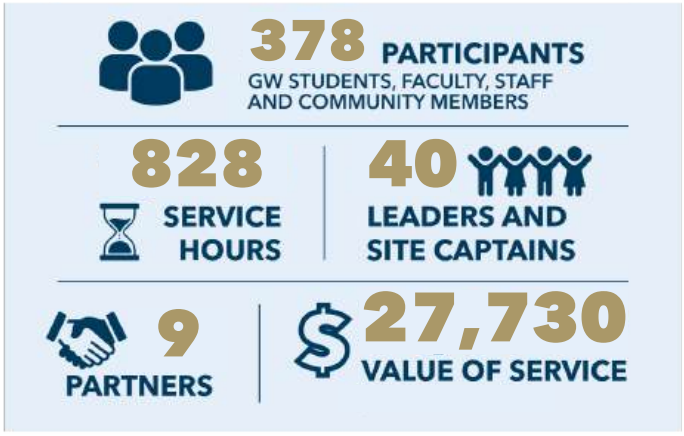


On this day, nearly 400 participants contributed 828 service hours, creating an economic impact of more than $27,730. Students reflected on the day with gratitude:

"I genuinely enjoyed volunteering and working towards a community that cares."

"I think the most meaningful thing was that our volunteer work could become a local heritage and be recorded, and that even though it wasn't that difficult or hard for me, it could be helpful to someone."

Community partners like Sasha Bruce Youthwork expressed deep appreciation, sharing that over 400 "Love Rocks" with affirming messages were created for their emergency shelter.



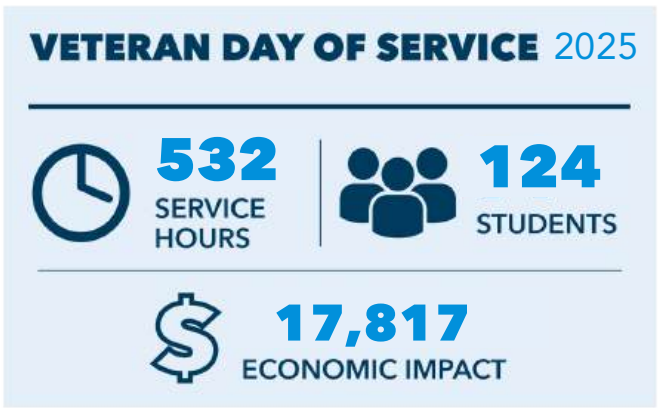
National volunteer value rate of $33.49/hr

Veteran Day of Service

The 2024 Spring Veteran Day of Service engaged 124 participants and nine leaders in hands-on projects supporting veterans and community spaces. Together, volunteers contributed 532 hours, creating an economic impact of $17,817. Participants worked with partners including, Veterans On the Rise, The Congressional Cemetery and Disabled Veterans National Foundation, assembling hygiene kits, painting facilities, and organizing donations.

One participant reflected:
"I really liked learning about gardening and the history of the cemetery. There was a lot of conversation in our group, which made it an enjoyable experience for everyone."

Ms. Melanie McKay from Veterans On the Rise shared their appreciation:
"We are incredibly grateful for your support and for the chance to collaborate with such dedicated partners."



National volunteer value rate of $33.49/hr





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. For 36 years, the GW community has stepped forward to support our neighbors with gifts for the holidays. In winter 2024, thanks to Give-A-Gift donors and support from our holiday volunteers GW delivered 978 gifts to 326 children and their families valued at over $73,000 through partnerships with five local organizations.

New initiatives added this year, such as a card-writing activity with Cards for Hospitalized Kids, added personal touches and deepened community connection.

This year many schools and departments worked together to support local families. Milken Institute School of Public Health and Chartwells Dining were among the most generous and reflect GW's unwavering commitment to supporting local families during the holidays.





GW ALTERNATIVE BREAKS

Alternative Breaks are community service-learning experiences for GW students that take place during the university's fall, winter, and spring breaks. Students raise all of the funds for these trips, create the educational programming, and plan the trips themselves with guidance from Nashman Center staff.

We hosted one Alternative Break trip this year focused on sustainable development in partnership with the community-based organization, Green Communities in Los Santos, Costa Rica. Students work on organic coffee farms and construction throughout the community with eco-bricks. They also researched the farm's sustainable practices and talked to community members learning about organic cultivation methods and environmental challenges. This allowed them to connect their service with broader lessons on sustainability and community resilience.





GW VOTES

GW VOTES
THE HONEY W. NASHMAN CENTER FOR CIVIC ENGAGEMENT AND PUBLIC SERVICE

GW Votes is a nonpartisan group composed of faculty, staff, and students at GW staffed by the Nashman Center. GW Votes works to promote voting for all eligible voters and provides educational resources to help students know how to cast their ballots whether in person, absentee, or by mail.

Using an online tool, TurboVote, more than 1000 students learned about how to cast their ballots and this information helped more than 400 students register to vote.

GW Votes supported creative events such as Vern Votes, Disability Voting Rights Week, and the Ballots & Basics Voting Fair, to connect with students in classrooms, residence halls, and across campus life. By collaborating with diverse campus partners—including Athletics, Study Abroad, MSSC, and student organizations — GW Votes empowered students to understand the democratic process and take action in their communities.

GW Votes also hosted **"Veep"** actors Timothy Simons and Matt Walsh in a return to their fictional home of seven years in Washington, DC to encourage young voters to make their voice heard about who would occupy the office that Selina Meyer, played by Julia Louis-Dreyfus, eventually held in the hit HBO show.

In the first-ever live recording of their **Second in Command** podcast, a weekly comedy show that takes a humorous dive back into the series, the duo and their guests sent the capacity crowd at the George Washington University's Jack Morton Auditorium into a range of emotions that included laughter, gratitude, surprise, awe, anger and even sadness.

ALL IN
MOST ENGAGED CAMPUS
for College Student Voting
2024

VOTER FRIENDLY CAMPUS
2025-2026





CLOSING REMARKS

Through each of these programs, the Nashman Center continues to emphasize service as both an educational and civic activity – cultivating a campus culture rooted in research, learning, and meaningful community engagement. We are proud of the impact made this year and look forward to continuing to build leaders who serve with empathy, curiosity, and a commitment to justice.

Honey W. Nashman Center
for Civic Engagement
and Public Service

YOU CAN DOWNLOAD THE DIGITAL VERSION OF THIS REPORT HERE

THE HONEY W. NASHMAN CENTER FOR
CIVIC ENGAGEMENT AND PUBLIC SERVICE

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC