Annual Report 2013-2014

June 2014

Amy B. Cohen
Executive Director
Overview

The Center for Civic Engagement and Public Service has had a highly productive year in 2013-14.

In 2013-14, more than 9,200 of GW’s 25,000 students were involved in service, and an institutional record of 403,000 service hours were logged, more than twice the number of hours logged in 2010.

Our effort to become a hub for academic service-learning, community service and social entrepreneurship continued to expand. Among the highlights and new programs:

- The number of academic service-learning courses continued to grow, from 45 in 2012-13 to 67 in 2013-14.

- For the first time, all students in the Spanish & Latin American Languages, Literatures & Cultures program of the Department of Romance, German and Slavic Languages and Literature at GW had the option to participate in service-learning as a part of their coursework through Operacion Impacto.

- GW’s signature commitment to the Clinton Global Initiative, GWupstart Social Innovation Lab + Prize was launched this year. This program builds on GW’s strength as an institution that fosters the next generation of citizen leaders. It brings together students’ passion to make a difference in the world and the tools of business to ensure that efforts to address real needs are conducted in an organizationally and financially sustainable way.

- engageDC, one of the Center for Civic Engagement’s key long term community service programs, funded in part by the Morris and Gwendolyn Cafritz Foundation, completed its first full year of operation, with more than 90 students serving to meet the needs and build the capacity of nine community partner organizations. The program provides educational programming designed to enhance students’ skills and abilities to be citizen leaders.

- The GW Community on NobleHour was put into full operation this year, supporting the ability of all GW faculty, staff, and students to record the service that they performed easily and fully.
For the first time in 2013-14, the Center for Civic Engagement offered pre-semester orientation and training for all community service and service-learning student leaders through a unified Service Leadership Institute.

In addition to the many programs and events listed in the individual program reports to follow, we co-hosted two large conferences for internal and external audiences and hosted many external visitors interested in learning about service and civic engagement at GW and in the US.

Visits

- Beginning in January 2013 and continuing into the summer of 2013, GW was the lead university of a consortium of colleges in the US and Pakistan focused on civic engagement funded by Innovations in Civic Participation through the US Department of State. While learning about the context for higher education civic engagement in Pakistan, US university participants provided significant information about the theory and practice of civic engagement in US colleges and universities. Maurice Smith, Academic Service-Learning Coordinator for the Center, and Emily Morrison, Assistant Professor and Director of the Human Service & Social Justice Program, accompanied Executive Director of the Center on a ten day trip that included intensive professional development with our partner university, National University of Sciences and Technology (NUST) in Islamabad, Pakistan.

- A separate delegation of Pakistan higher education and youth organizations visited in 2014 as well, focused on social entrepreneurship and service-learning.

- The Center for Civic Engagement hosted two visits from universities in Japan seeking information exchange about service-learning, civic engagement and social entrepreneurship. One visit was with representatives of Shinshu University, co-hosted by Ikuku Shobayashi Turner, Assistant Director of the Columbian College Language Center. The other visit included representatives from Tohoku University, the University of Tokyo and universities in Okinawa. Amy Cohen will be going to Japan in July 2014 to continue the exchange between Tohoku, Tokyo, Okinawa and GW.

- Several visitors from Spain, including from the University of Barcelona, visited with Center for Civic Engagement staff and academic service-learning faculty to consult on higher education and youth service-learning.
Conferences

- GW hosted the Maryland-District of Columbia Campus Compact (MDCCC) Presidents’ Institute on October 30, 2013. The conference brought together more than 300 higher education Presidents and teams from MDCCC’s 30 member institutions with regional PreK-12, higher education, philanthropic, civic and community leaders to envision how we can use civic engagement and service-learning to collectively impact student success, and improve education and community outcomes across the Maryland-DC region.

- The Center for Civic Engagement co-hosted a conference, *Is Equitable Development Possible in the 21st Century?: Prospects and Possibilities for Washington, DC* with the GW Department of Sociology and ONE DC. The conference was also supported by Africana Studies, American Studies, the Trachtenberg School, the College of Professional Studies, and the Institute for Sustainability. The conference, with a keynote address by Angela Glover Blackwell, CEO of PolicyLink, brought together more than 250 community members, faculty, practitioners, and students to address pressing issues of economic and community development both nationally and locally. The conference was the first annual, with plans for a March 26, 2015 conference underway.

Partnerships

- The Center worked in partnership with Points of Light and Exelis Action Corps to support GW student veteran career development and community service efforts. Exelis Action Corps hosted GW student veterans for two “shark tank” style competitions. One was an interview panel intended to empower student veterans to develop effective interview skills that can be deployed in the future. Students presented to panels and received feedback from Exelis executives. The student with the most compelling interviews advanced and eventually three winning student veterans were awarded scholarship funds. In addition student veterans participated in a competition to develop joint service project ideas for Exelis Action Corps and GW veteran students. In addition, stakeholders from GW senior leadership, Points Of Light senior leadership and Exelis Action Corps senior leadership participated in an open round-table discussion to discover innovative methods to better support student veterans transition from their academic lives to careers.
Staff of the Center for Civic Engagement and Public Service:
Amy B. Cohen, Executive Director
Charles Basden, Coordinator for Special Initiatives
Melanie Fedri, Coordinator for Social Entrepreneurship
Sara Gruppo, Director for Community Service
Joan Mitchell, Business Manager
Emily Penprase, Coordinator for Community Service
Maurice Smith, Coordinator for Academic Service-Learning
Rochelle Yancey, Jumpstart Site Manager

VaShone Huff, Signature Events, temporary staff
Janet Peters Mauceri McCain, VISTA supervisor, temporary staff
LucyRose Moller, AmeriCorps VISTA, DC Reads
Amanda Parris, AmeriCorps VISTA, engageDC
Dolores Perillan, Spanish Service-Learning Coordinator, joint appointment with Spanish &
Latin American Languages, Literatures & Cultures program of the Department of Romance,
German and Slavic Languages

Graduate Student staff:
Timothy Savoy, Presidential Administrative Fellow
Victoria Calderon, Communications and Web
Emanuel Johnson, Veterans Service Initiative
Dmitriy Karmazin, Database Development
Kathleen Monsky, Academic Service-Learning
Academic Service-Learning

Program Overview: The Academic Service-Learning unit helps faculty to incorporate meaningful community service experiences and reflection into the curriculum across all schools and departments, working to make academic service-learning a regular feature of the academic experience at GW. In doing so, students will benefit by putting their academic learning and research into action through practical application, while also creating positive change in the Washington, D.C. community.

Center staff responsible/others responsible: Maurice Smith, and Graduate Students Katie Monsky and Leah Galasso

Program Goals and Outcomes:
Increase the number of service-learning courses offered at the university.
Offer faculty the tools and resources to transform their traditional courses to incorporate service to the community.
Build capacity with the community partners we serve, so that these partners can better address the needs of residents.
Promote a culture in which service is viewed as important academic and work experience in which valuable skills are utilized and learned.
Integrate the curricular with the co-curricular service/civic engagement experience at GW.

