



Honey W. Nashman Center  
for Civic Engagement  
and Public Service

# *Annual Report*

## *Steven and Diane Robinson Knapp Fellowship for Entrepreneurial Service-Learning*



*2022-23*

**STEVEN AND DIANE ROBINSON KNAPP FELLOWSHIP  
FOR ENTREPRENEURIAL SERVICE-LEARNING**

**ANNUAL REPORT 2022-23**



Honey W. Nashman Center  
for Civic Engagement  
and Public Service

*“Our hope is that this award will help students make a difference. Since arriving at GW, we have been struck by our students’ passion for changing the world and by the imaginative and intellectually serious way in which they harness that passion by developing concrete, innovative projects.”*

— **President Emeritus Stephen Knapp**

Steven and Diane Robinson Knapp established the **Knapp Fellowship for Entrepreneurial Service-Learning** at The George Washington University to recognize, reward, and facilitate creative public service and academic engagement. Selected undergraduate or graduate students design and implement entrepreneurial service-learning projects that make a significant difference in the lives of others.

Selected Knapp Fellows work with the **Honey W. Nashman Center for Civic Engagement and Public Service** and a faculty member advisor to implement projects in collaboration with other students and community partners. Fellowship projects are conducted over the course of an academic year (beginning in the summer or fall to no later than June 30th of the following year). One or more Knapp Fellowship awards, ranging from \$2,500 to \$10,000, are distributed annually.

Knapp Fellowship projects integrate scholarly work in the student’s discipline with the design and implementation of the service project. Projects also involve collaboration with a local community organization or community members and are heavily informed by their knowledge and experience.

These projects are substantial and rely on Fellows having prior experience working with their community partner and/or the social issue. Knapp Fellows also receive professional development opportunities, preparing them to work with community partners and faculty members who are subject experts. Additionally, faculty advisors may receive funding for their role as advisors to selected Fellow(s).

**In 2022-23**, in its twelfth year, the finalists for the Knapp Fellowship were graduate students in the Milken Institute School of Public Health and undergraduate students in International Affairs, Human Services and Social Justice, and Public Health.

Our staff worked with students and their faculty advisors throughout the year to develop their ideas and draft proposals. This year, four proposals continued to a round of presentations for review by a panel of Nashman Center Affiliate Faculty, Nashman Center staff, and current Knapp Fellows.

The team reviewed all the proposals based on the following:

- Quality of proposed project (should constitute a substantial, feasible, and innovative contribution to the issue being addressed or program being enhanced)
- Integration of the academic scholarship and community service components
- Evidence that the proposed project addresses a critical need or socioeconomic disparity
- Evidence of knowledge and commitment to relevant social issues or programs
- Evidence of prior ability to oversee successful, sustainable projects and create works of scholarship.

After the second round of review, three proposals were selected for funding. They were **Bailey Moore, Grace Rafferty,** and **Jessica Hinshaw.** This report goes over their projects and the meaningful and sustainable impact they have created in their respective communities.

We are also delighted to announce the selected fellows for the **upcoming 2023-24 year,** the thirteenth edition of the fellowship. The fellows for the 2023-24 academic year are **Blake Coleman, Jessica Hinshaw,** and **Simone Sawyer.** The final part of the report will provide a brief overview of their projected and intended project outcomes.

Sincerely,



**Amy B. Cohen**

Assistant Vice Provost  
Executive Director  
Honey W. Nashman Center for Civic Engagement and Public Service  
Office for Diversity, Equity and Community Engagement  
The George Washington University

# STEVEN AND DIANE ROBINSON KNAPP FELLOWS FOR 2022-23

## *Bailey Moore*

**Bailey Moore** (she/her) is a senior at GWU, majoring in Public Health, with a minor in Human Services and Social Justice and a micro-minor in Health Equity. Her faculty advisor for the project is Dr. Maranda Ward from the GW School of Medicine and Health Sciences.

The community that Bailey worked with for her Knapp Fellowship was Black high school girls in select DC Public High Schools along with the community partner, Planned Parenthood of Metropolitan Washington DC (PPMW).

