



GWU-DCPS
Service-Learning
Program

Agenda

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Take-aways

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Spring 2022 Ethical Leadership

- Began working on a project in Ethical Leadership
- Participated in facilitating focus groups to gather community input - intended to create a service-learning class for DCPS
- At the end of the semester, I wanted to continue working on the project - Dr. Wagner directed me towards the Knapp Fellowship



Initial Proposal to DCPS

Community Partner - DCPS, DCPS Counseling Office Specifically

“This program aims to create a class/block period in DCPS schools in partnership with the GWU Nashman Center that allows students to develop service-learning projects and obtain their service hours during the school day under the mentorship of GWU students.”



Final Proposal

“The proposed project is an after-school program to support and mentor DC high school students to become civic leaders in their communities through service and advocacy... The project would assign GWU students to a DC public high school to mentor, advise, and serve alongside students with the goal of instilling the value of service in them and preparing them to take charge and make the most of their service requirement.”

Process

Fall '22

- Choose a school to run pilot program
- Create job posting for student mentors
- Interviewed and hired student mentors
- Made a program schedule and curriculum

Spring '23

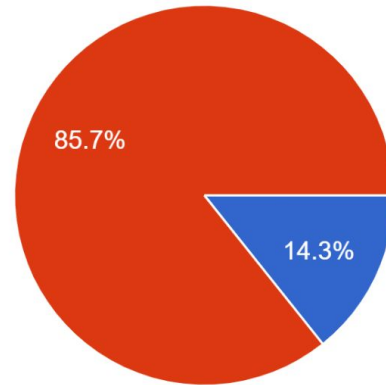
- OK-ed all curriculum and details with counselors
 - Moved to a virtual format
- Began pilot program at Dunbar high school - delayed several weeks

Program Week	Dates	Wednesday	Reflection
1	3/20-3/24	3/22: Introduce program, volunteer application and site selection, Introduce advocacy project	“Service and Advocacy Overview”
2	3/27-3/31	3/29: Service and Advocacy Project	“Social Issue 1: Amnesty International”
3	4/3-4/7	4/5: Service and Advocacy Project	“Social Issue 2: Climate Change”
4	4/10-4/14	4/12: Service and Advocacy Project	“Social Issue 3: Poverty”
5	4/17-4/21	4/19: NO SCHOOL - SPRING BREAK	
6	4/24-4/28	4/26: Last day onsite and finishing advocacy projects	“Being the Change”
7	5/1-5/5	5/3: Advocacy Project Presentation	

Pre-Survey

Have you done service before?

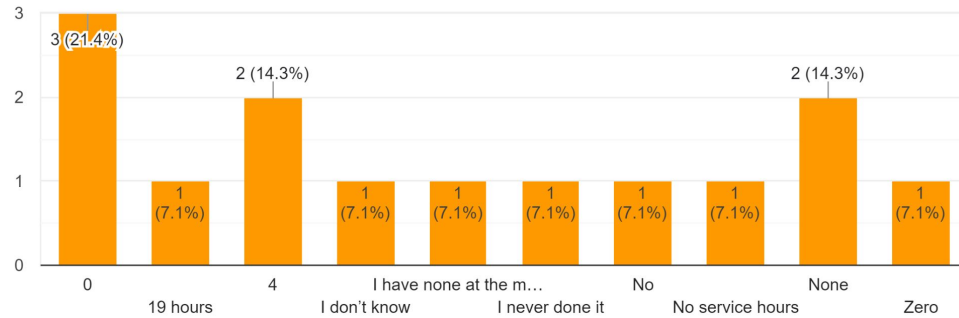
14 responses



● Yes
● No

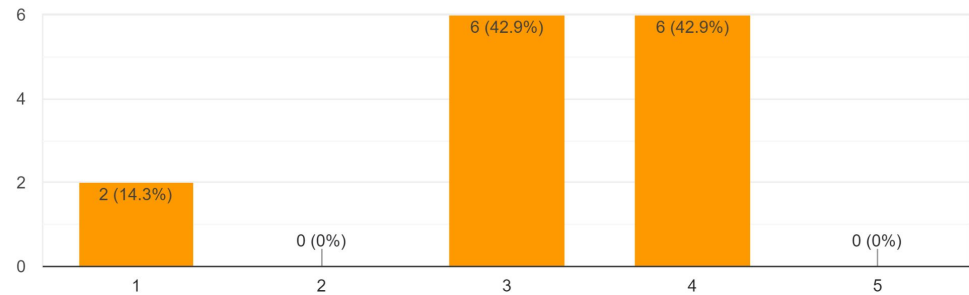
How many service hours have you completed? (direct, indirect, advocacy)

14 responses



On a scale of 1 to 5, how would you describe your enthusiasm to serve?