Impact:
- Number of Academic Service-Learning Scholars: 4; two undergraduate students and two graduate students; 1 graduate assistant.
- Number of Academic Service-Learning Courses: expanded from 45 (2012-2013) to 67 (2013-2014) service-learning courses across all disciplines in the course of one academic year
- GW Students in Academic Service-Learning Courses: 1,000 -1,700 students
- Number of Service Hours completed by Students enrolled in Academic Service-Learning Courses: 180,000 hours of service completed

2013-2014 Academic Service-Learning Partnerships:
- 826DC
- Campus Kitchen
- CentroNia
- Life Pieces to Masterpieces
- Little Friends for Peace
Playworks
Street Sense
Thrive-DC
YWCA
School Without Walls
Higher Achievement
LIFT DC
Community of Hope
Project Create
DC Central Kitchen
Miriam’s Kitchen
Latino Student Fund
Reading Partners
Bruce Monroe Bilingual Elementary School
Rape, Abuse, and Incest National Network
American Immigration Council
Avance Adelante
DC Scores
Due Process of Law Foundation
Edu-Futuro
Hermanos y Hermanas Mayores
Kid Power
We Are Family
Transitional Housing Corporation
For the Love of Children
National Fair Housing Alliance
National Alliance of Community Economic Development Associations
National Low Income Housing Coalition
NeighborWorks America
National Community Reinvestment Coalition
Lemonade Day

2013-2014 Academic Service-Learning Faculty:

Laura Engel
Mary Ann Benites
Maria Cseh
Phyllis Ryder
Sharon Lambert  
Dolores Perillan  
Theresa Ulloma  
Diane Cline  
Elizabeth Shrader  
Christopher Klemek  
Abbie Weiner  
Peter Konwerski  
Jared Roberts  
Michelle Kelso  
Roger Whitaker  
Karyn Cassella  
Gregory Squires  
Emily Bliss  
Phillip Troutman  
Cayo Gambe  
Shonda Goward  
Katrin Schultheiss  
Kathy Newcomer  
Melissa Keeley  
Nadia Volchansky  
Sam Steen  
Pam Presser  
Jasmine Johnson  
Phyllis Goldfarb  
Emily Lehman  
Carrie Gilespie  
Emily Morrison  
Business School First Year Development Program (8 Staff/Faculty)

**Academic Service-Learning Disciplines:**

Graduate School of Education and Human Development  
Counseling and Human Development  
Special Education and Disabilities Studies  

Business School  
Law School  
Columbian College of Arts and Sciences  
Trachtenberg School of Public Policy and Public Administration
Human Services and Social Justice Program
Department of Organizational Sciences and Communication
Department of Romance, German and Slavic Languages and Literatures, Spanish & Latin American Languages, Literatures & Cultures program
University Writing Program
Department of Psychology
Department of History
Department of Theater and Dance
Sustainability Minor
English for Academic Purposes Program
GW School of Medicine and Health Science

GW Departments and Office Collaborations:
Center for Career Services
Office for Study Abroad
Faculty Senate Committee on University and Urban Affairs
Multicultural Student Services Center
Center for Student Engagement
Center for Undergraduate Research and Fellowships
The Rodham Institute
Administration & Hallmark Programs

Programs, Events, & Workshops for 2013-2014

Academic Service-Learning Awareness Week
The Academic Service-Learning Awareness Week happens around the Fall Semester class registration in order to promote students to sign-up for service-learning courses as well as spread the word of service-learning. This week also serves as an opportunity to thank students who are already enrolled in a service-learning course. Further, the week engages faculty members who are not yet involved in academic service-learning with opportunities to learn how they can integrate such curriculum into their courses.

Academic Service-Learning Lunch Discussion Series
Overview: The Center for Civic Engagement and Public Service hosts several Academic Service-Learning Lunch Discussions throughout the year. Community and campus partners are invited to join and lead an interactive discussion. Two community partners are invited to present for 15 minutes each and then the remaining 30 minutes are left for a discussion and questions from attendees. Each discussion addresses a specific issue faced in the DC community. Faculty, students and staff are invited to attend and participate in the discussion.
• Number of Lunch Discussions Offered: 3
• Number of participants: 30
• Impact: This program allowed for us to engage at minimum 4 new faculty members, and allowed for closer working relationships with 3 community partners.

**Academic Service-Learning Faculty Seminars**
Overview: The Faculty Seminar is offered to GW faculty members who are interested in learning more about how to integrate service-learning into their current or new classes. The seminar is offered in the Fall and Spring Semesters and runs for 6 weeks. The dates and times of the seminar are dependent on the faculty schedules, but are typically during the week and last roughly 2 hours. The seminar is open for up to ten faculty members each semester who receive a small stipend for their participation.

• Number of participants at the Fall 2013 Seminar: 10
• Impact:
  o As a result of the Fall 2013 faculty seminar, we have added 6 additional service-learning classes in 4 academic disciplines.
  o GW faculty members were able to develop a network outside of their designated academic area of focus.

**Academic Service-Learning Community Partner Workshops**
Overview: The Community Partner Workshops are presentations on a topic that Community Partners would like to learn more about. To discover the topics, community partners complete a survey that records not only their content preference but also captures the days/times that would work best to attend. A workshop is held and GW staff members, Service-Learning Scholars, or faculty members are invited to present with the Community Partners. Typically, workshops included 3 presentations on a topical area and last roughly 2.5 hours.

• Number of Community Partner Workshops Offered: 2
• Number of Community Partners Attended: 7
• Number of Presenters: 7 including Trachtenberg School Career Development Office, Hallmark Programs, and Center for Civic Engagement Academic Service-Learning
• Community Partner Workshop Themes: Social Media and Skills Based Volunteering

**Academic Service-Learning Skills Based Volunteering (SBV) Week**
Overview: This week is focused on taking a closer look at the professional value of community service and how to use volunteering skills in a future career. The week includes awareness through tabling and marketing and a Center for Career Services workshop to learn
how to translate your service experiences into work experience. The aim of this week is to identifying transferable skills, eliminating the stigma surrounding unpaid service, comparing service experience to the workplace, as well as utilizing service in resumes, interviews and cover letters.

- Number of SBV Career Workshops offered: 2
- Number of participants: 31
- Partner Department: Center for Career Services

**Academic Service-Learning Faculty Appreciation**
Overview: The Center brings service-learning faculty together to informally share their experiences in service, and offer insight into their prospective programs and courses. In the 2013-2014 academic year, these faculty appreciation events took place at Tonic in the evening. Academic Service-Learning invited all service-learning faculty who were actively participating in a service-learning course or program that semester, with an average attendance of 10-15. These events allowed faculty members to reflect on their course, learn best practices from other departments, and gain awareness of service-learning opportunities across campus. Overall, though, these events serve as a ‘thank you’ to faculty for all of their support and hard work.
- Number of Attendees: 28

**Academic Service-Learning Reflection Series**
Overview: The Academic Service-Learning Reflection Series offers GW students currently involved in an academic service-learning course, service project, or leadership role the opportunity to reflect upon their experience in a variety of ways. By integrating activities such as scholarly articles, case studies, journal writing, and artistic expression, students are able to brainstorm, reflect, and share their challenges, accomplishments, and excitements in a structured manner.
- Number of Reflections offered in the 2013-2014 Academic Year: 2
- Number of Participants: 16
- Impact: This program allowed for 3 of the Center’s programs and 2 service-learning courses to have a place for students to get a better understanding of reflection as well as structure reflection activities that can be replicated.