The intended benefit of the project was to address the difficulty many Black girls face when it comes to maintaining a positive/healthy self-image and sexual self-concept while recognizing factors that come with this difficulty and the stigma surrounding sexual health that has plagued the Black community for far too long. This was done through a lens of intersectionality and focused on positive youth development.

She collaborated with the staff for Sisters Informing Healing Living and Empowering (SIHLE) to create and facilitate the program while involving the youth to amplify their voices and develop the most informative and effective curriculum that fits with the mission of PPMW but also fits with the needs of the young ladies who will be involved in this program.

When crafting the curriculum, they assisted with ensuring that the type of content was acceptable for the young audience they were working with. The girls in the program also gave feedback on the lessons and offered suggestions for what they would like to see in the curriculum.

## *Impact*

For the project, she was able to create an expanded curriculum for the middle school and high school SIHLE sessions in the future. The curriculum can be viewed [here](#).

## *Sustainability*

Unfortunately, the CDC has decided to end funding for SIHLE programs across the country, which will change how SIHLE is facilitated. It will no longer be called SIHLE. However, PPMW



(Planned Parenthood of Metropolitan Washington, DC) is trying to work to change the curriculum and program to make it a unique program by PPMW. Bailey plans to continue volunteering as much as she can this year to help with the program so it can continue for years to come.

### *Reflections and Advice*

"I thoroughly enjoyed my Knapp Fellowship! I value sexual education and working with Black youth; it was the first time I had done something like this. This project also helped me be better with time management. The tasks definitely got overwhelming at times, but I was able to move forward through planning and communicating with my team.

I still believe that sexual education is extremely important. DCPS announced that youth in schools will learn about period health no matter their gender, which I believe is a big win. However, there is still a long way to go. This is prevalent with how the CDC ended funding for their program. There is still very little research surrounding adequate sexual education for Black girls, and this has influenced how educators approach Black students in the classroom.

Sex education across the country is often overly concentrated on preventing negative outcomes rather than addressing important topics such as positive self-image, self-advocacy, and healthy relationships.

Additionally, Black adolescent girls are hypersexualized from a young age, which contributes to poor self-image and self-concept. Therefore, funding for these types of programs should not be temporary. However, the fight continues.

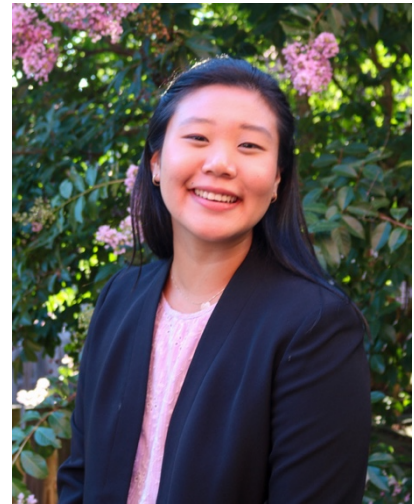
My advice for future Knapp Fellows is to trust yourself and understand that you are pursuing something big at such a young age and that not everything will work out perfectly. But that's the beauty of it. We are upcoming researchers, educators, providers, etc. The journey is the most important part.

It is also important to communicate with who you are working with, your mentor, and your community partner. Communication with all you do is important to make sure things go as smoothly as possible. I will also say to expect things to change and your plan to not be exactly like the original plan, but that is okay. Enjoy your fellowship year and take advantage of every opportunity to showcase your work as a Knapp Fellow."

## Jennifer Ko

**Jennifer Ko** (she/her) is a graduate student in the Master's in Public Health (MPH) Epidemiology program at the Milken Institute School of Public Health. The faculty advisor for her project is Dr. Sean Cleary, Professor of Epidemiology from the Milken School.

The project aimed to allow adults with developmental disabilities (DD) to participate in a 10-week health and wellness course and learn the basic principles of healthy activities that can be easily recalled and applied in their everyday lives.