14 responses



What is something(s) you would change about the service requirement?

14 responses

maybe lower it

Half the 100 hours

Nothing

i would lower the hours

I don't know it s my first time

Less hours

Nothing

Maybe the facts that It's obligatory

N/A

What is something(s) that would help you serve better?

14 responses

Communication

None

IDK

Maybe sociability

n/a

A good environment

Less pressure and more convenient oppurtunites

More chances during the school Day

Make the options given to us more personal to us or enjoyable.

What are your opinions about the required service hours?

14 responses

100 hours is a bit excessive

I think it s a great opportunity to make students more responsible

I believe it's good because it can help students pass their grade.

there are many hours

I think that could be good to prepare the students for their job's world

I don't have any questions

My opinion is that the requirement is fair

It is required

I feel it's fair but to much

Why They are Important

- Amnesty International is important because they are not held back by government restrictions since they are an independent organization. This means that no matter the issue and no matter where it takes place they can fight for it.
- Do you guys have any issues that you think aren't getting enough attention around the world?



THANKS!

Have you seen any impacts of climate change in your community?

What efforts can you do to lessen your global footprint?

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Our Impact

Service

- Serving for the past four weeks
- They chose virtual sites they felt passionate about

Learning

- Topic every week
- Group discussion after mini lecture
- Reflection on their service

Advocacy

- Advocacy project focuses on a social justice issue of their choice

Advocacy Project Guidelines

DCPS Advocacy Guidelines: Advocacy refers to activities or tasks engaged by the student with the purpose of trying to influence citizens and policymakers to change their behavior, encourage action, and/or increase awareness around a community need.

Objective: To create a presentation for your community on the issue you addressed in service to bring awareness to it and encourage community action.

Outline:

- Summarizing the issue addressed in your service
- History of the issue
- Importance of the issue
 - Who does it affect?
 - What are the short term and long term consequences of this issue?
 - Why is this an issue?
- How your service experience was impactful
- What more should be done to address the issue/recommendations
 - A program, more money from the DC Government, etc?
- How other community members can be involved

Requirements:

- The presentation must incorporate at least one topic from our group reflection.
- The presentation must be in the form of a PowerPoint, a video/photo slideshow, or a poster. With alternative ideas please ask Grace.
- The presentation must be at least 8-10 minutes long
 - Not including the Q&A portion
- Everyone in your group must participate in the making of the presentation and the presentation itself.

Impact on a personal level

- **First day:**
 - students were hesitant to participate and seemed almost overwhelmed
 - noticed that every student was at a different place
- **In response:**
 - Myself and the student mentors decided to focus on the individual connections between ourselves and the students first and then build to a group of students.
- **Going into our 6th week:**
 - Students actively participate in discussion and take initiative in their own service and advocacy projects.
 - Students began doing service outside of the program and are working on their advocacy projects over their spring break.

Mentor Testimonials

“Working with Dunbar High School has been an amazing experience and it is all because of the amazing group of kids we get to work with. I remember after the first time we met the students we felt their excitement and after each week it did not fade instead it grew. Students found issues they were passionate about and became eager to help. In the short time we have worked with these students they strive to make an impact and I am confident that with the work Grace has done they will continue to make impacts not only in their own communities, but around the world.”

-Asim Ebrahim

“What I’ve observed meeting with the students from Dunbar High School is the willingness to learn and give back to their community, when given the opportunity to. At first, they were shy about the advocate program. They didn’t really know much about it and what the program fully entailed. However, when we explained it and focused on small groups and one on ones with each of them it made them more open to be able to express themselves and how they would like to give back. It made them more passionate about social justice and made them realize they have the power to make change.”

-Yemisola Animashaun

Takeaways

- Project on-going
- Student's final presentation on May 3rd
- They're excited and seem engaged with discussions
- Main takeaway: patience + flexibility

Final Research

“This project will be evaluated through a detailed report as to whether or not this program completed its intended goals well and if it could better serve as an elective course. This report will be informed by the collective responses of a pre-post survey, scholarly research conducted into service-learning, and a synthesis of program's effectiveness enhancing the service experience to support the DCPS Counseling Team's case for the creation of a service-learning course.”

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Thanks!

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