**Academic Service-Learning Symposium**
Overview: At the conclusion of every semester, the Center organizes a service-learning symposium to demonstrate and celebrate the work that students, faculty, and community
partners have accomplished. The symposium creates a platform for participants to share their service-learning experience, hear from students in other classes, and network with community organizations. The symposium typically features student panels, faculty presentations, and poster presentations. Participants are encouraged to attend the entire day’s events, but many students and faculty come and go throughout the day.

- Number of Symposia: 2 – one in the Fall 2013 Semester and one in the Spring 2014 Semester
  - Number of Fall 2013 Participants: 89
  - Number of Spring 2014 Participants: 107
  - Impact: Faculty members who had their students participate in the research poster presentation saw their students’ take their thesis work more seriously and created high quality conference ready presentations. Because of the new level of quality that was shown from participation three faculty members within the human services department will now incorporate their student presenting their research at the spring symposium each year. The students final grades will be determined by the quality of presentation made at the symposium.

2013-2014 Fellowships and Grants

Steven and Diane Robinson Knapp Fellowship for Entrepreneurial Service-Learning:
Overview: The Knapp Fellowship makes it possible for exceptional GW students to pursue their ideas that combine innovative social change with scholarship. The award recognizes and provides support for one or more innovative proposals. $10,000 was awarded each academic year to those who design and create solutions that will make a significant difference in the lives of others.

The 2013-14 Knapp Fellows:
- The Ascension Yoga Therapy Project, led by Emily Rasowsky, CCAS ’13, is a yoga therapy program focused on assisting survivors of sexual violence on college campuses and secondary survivors through holistic means aimed at building community and emphasizing long-term therapeutic care. Ascension ran over three 4-10 week periods with two sessions focused on supporting survivors directly and one session focused on supporting secondary trauma survivors. All programs assisting survivors included a core talk therapy requirement to support both in class and out of class emotional and psychological healing. The program continually worked to connect survivors with support groups and resources on campus and throughout DC as well. The core groups worked with in this study included two sets of GW student survivors and SANE nurses and hospital advocates in the DC area working regularly with student survivors. The results obtained from college survivors demonstrated that
yoga does in fact reduce stress and encourage relaxation. In order to continue to reach survivors of sexual assault, a presentation about the yoga program was given to campuses in the DC Consortium. The plan for next year is to extend this yoga program to the University of Maryland, American University, and Catholic University. Since the results also proved to be beneficial to service providers, nurses, and case managers the yoga program will be offered to this population on an as-needed basis.

- The District FamMoVan, led by Benjamin Trevias, Med ’14, proposed an evidence-based, sustainable, comprehensive-care family medicine Mobile Health Center (MHC) for DC which utilizes innovative health solutions, community partnerships, and an inter-professional team-based care model to bridge the underserved Wards to established medical homes in DC. This MHC will be dispatched, operated, and managed by the GW Hospital and the Rodham Institute for Health & Medical Education. They propose two future topics of research in collaboration with the MobileHealthMap organization and the Depart of HHS Office of Minority Health:
  - Survey on the utilization of mobile phone applications, tablet applications, and general mHealth in MHCs.
  - Survey on current MHC models that focus on the transition of care to medical homes as a means for sustainability.

Faculty Service-Learning Development Mini-Grants 2013-2014:
- Overview: The Faculty Service-Learning Development Mini-Grants offer a range of funding to faculty and departments at GW to support the development of curricular service engagement across the university. Funding can support: new course development or the activities of an existing service course; community based participatory research; professional development and training in service/civic engagement; or developing a plan of action for engaging an entire department in service/civic engagement.

- Number of Faculty Members Awarded: 8 total in the following areas: 3 community based research; 1 professional development; 3 course development; 1 departmental engagement
- Impact: We are engaging 4 new faculty members, 2 of whom are in the sciences, who we have not engaged before.

Academic Service-Learning Mini-Grantees:
- Uri Colon-Ramos, Global Health-CBPR: community-based participatory research with parents/caregivers of Ward 7, the DC Central Kitchen and other community members.
The study is titled: *Shaping Kids’ Diets: Strategies to Improve Acquisition of Healthy Foods at Home*.

- **Sam Steen GSEHD-CBPR**: This afterschool program will help students acquire new, valuable skills in an environment that is conducive to providing positive peer interactions and discussions about transitioning from elementary to middle school. The program teaches basic basketball skills instruction and focuses on helping the students understand the relationship between hard work and determination to one’s potential success.

- **Michele Clark, Elliot School Course Development**: During the summer of 2013, course redesigned as a 2-course summer institute entitled “Gender Issues and Activism in a Global Environment” (IAFF 3190). This is a collaboration with the Global Women’s Institute, the Office of Summer and Special Programs, the Elliott School of International Affairs, Action Aid (a nonprofit advocacy NGO), the Center for Civic Engagement, and La Clinica del Pueblo, a community-based public health center serving Latino and immigrant women in the Washington Metropolitan area. The institute features a robust examination of the status of the human rights of women around the world, advocacy training, and a service-learning component in partnership with a local community center that assists immigrant women in the Washington metropolitan area.

- **Operacion Impacto**: This program was developed from the Service-Learning Faculty seminar. (See more information in the Operacion Impacto section of this annual report)

- **Tara Scully, Biology GPAC Course Development**: The Biology of Health and Nutrition (Bisc 1005) is an introductory science course for non-majors that fulfills the CCAS GPAC requirement. Currently, Bisc 1005 has an enrollment of 284 students who attend a 50 minute lecture twice a week and a 110 minute lab once a week. The course is structured so that topics are taught in lecture and students go into lab and perform activities related to the lecture topics. Students often complain that the lab activities are extremely challenging and that it is hard to connect the outcome of the activity to real life, yet they enjoy doing hands-on activities related to the lecture information. The course is being restructured to allow students to make the connection that they are missing.

- **Pam Presser, UW1020 Course Development**: This UW course, “Culture, Canons, Communities and Cognitions: Reflecting on (Service) Learning and Literacy is being taught this summer 2014. Students explore various conceptions of education and concentrating on information literacy and the writing process. Students are serving with a year-round education success program for middle school students.
- Maria Cseh, GSEHD Engaged Department Development: Eight to twelve international and American GSEHD students will take part in a co-curricular program and research study focused on developing global competence through civic engagement and mutual teaching and learning. Participants will receive training from faculty, build teams, and form American-international student pairs. The pairs will explore multicultural communities in Washington, DC—teaching and learning about their respective cultures by engaging in and with them. As a group, participants will also engage in meaningful service-learning in partnership with engageDC. Orientations, discussion, mutual learning workshops, and reflective journals strengthen the service-learning experience and help participants make meaning of their experiences.

- Katrin Schultheiss, History Global Women’s Institute Collab CBPR: This collaborative learning and community engagement project brings underserved Washington-area high school students together with GW undergraduate and graduate students in a mutual project of exploring the lives of women and girls worldwide. Participating high school student delegates (female and male) are assigned countries which they will represent at a capstone April 5 conference. Delegates work with volunteer GW students to develop a knowledge-base and policy-oriented resolutions on questions related to women’s and girls’ political rights, economic rights, educational rights, religious issues, health and reproductive issues, and security issues within the context of their assigned country or region. At the conference, delegates engage in discussion, make presentations, and debate the various proposals put forth by the different countries. The project aims to stimulate students’ interest in women’s lives throughout the world; encourage students to think about how and why political agendas and priorities are formed and what is at stake in pursuing particular goals; bring a diverse group of energetic and engaged local high school students to GW; and strengthen GW efforts to build meaningful relationships with the D.C.-area community.