Our Stomping Ground (OSG) was the community partner, a non-profit organization with a mission 'To build inclusive communities and strengthen neighborhoods through diverse programming, sustainable, affordable housing, and social spaces for people of all abilities.

### *Impact*

A study was conducted on 12 adult IDD participants employing standardized health scales, such as the NHANES Dietary Screening Questionnaire, the Mood/Feelings Questionnaire, the International Physical Activity Questionnaire, and the Beverage Questionnaire (2015). A One/Two way ANOVA test examined the impact of time point/health education and the interaction of sex with timepoint on these health markers.

The final project report can be [found here](#).





### *Sustainability*

The health matters course is in place to continue beyond the end of this cycle and recruit more students in future programming. The study indicated that the course significantly reduced BMI in males and females over the ten weeks, which allowed OSG to reach out for further funding partners.

These students will also continuously use the recipes and skills they have learned from nutritional labs/yoga. Lastly, this course engaged several students in Dr. Cleary's Autism Experience Course. This volunteer opportunity will continue to be offered as a part of the autism experience curriculum and engage students.

### *Reflections and Advice*

"The Knapp fellowship allowed me to engage with my professors, mentors, fellow students, and the Our Stomping Ground community. By participating in this fellowship, I have developed a curriculum that other interns at OSG will reuse in subsequent years.

In addition, I learned how to create effective surveying methods, gather primary data, and analyze real-life data using nonparametric methods. I will use these skills as I continue my education and research. I encourage future Knapp students to be flexible with their goals and recognize the challenges in implementation.

My project had many twists and turns, and many aspects of my original plan needed to change to accommodate my schedule, the student's schedules, and OSGs. In the end, it all worked out, and my project still came to fruition!"



## *Grace Rafferty*

**Grace Rafferty** (she/her), a double-major senior at The George Washington University, is pursuing her B.A. in Human Service & Social Justice and another B.A. in Music. The faculty advisor for her project is Dr. Michelle Kelso from the Department of Sociology at the Columbian College of Arts & Sciences.



This project engaged with the Dunbar community, specifically aiming to work with high school students. It impacted the students, counselors, DCPS counseling office, and GWU community through the implementation of this project.

To pilot this program, Grace worked with Steve Rockey in the DCPS Counseling Office, Wendy Wagner in the Honey W. Nashman Center, Dr. Michelle Kelso of the Human Services & Social Justice Department, the counseling team at Dunbar High School led by 9th-grade counselor Emma Levine, and two student mentors Yemisola Animashaun and Asim Ebrahim.

### *Impact*

This project was able to help students achieve a majority of their service hours necessary for graduation and understand the value of service. Through pre and post-surveys, they were able to gauge the impact made, but also what needs to be focused on moving forward.

[Pre-Survey](#)

[Post-Survey](#)

The scholarly outcome was a report written in summation of the pilot program while advocating for the implementation of a service-learning class. It details the process of launching it, obstacles faced, solutions, and impact made. All that information culminates in the advocacy of in-class service-learning for students in high schools.

The final project report can be [found here](#).

### *Sustainability*

This pilot program has opened the doors in DCPS to widen the conversation around creating accessible service opportunities for students. There is currently a service-learning course in one DCPS high school, but we want to encourage it to be in every school. The scholarship from this program from the hope of its future will work to support the effort of service-learning in and out of the classroom.

### *Reflections and Advice*

“The main takeaway from this experience was that this is not easy work, but this is the best work. While my program did not achieve everything I hoped it would, I can clearly see what can be improved and am invigorated to try again to make every student feel like they made an impact. The advice I would give to future fellows is to reach out for help and support.



This can feel overwhelming at times, and there are other things happening in your life. Reach out and ask for help when you need it, and this team will do their best to support you in your efforts. You are going to learn so much about what it means to be in the service field and what it takes to make an impact. These are skills that will shape and carry you, and I hope you enjoy every minute of it.”