2013-2014 Training for Academic Service-Learning Scholars

August 2013 Training: Student Leadership Institute
Week long training for Academic Service-Learning Scholars
- Time Management, Organizations, How to do an orientation, Working with Faculty, Vetting Community Partnerships, Organizing your peers.

Trainings for Academic Service-Learning Scholars: Fall Semester 2013
5 Meetings with Professional Development Opportunities: Fall Semester 2013
- Skills Based Volunteering
• Gap Year Service Programming
• Service-Learning as a teaching tool
• Building reflection activities
• Event Planning and Management

Trainings for Participants: Spring Semester 2014
4 Meetings with Professional Development Opportunities: Fall Semester 2013
• Transferable work skills
• Communications etiquette
• Balancing the Community Partner and Faculty member
• How to manage expectations

Academic Service-Learning Scholar Group Service Activity
Volunteered at GW Senior Prom on Saturday, March 1
Total Service Hours Completed: 24
Operación Impacto

Prof. Dolores G. Perillán
Spanish Language Program Academic Service-Learning Coordinator

Toward an Academic Service-Learning Spanish program at GW

The new Academic Service-Learning initiative was presented to both directors of the Spanish Language and Literature programs in September 2013. With their support the following steps were taken to implement the Academic Service-Learning (ASL) component of the Spanish program:

- During the fall semester, Prof Perillán worked with Center for Civic Engagement Academic Service-Learning Scholars, Samantha Cook and Emily Curran to develop the first building blocks of Operación Impacto.
- Span 3040 Advanced ASL students promoted the launching of Operación Impacto among community partners at their service sites, as well as among GW Spanish students, visiting classes, sharing their efforts and enthusiasm and during presentations at the fall Center for Civic Engagement Academic Service-Learning Symposium. This Span 3040 course will from now on be titled *GW Impacto 3040*.
- Profs Ulloa and Perillán attended the fall Center for Civic Engagement ASL six weeks’ seminar, where Prof Ulloa was introduced to the ASL pedagogy, and they worked together with the Center to have the program ready to be launched in the spring semester.
- The vision and requirements for Operación Impacto were presented to Prof. de la Fuente who gave her recommendations and approval for the ASL component to be presented via Blackboard to every intermediate and advanced Spanish class in the department.
- The community partners that Prof Perillán had been working with and connecting to (some for over ten years, others recently), were all aligned for the fifteen Advanced ASL students and the Operación Impacto newcomers.
- Flyers, guidelines, e-mails, enrollment seminars, initial reflections, ASL lunches, special community events, students blogs, Noble Hour connection, classes and Symposium presentations, all these pieces were ready to launch the students’, faculty and community ASL interaction.

Operación Impacto was thus launched in January 2014.

Operación Impacto Activities

- Student involvement
  48 language students and 6 from the literature program or not enrolled in a Spanish class attended the 6 enrollment seminars (23 freshmen, 17 sophomores, 7 juniors and 1 senior).
28 students finished all the requirements, and had a full letter upgrade at the end of the semester.
5 students attained a partial upgrade.
The independent students worked mostly with Puentes student organization.

- Community sites
  GW Impacto students worked in 6 sites
  - Bruce Monroe Bilingual Elementary School (tutoring)
  - César Chávez High School (tutoring)
  - Latino Student Fund (family support and tutoring)
  - School Without Walls (tutoring)
  - Somos Familia (elderly support)
  - Thrive DC (homelessness)

- Spanish Instructors’ involvement
  Prof. Ulloa worked as Academic Service-Learning Advisor
  Prof. Rodman connected with the School Without Walls
  4 instructors attended some of the special events and the Symposium
  10 instructors had Impacto students in their classes

Special Events

- Enrollment Seminars
  6 were conducted during the first three weeks of classes.

- ASL Lunches
  Lunch hour reflections were held twice weekly after the first three weeks of classes.

- Somos Familia ~ We Are Family
  During the fall semester a special event was held at Kelsey Apartments in Columbia Heights with Mark Anderson, head of We Are Family, as presenter.
  In the spring semester a panel presentation shared a community building evening, with Mark Andersen, four Somos Familia seniors, two GW alumni and some members of the 3040 Spanish SL class. More than 40 students and instructors attended the evening program.

- GALA Hispanic Theater
  10 students, 2 instructors and 12 Somos Familia residents attended a theater Spanish presentation (Mario Vargas Llosa La Señorita de Tacna), and shared the evening together.

- Niños de la memoria ~ Children of Memory Documentary Project
  Kathryn Pyle, the documentary producer, spent the day at GW, presenting her work in the 3040 SL class, meeting Prof Martínez (Sociology) and presenting the documentary with Leonor Arteaga from Due Process of Law Foundation and GW Prof. Daniel Martínez. More than 30 students were present. The 3040 students translated the Documentary Guide into Spanish as a special project.

- Center for Civic Engagement Academic Service-Learning Symposium
30 GW Impacto students, together with some representatives from Span 3040 and Puentes GW attended and shared two panel presentations in Spanish during the Symposium. Four Somos Familia seniors were also present.

- **Vamos a GW ~ Come to College**
  Many GW Impacto and 3040 students finished the semester working side by side as volunteers with Puentes to help make possible a day at College for 60 Bruce Monroe third graders. The school principal and teachers were present and discussed further collaboration. CentroNía provided the food for the event.

**Testimonials**

Although most testimonials are written in blogs and shared in Spanish, one Spanish 1004 student stated thus in her course evaluation:

I started Spanish 1004 with apprehension despite having spent six years studying the language in middle school and high school. Profesora Perillán completely changed that and even inspired me to begin a Spanish Minor. From the very first day, she encouraged me to step out of my shell and to be more confident about my Spanish speaking and writing abilities. She also truly understood the balance between appraisal and constructive criticism, which I really appreciated as too much criticism can make me feel defeated while too much appraisal can make me become lazy. But perhaps the best thing about Prof Perillán’s teaching style was that her lessons extended way beyond the classroom. She encouraged me to volunteer in her community-serving program, OPERACION IMPACTO. The program placed me as a volunteer to work with first graders at Bruce Monroe Elementary School. This program provided me with the unique opportunity to practice my Spanish outside of the classroom, and in the process meet some incredible people and be a part of a rich, diverse community. My experiences at Bruce Monroe Elementary School (one of the Operación Impacto stations) sparked a stronger interest for the language as well as reinforced my decision to pursue a career in pediatrics, as a result of working directly with children. The evenings I spent with Operación Impacto students during seminars provided me with a lot of different perspectives about what it meant to be a part of the community. The lessons that I learned from Prof Perillán, both in and outside of the classroom, have made me realize that Spanish is more than just a language — it is a living culture, and being able to speak a different language is, at least for me, like having a different soul, or ‘alma.’ Prof Perillán is warm and kind and I feel that she truly cares for her students. I feel that she elevated my Spanish abilities by at least three levels, and I am truly indebted to her and cannot express my gratitude enough.

**And Beyond**

**Students’ involvement beyond SPAN 3040**

- **Conference Presentation**
  Tre Holloway (fall 2011), guided by Prof. Perillán has just completed an Independent Study, *The Empowering of Civic Engagement Through Language Learning*. His paper and
following research will be presented at the NSEE (National Society for Experiential Education) Annual Conference in Baltimore, MD, September 30, 2014, in a Poster Forum,

*Our project here is two-fold: (1) to chronicle the experiences of the Spanish Service-Learning students at the George Washington University, from the program’s inception in 2010, with a special eye to Puentes GW, a student organization born of this program; and (2) to describe said experiences empirically, developing a method for the description and assessment of these results in past semesters.*

Tre Holloway and Prof. Perillán are presently working together in this project.

* • **Puentes GW**
  Michael Mattarock and Michelle Marshall (spring 2011) founded Puentes GW student organization in 2012, Excellence Award 2013. Its five consecutive presidents, have all been SPAN 3040 SL students.

* • **Vamos a GW ~ Come to College**
  Puentes’ signature program, supported for three consecutive years by PSGC (Public Service Grant Commission) was born from a first proposal written by Tre Holloway, and later by Brennan Murray and Pegi Ylli (Span 3040, spring 2012) the following semester, when it was first awarded the grant as a ASL class initiative. Brennan Murray, with the help of other Puentes and 3040 students, as well as GW Impacto’s support this year, has taken the leadership to continue developing and expanding this wonderful program.

* • **Bruce Monroe Bilingual Elementary School**
  A partnership developed in the fall of 2012 by Puentes, and supported by SPAN 3040.

* • **Avance~Adelante**
  A Puentes program initiative, in conjunction with the GW Avance Center for the Advancement of Immigration/Refugee Health and LAYC (Latin American Youth Center) of Maryland. Puentes and 3040 students have been working in this site, tutoring newly arrived High School immigrants and developing the curriculum since this 2013 school year.

**SPAN 3040 Programs and Community sites**

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<th>Elderly support</th>
<th>Somos Familia ~ We Are Family (2008-14)</th>
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<tbody>
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<td>Family Support</td>
<td>The Family Place (2013)</td>
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<td>Homelessness</td>
<td>Thrive DC (2013-14)</td>
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<tr>
<td>LGBT</td>
<td>GW LGBT Safe Zone Allies (2012-2013)</td>
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<tr>
<td>Nutrition Program</td>
<td>CentroNía (2011-2014)</td>
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Programs

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<th>Programs</th>
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<tbody>
<tr>
<td>Bruce Monroe Elementary (2012-14)</td>
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<tr>
<td>César Chávez High School (2014)</td>
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<tr>
<td>School Without Walls (2013-14)</td>
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<tr>
<td>Little Friends for Peace (2013-14)</td>
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<td>826DC (2012-14)</td>
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<td>Higher Achievement Program (2011-12)</td>
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<td>Kid Power (2011-2013)</td>
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<tr>
<td>Higher Achievement Program (2011-12)</td>
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<tr>
<td>Kid Power (2011-2013)</td>
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</table>

Special Events and Presentations

- **América Solidaria** (2014) Sebastián Villarreal, executive director, and Zachary Feldman, student, class presentation.
- **Center for Civic Engagement Symposium** (2011-14) Every Spanish 3040 class has attended the Symposium and presented.
- **Class Visits** (2011-2013) Students have visited other Spanish classes sharing their experiences, commitment and enthusiasm.
- **GALA Hispanic Theater** (2012-14) A group of students and seniors attend theater presentations every semester.
- **Latin American Writers Series** (2013) Thomas Christensen presented his book *Landscape with Yellow Birds*, a translation of José Ángel Valente’s poetry (sponsored by the Spanish Embassy and Archipelago Books) in the 3040 class, open to the public.
- **DC Office of Latino Affairs** (2013) Class visit, follow-up with exchange programs.
- **Voces Vivas. Documentary Series** (2013). Four programs were presented: El Salvador, Niños de la memoria (Kathryn Pyle, Leonor Arteaga, Prof. Marroquín, GW) Chile, Machuca (Michelle Marshall and Prof. Brodsky, Georgetown) United States, Almas sin fronteras (Prof. Ballesteros, Granada, and Prof Britt, GW) LGBT: Zona Segura ~ Safe Zone (Timothy Kane, director of Inclusion Initiatives, and Brendan Buckland, Jeremy Rosenberg and Antonio Skilton, students.)

GW Impacto 3040 (Advanced Spanish S-L) has been the central piece of the Spanish Academic Service-Learning program, as well as the hub of new initiatives for seven consecutive semesters. Based in Prof. Perillán’s research of the ‘*ars poetica*’ throughout the Spanish speaking countries and beyond, *Poetica21, Word in Action ~ Poesía en Acción*, is a language learning and community building experience that fosters on-going commitment and new initiatives.
Overview of Program
Adopt-A-Family is a tradition at GW in which members of the GW community (students, faculty, staff, and alumni) provide holiday gifts for families in need in Washington, DC. Each individual adopted receives a minimum of 3 holiday gifts – a clothing item, an educational or household item, and a toy or “fun” gift. Donors spend approximately $60 ($20 per item) per person.

The families are identified by five of the Center’s community partner organizations. For the past several years, we have worked with Academy of Hope, Big Brothers Big Sisters, CentroNia, Latin American Youth Center (LAYC), and Transitional Housing Corporation (THC). The event is held each year on the first Tuesday and Wednesday of December. Donors drop off gifts on Tuesday and organizations pick-up gifts on Wednesday. Each organization hosts its own event(s) to distribute the gifts to families.

Staff Responsible
- Sara Gruppo, with Kelly Forde and Faith Fugar, undergraduate Event Program Assistants

Accomplishments
- Created a “GWU” email address for the program gwaaf@gwu.edu, along with a social media presence.
- In 2013, we received more than twice as many requests from organizations for families in need than we have in past years. This year we received requests for 1,275 people. We were able to fulfill 43% of the total requests (550/1275).
- A challenge this year was that the Thanksgiving holiday was later in November than usual which made donors fell rushed since the due date for gifts fell the week after Black Friday. Also, Adopt-A-Family usually sees a surge in donor sign up after Thanksgiving when people really start to focus on the winter holiday season and due to the calendar we did not see this take place.
- This year we added two gift pick-ups times at the Virginia campus in Ashburn.

<table>
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<tr>
<th>Total Number of Donors</th>
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<tbody>
<tr>
<td>Individual Donors</td>
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<tr>
<td>Group/Team Donors</td>
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<td>Number of Adopted Families</td>
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<td>Number of Individuals</td>
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<td>Approximate Number of Gifts</td>
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<td>Approximate Value of Gifts</td>
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GW Alternative Breaks

**Overview of program:** The GW Alternative Breaks program is composed of week-long service trips across the United States and Latin America. The student-led Executive Board and trip leaders encourage learning and reflection before and after the trips.

**Core Values:**
- Service
- Diversity
- Drug and Alcohol-Free
- Advocacy
- Leadership
- Community
- Civic Engagement
- Life-Long Learning

**Goals:** GW Alternative Breaks’ mission is to empower students, staff and faculty to understand their role in local and global communities through service-learning trips across many issue areas. Our goal is to foster personal reflection, social awareness and active citizenship among the GW community.