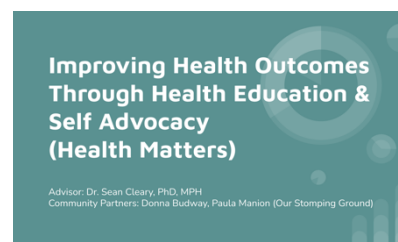
## STEVEN AND DIANE ROBINSON KNAPP FELLOWSHIP SHOWCASE PRESENTATION 2023



In **April 2023**, The Honey W. Nashman Center for Civic Engagement and Community Service was honored to showcase the impressive projects and achievements of the three selected Knapp Fellows. The event was attended by other students and hopeful applicants, faculty members, community partners, and Nashman staff. It featured presentations by the fellows about their experience with their fellowship, community engagement work, lessons learned, and reflections. There was a Q&A and reflections section, which saw some fantastic participation from the audience as well.



**Click below** to check out their showcase presentations!



# STEVEN AND DIANE ROBINSON KNAPP FELLOWS FOR 2023-24

## *Blake Coleman*

**Blake Coleman** is a junior in Public Health with a pre-medical concentration at the Milken Institute School of Public Health.

### *The Project*

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

**Project Description:** The proposed project is an educational enrichment program for young, primarily black children experiencing extreme poverty and homelessness in Washington, DC. The program would meet monthly and would offer additional academic support to children, primarily in the subjects of math and reading. Due to online learning during COVID-19, many homeless children missed out on years of schooling and learning due to a lack of access to the internet or electronic devices.

This project aims to meet these students where they are and help propel them to where they should be for their age level. The program would be directed at younger children whose foundational learning skills were severely affected by online learning and who have fallen significantly behind in reading and math for their age group.

**Faculty Advisor:** Karen A. McDonnell, Ph.D., Associate Professor, Department of Prevention and Community Health at Milken Institute School of Public Health at The George Washington University

**Community Partner:** Community of Hope



## *Jessica Hinshaw*

**Jessica Hinshaw** is a doctoral student in the Human and Organizational Learning Ed.D. Program, Graduate School of Education and Human Development.

### *The Project*

**Project Title:** Supporting Community Health Centers Build Climate Resilience

**Project Description:** Federally Qualified Health Centers (FQHCs, also known as community health centers) are uniquely positioned to address climate change challenges and build community resilience.



Unfortunately, both research and anecdotal reports from health centers show that they are unprepared and need more learning materials and learning/networking initiatives to address climate change.

To respond to these needs and desires, this community-engaged research project will,

- 1) Form a Community Advisory Committee consisting of FQHC staff and community members
- 2) Conduct qualitative case study research to identify and understand how FQHCs carry out climate change mitigation and resilience practices
- 3) Create a compendium of resources and opportunities for FQHCs to dialogue, learn, and collaborate with one another on climate change issues

**Faculty Advisor:** Dr. Maria Cseh, Associate Professor, Human and Organizational Learning, Graduate School of Education and Human Development

**Community Partners:** The National Association of Community Health Centers and various local community health centers

## *Simone Sawyer*

**Simone Sawyer** is a Social and Behavioral Sciences doctoral student at the Milken Institute School of Public Health.

### *The Project*

**Project Title:** 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

**Project Description:** This project aims to increase access to youth peer mental health support for DC high school youth.

The national youth mental health crisis is alarming, and DC high school students are feeling its impact. DC youth want and need support and also want to be part of finding solutions to this crisis.

Utilizing the M-PACE framework, this project will work with key stakeholders to identify an appropriate and feasible evidence-based peer-to-peer mental health curriculum and train 8 DC high school students at two schools in the evidence-based peer-to-peer mental health curriculum.

The students will then deliver the training in their schools to at least 50 other youth and conduct pre and post-test surveys as well as focus groups to assess the training effectiveness and fit for their student population. Results will be summarized and submitted to key stakeholder groups that have the influence and power to use these findings to expand youth peer mental health supports in DC high schools.

**Faculty Advisor:** Olga Acosta Price, Ph.D., Associate Professor in the Department of Prevention and Community Health, Milken Institute School of Public Health

**Community Partner:** The Young Women's Project, Our Minds Matter, Black Swan Academy