**Center staff responsible/others responsible:** Sara Gruppo, Joan Mitchell, Tim Savoy

**Student Executive Board:**
- Executive Chairs: Sarah Carson & Becca Rich
- Operations Chair: Michael Cuttler
- Financial Chairs: Siddhi Salvi & Kelly Emerson
- Public Relations and Communications Chairs: Audrey Alexander & Avra Bossov
- Fundraising and Development Chairs: Patrick Cero & Rauvin Johl
- Leadership Development Chair: Alex Immekus
- Center for Civic Engagement and Public Service Program Advisor: Sara Gruppo
- Center for Student Engagement Program Advisor: Jeff Llewellyn
### Winter Trips:

<table>
<thead>
<tr>
<th>Service Trip &amp; Location</th>
<th>Issue Area Focus</th>
<th>Number of Student Participants</th>
<th>Number of Student Leaders</th>
<th>Number of Learning Partners (Faculty/Staff)</th>
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<tbody>
<tr>
<td>Long Way Home, San Juan Comalapa, Guatemala</td>
<td>Education and Construction</td>
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<td>Bresee Foundation; HomeBoy Industries, Los Angeles, CA</td>
<td>At-Risk Youth</td>
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<td>Waves of Hope, El Manzano Uno, Nicaragua</td>
<td>Community Empowerment</td>
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<td>Rebuilding Together; KIPP Schools, New Orleans, LA</td>
<td>Reconstruction</td>
<td>49</td>
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<td>3</td>
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<td>Plenitud Initiatives, Las Marias, Puerto Rico</td>
<td>Natural Building &amp; Organic Farming</td>
<td>20</td>
<td>4</td>
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<td>Green Communities, Los Santos, Costa Rica</td>
<td>Community Health</td>
<td>10</td>
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### Spring Trips:

<table>
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<th>Service Trip &amp; Location</th>
<th>Issue Area Focus</th>
<th>Number of Student Participants</th>
<th>Number of Student Leaders</th>
<th>Number of Learning Partners (Faculty/Staff)</th>
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<td>Disaster Recovery</td>
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<td>Christian Outreach</td>
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<td>Organization</td>
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<td>Hours 10</td>
<td>Hours 2</td>
<td>Hours 1</td>
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<td>----------------------------------------------------------------------------</td>
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<td>for Appalachian People, Appalachia (Harlan County Kentucky)</td>
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<tr>
<td>Early Childhood Head Start, Cherokee Nation (Tahlequah, Oklahoma)</td>
<td>Native American Cultural Issues &amp; Education</td>
<td>10</td>
<td>2</td>
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<td>Women’s Health, Washington, D.C.</td>
<td>Women’s Rights</td>
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<td>The AmeriCorps Urban Safety Project, Detroit, Michigan</td>
<td>Urban Restoration &amp; Community Empowerment</td>
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<td>Geechee Sea Island Coalition, Gullah Nation, South Carolina</td>
<td>Historic Preservation/Cultural Awareness &amp; Sustainability</td>
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<td>Coalition of Immokalee Workers, Immokalee, Florida</td>
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<td>Greentown, Joplin, Missouri</td>
<td>Sustainability and Reconstruction</td>
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<td>Habitat for Humanity, New Orleans, Louisiana</td>
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<td>LGBT Youth Empowerment, New York City, New York</td>
<td>LGBTQ Youth Empowerment</td>
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<td>Tandana Foundation, Otavalo, Educator</td>
<td>Poverty and Education</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
6 Alternative Winter Break Trips
  - 3 Domestic Trips (New Orleans, Los Angeles, Puerto Rico)
  - 3 International Trips (Guatemala, Nicaragua, Costa Rica)
- 150 Total Individuals Participating in Winter Break Trips
  - 120 Student Participants
  - 18 Student Leaders
  - 12 Faculty/Staff Learning Partners

11 Alternative Spring Break Trips
  - 10 Domestic Trips (Alabama, Appalachia, Cherokee Nation, Washington, D.C., Detroit, Florida, Gullah Nation, Joplin, New Orleans, and New York City)
  - 1 International Trip (Ecuador)
- 223 Total Individuals Participating in Spring Break Trips
  - 182 Student Participants
  - 26 Student Leaders
  - 15 Faculty/Staff Learning Partners

Impact:
- 6,000 hours of service completed during Alternative Winter Break Trips
- 8,800 hours of service completed during Alternative Spring Break Trips

Activities summary (trainings, events, meetings):

- Executive Board meetings
  - The Executive Board held a one-hour meeting each week to discuss the program as a whole, move forward with its goals, and decide what needed to be done for the week.

- All-leader meetings
  - The Executive Board led all-leader meetings every other week to inform leaders of their tasks for the coming weeks, creating an environment for leaders to discuss their difficulties and achievements.

- Co-Executive Chair meetings
  - The Co-Executive Chairs met with Sara Gruppo once a week to address any concerns and discuss the program’s progress.

- All-leader training: September 28-29th
  - The Executive Board led the two-day training to introduce leaders to financial policies, improve leadership qualities, and encourage the leaders to get to know each other. The second day of training was held at Dumbarton Oaks Park, where leaders and the Executive Board served together, followed by a reflection on the day and on the job of an Alternative Breaks leader.
Fundraisers
  
  Both trip-specific and program-wide fundraisers were held throughout the year, including the Alt Breaks Ball in the City View Room on December 7th that raised over $8,000 for the winter and spring trips.

Reunions/Celebrations
  
  A winter trips reunion was held on February 3rd to allow participants and leaders to share their experiences and learn about other service opportunities in the Washington D.C. area. An all-trips celebration was held on April 29th, in which participants and leaders shared stories, pictures, and reflections from each of the 17 trips.

Testimonials/Quotes/Photos:

“To think that the participants who couldn’t stand being dirty after a day helping teachers at a school, would be begging in those last 15 minutes of service on Friday to dig one more shovel full, to hammer one more nail, or to make one last cut on a piece lumber moves a person. I have been on the spring Alternative Break Trip to New Orleans three times now. Never have I been happier to call myself a Colonial and a student of George Washington University, never will I forget a city of such resilience, and never will I forget all 57 students, leaders, and friends who made my last spring break at the university so special.”
~Mark Arnoldy, Class of 2014

“Our last night, we had dinner with our host mom and her friend. Our host mom has had a relationship with the GW group for about six years, and works at Head Start, so she’s comfortable with our group and our program. Her friend, however, lives in rural Oklahoma and admitted he was stepping outside his comfort zone by hanging out with us. We all ate dinner and sang songs around a bonfire by our cabin. Our host mom’s friend didn’t know any of the popular music we sang, and we didn’t know any of the bluegrass and country he sang. They shared stories about guns, horses, and moonshine, and we shared stories about the city. They stayed late, and we asked if they would mind if we did reflection with them around the bonfire. They ended up participating in our reflection and really opening up to our group. Despite our differences and initial discomfort, we had a ton of fun, and of everything I’ve experienced the two years I’ve gone to Oklahoma, it was the best, most heartwarming experience of cultural exchange I’ve been a part of.”
~Sarah Costello, Class of 2015
DC Reads

Overview of program:

The GW DC Reads program provides quality tutoring for elementary school children whose reading and math skills are below grade level by partnering with DC Public Schools and community-based organizations to support literacy in Washington, DC.

Goals:

- Improve children’s academic development and performance specifically in math and reading
- Partner with community organizations that have common goals and whose focus is on the K-8 population
- Support in-class instruction in DC Public Schools

Center Staff Responsible: Emily Penprase, Coordinator of Community Service
LucyRose Moller, Community Liaison AmeriCorps VISTA, DC Reads

Who/how many participated:

GW Student Tutors: 255
Community Partners: 8

The AnBryce Foundation
CentroNia
For Love of Children
School without Walls at Francis Stevens
Higher Achievement Program
Thomson Elementary
Turning the Page
Reading Partners

Activities summary (trainings, events, meetings):

Our DC Reads tutors served 19,128.25 hours during the 2013-2014 academic year, an average of 75.01 hours per tutor

- 4 returning tutor Fall Orientation sessions
- 4 new tutor Fall Orientation sessions
• 65 one-on-one Spring Orientation sessions
• Bi-weekly Team Leader meeting led by DC Reads staff
• American Teacher Documentary
  o Chronicling the stories of four teachers in different areas of the country, American Teacher reveals the frustrating realities of today’s teachers, the difficulty of attracting talented new educators, and why so many of our best teachers leave the profession altogether. Post movie, DC Reads staff and Team Leaders led a reflection on public schools; discussion on teaching careers
• DC Reads and engageDC Networking event
  o Teambuilding and service reflection
• Team Leader Meet & Greet
  o Opportunity for new team leaders to mingle with returning team leaders for the 2014-15 academic year
  o Briefly discussed communication expectations leading into next year
• Young Professionals Panel on Non-Profits and Career Development
  o Career development; networking; educational
• Community Partner Town Hall
  o DC Reads participants met with their community partner representatives and reviewed the challenges and successes of the past year
  o Developed strategies and suggestions to improve communication among site contacts, team leaders and tutors for the future
  o Thanked each community partner for their dedication to the program

Testimonials/Quotes/Photos

DC Reads Tutee: “I can’t wait for the next community night, I just love learning, thank you.”
- 1st grader at MLK with Turning the Page

DC Reads Tutor: “This experience has arguably been the most impactful and important one I’ve had at GW. DC Reads inspired me to work towards having my own after-school non-profit program that uses arts and project-based learning to develop leaders and thinkers.”
- GW student, Class of 2016

DC Reads Community Partner: “DC Reads tutors are the glue that keeps everything together. They bring new energy to youth development that is impressive and over the past three years we have seen great leaders emerge from the program.”
- Higher Achievement Program
DC Reads Community Partner: “We value your [DC Reads Tutors] consistent responsibility and willingness to support our programs both at Community Nights and during the planning process.”

- Turning the Page
engageDC

Program Overview:

engageDC is a structured, year-long service leadership program, in which students are assigned to one of ten selected community partners and participate in direct or indirect service for the duration of the academic year. Each community partner is assigned one engageDC Leader, a GW student employee responsible for liaising between the community partner and the Center for Civic Engagement and Public Service at GW. A cohort of ten engageDC participants are selected, trained and paired with community partners for the full academic year. engageDC Leaders complete tasks and service projects and coordinate student volunteers as designated by their community partner in order to meet partner and community needs.

engageDC participants and Leaders learn more about various social issues affecting our urban environments and develop new skills through the integration of educational leadership workshops, trainings, and reflection activities designed to enhance the service experience.

The engageDC participants have a positive impact on the lives of others and meet local community needs by serving 3-6 hours a week with a community partner organization, gain new perspectives and experiences that will strengthen their personal and professional career aspirations, and build a network of service colleagues at GW and beyond campus committed to social justice and community engagement.

The program is provides GW student participants with a variety of enrichment activities including: volunteer reflections, leadership experiences, professional development workshops, and educational events. engageDC program staff collaborate with community partners to facilitate these student opportunities. These enrichment activities complement students’ service experiences by helping the students to better connect what they are learning in and outside of the classroom, and by reinforcing the importance of applying their skills in ways that enhance the communities in which they live.

Goals:

GW is part of a vibrant diverse community in the metropolitan DC region and the Center for Civic Engagement highly values its community partnerships with local non-profit organizations, schools and government agencies as co-educators and agents of social change. The Center strives to meet local needs through community collaboration and cooperation. engageDC participants:
• Positively impact the lives of others and meet local community needs by serving 3-6 hours a week with a community partner organization
• Gain new perspectives and experiences that will strengthen their personal and professional career aspirations
• Build a network of service colleagues at GW and beyond campus committed to social justice and community engagement.

Community partners:

The engageDC staff members asked community partners in a survey at the end of May 2014, “To what extent has engageDC made an impact on your organization this year?”

• “engageDC participants in our cohort supported healthy play for nearly 2000 DC students. Our office participants were instrumental in helping us stay on track with our volunteer database management and other projects.”
• “All the engageDC participants were amazing. Not only did they provide important direct service support, most importantly they played integral roles behind-the-scenes, performing indirect service work such as helping with fund raisers, in communications and reworking various manuals, etc.”
• “engageDC understands who we are and our culture and provided us with volunteers that fit well with our organization/environment.”
• “engageDC Participants provided assistance to our vendors as they visited Street Sense’s offices, helping us meet and maintain our goal of providing a friendly and accommodating atmosphere. By being able to address basic vendor needs, engageDC participants enabled paid staff and interns to focus on larger projects. Participants also assisted staff with various projects throughout the year, ranging from newspaper editing, program development, database development, and creating promotional material.”
• “We’ve had a great cohort this year who’ve contributed to critical areas of our mission that our staff would not otherwise have been able to fully address including our Art by Life Pieces program; updating our Salesforce which is vital to our communication, fundraising and outreach; Finance Management (coding and quick books), preparation for our annual fundraising breakfast, supporting our classrooms and more”
• “We’ve had some solid and capable engageDC participants this year who were able to help with day to day, as well as larger research projects that may not have been taken care of yet without their support. For example, creating a mapping list for our Board of Directors and Young Women’s Leadership Council, sorting and identifying
achievable items, Adult Literacy programs research and data analysis, sponsor and volunteer outreach research.”

- “I can genuinely say that without the support we received from the engageDC participants, much of my work wouldn't have gotten done. It has been great to make such allies of GW students. They want to experience work in the non-profit sector and we critically need their help. It's such a win/win. Love you guys!”

The engageDC staff members asked community partners in a survey at the end of May 2014, to “Please describe your engageDC experience in 3 words.”

- Positive, Useful, Solid
- Fun, Life-saving, Pilot
- Wonderful, Impactful, Helpful
- Dependable, Versatile, Developing
- Helping Create Change
- Effective, Catalyst, Supported
- Positive, Useful, Solid

Number of engageDC Leaders: 9

Number of engageDC Participants: 73

engageDC Community Partners:

826DC  
Campus Kitchen  
CentroNia  
Life Pieces to Masterpieces  
Little Friends for Peace  
Playworks  
Street Sense  
Thrive DC  
YWCA
Participant and Leader Workshops for 2013-2014

Program Workshops: Fall Semester 2013

Meet & Greet (held twice)
  Wednesday October 2 and Friday October 3
  Networking Event and Program Introduction

Let’s Break the Ice
  Monday October 14th
  Team Building and Reflection

American Teacher Documentary
  Wednesday October 16th
  Education on education; reflection on public schools; discussion on teaching career

Partner Discussion: Brown Bag with Thrive DC
  Thursday October 17th
  Discussion on homelessness with community partner; reflection on DC community

Halloween Trick or Charity Event
  Wednesday October 23rd
  Continue discussion on homelessness
  Team building and reflection

Hot Chocolate with Cover Letters and Career Development
  Monday December 2nd
  Resume and interview skills; reflection on service; career development
  Partnered with Career Center

Winter Reflection and Award Ceremony
  Tuesday December 3rd
  Semester reflection and acknowledgment of exceptional service

*Fewer workshops in November due to Hunger and Homelessness Awareness Week, large community partner special events, and other Center for Civic Engagement and Public Service events
Program Workshops: Spring Semester 2014

Welcome Back Brunch
   Sunday January 26th
   Team Building and Program Introduction

Networking Mingle with GW DC Reads
   Saturday February 8th
   Networking Event and Reflection

March Motivational Madness
   Canceled due to snow day but activities took place at cohort meetings
   Monday March 3rd
   Goal setting; reflection; professional development (including communication
   skills); educational (including grant information); team building

Young Professionals Panel on Non-Profits and Career Development
   Wednesday, March 19th
   Career development; networking; educational

Career Development Workshop (held twice)
   Wednesday April 2 and Thursday April 3rd
   Resume and interview skills; reflection on service; career development
   Partnered with GW Center for Career Services and the Academic Service Learning
   program in the Center for Civic Engagement and Public Service

Trainings for Participants and Leaders: Spring Semester 2014

Each participant orientation included:
   • Overview of community partner organization, engageDC, and the Center for Civic
     Engagement and Public Service
   • Discussion on the definition of service leadership
   • Outlined expectations, role and responsibility of participants
   • Question and answer

26 Orientation sessions provided to engageDC participants the Spring of 2014
   o 6 YWCA Orientations
   o 3 826DC Orientations
   o 2 Thrive DC Orientations
- 4 CentroNia Orientations
- 3 Little Friends for Peace Orientations
- 3 Life Pieces to Masterpieces Orientations
- 3 Playworks Orientations
- 3 Street Sense Orientations
- 1 Campus Kitchen Orientation

10 Leader trainings provided by engageDC program staff in the Spring of 2014

Planning and Effective Management: Part 1
Sunday, January 26th
Planning for the semester; team building exercises; management strategies

Planning and Effective Management: Part 2
Wednesday, February 5th
Cohort meeting planning; on-boarding new participants; partnership development

Communication Skill Development
Wednesday, February 12th
Communication skills activity, discussion on best practices, reflection on participants and community partner communication, goal setting for how to improve

Data Collection and Capacity Building
Wednesday, February 19th
Capacity building discussion, brainstorm session for capacity building positions for leadership team, data collection discussion (the importance of data collection and how can we improve), NobleHour and Weekly Service Reports

Professional Skill Development
Wednesday, February 26th
Time management tips and activity, article reviews, best leadership skills reflection, leadership skills rate yourself activity, my average work week activity, top job skills group activity, discussion and reflection

Team Building and Group Reflection
Wednesday, March 5th
Student run ice breakers and cohort team building discussion; sense of community reflection; activities
One-On-One: Professional Skills Development
  Week of March 16th
  Meetings with leaders to reflect on their skills; evaluation; career discussion; personal growth; planning and goal setting

Event Planning and Facilitating Meetings
  Wednesday, March 26th
  Event planning activity; discussion on best practices; How To: Facilitating and planning professional meetings; activities

One-On-One: Developing Your Position
  Week of March 30th
  Meeting with leaders to develop skills for their capacity building position; career discussion and personal growth conversation; brainstorming session

Program Development and Capacity Building
  Wednesday, April 9th
  Creating structure conversation; problem solving activity; reflection; best practices conversation; capacity building position development activity; brainstorming
Freshman Day of Service and Convocation

Center staff responsible/others responsible: Sara Gruppo with Michael Cuttler, Student Coordinator, all hands

University-wide Committee, including:

- Angela Olson: Media Relations
- Bev Westerman: School of Public Health & Health Services
- Cattleya Wongkongkatap: University Events
- Chrissy Batterson: Hallmark Programs
- David Heffer: University Police
- Hallie Nix: Emergency Management
- Helen Cannaday Saulny: Diversity & Inclusion
- Jason Lifton: representing the Sr. Assoc. Dean for Military and Veterans Initiatives
- Jeff Llewellyn: Center for Student Engagement
- Jin Chon: External Relations
- Kat Bugg: University Events
- Kelly Leon: Office of the President
- Lauren Kaczmar: Columbian College of Arts and Sciences
- Lesley Grier: Creative Services
- Michael Aresco: Athletics
- Mirasol Espanola: School of Business
- Monica McGhee: Office of the Provost
- Peter Konwerski: Dean of Students
- Renee McPhatter: Government Relations
- Shannon Ross: Office of Sustainability
- Tara Pereira: Diversity & Inclusion
- Ted Costigan: Athletics
- Tim Savoy: Presidential Administrative Fellow (Center for Civic Engagement & Public Service)
- Timothy Kane: Multicultural Student Services Center

Program Goals & Outcomes:
Continuing the legacy of the first annual Freshman Day of Service and First Lady Michelle Obama’s challenge for the university to serve, the Fifth Annual Freshman Day of Service and Convocation inspired students not only to serve for a day in the DC community but throughout their careers at GW. Trustee Rosalyn Brock inspired the audience to *Fulfill the Dream of Democracy* by continuing to serve and build community. In her speech at Convocation, Wendy Spencer, CEO of the Corporation of National and Community Service,
asked students to pledge to serve not only for a few hours but during their entire lives. In evaluations, 92% of students indicated that they were interested in serving in other service projects.

In total, 2,331 students provided 8,158 hours of service to the community. Students served at more than 40 sites throughout the DC region to make a difference in education, veterans, environmental stewardship, food insecurity, and disaster preparedness.

As a result of Freshman Day of Service:

- 119 rooms were painted
- 20 tables and benches were restored
- 73 rooms were cleaned
- 45,650 square feet of land was landscaped, raked, and/or mulched
- 20 acres of invasive species were removed
- 2,100 books were labeled
- 100 pieces of furniture were moved
- 150 literacy kits were created
- 75 people received CPR and bystander training
- 7,450 minutes were spent serving veterans
- 250 paper Lincoln hats were made for educational purposes
- 200 trees were planted

All community partners reported that GW students had a positive impact on their organization’s efforts to meet community needs. As a further sign of their satisfaction all indicated they were interested in participating again in the Freshman Day of Service as well as looking at other partnership opportunities with GW. The quotes below from community partners highlight the exemplary service students performed in the community:

“The GW students were not only energetic and motivated, but genuinely interested in learning about our organization and the work we do. We sincerely hope that this group and other GW students volunteer with us and stay involved with our work going forward.”

“What your students do in a few hours would take us a few months. They are always willing, prepared, and excited about serving. THANK YOU!”

“We love having such a great relationship with GWU, and are honored to be included in this event each year. The students are always a true pleasure to work with, and I hope they will choose to volunteer with us on their own.”
“The students were first and foremost punctual. They were eager to begin their service projects and volunteered readily as the projects were assigned. Throughout the day, they made every attempt to complete their assigned task and remained positive throughout the experience.”

“Our residents LOVE the GWU students! Thank you.”

Evaluations from freshmen revealed students felt they made an impact with their service and were inspired to serve again.

- 72% of students felt they made a positive contribution in the community during the Freshman Day of Service
- 91% of students believe community service and involvement in the DC community is an important part of being a student at GW.
- 75% of students were motivated by the Freshman Day of Service to continue to serve the community as a student at GW.

Many of the comments from freshmen indicated their desire to serve longer than a few hours and the desire to get other students involved in serving with them.

“I think this is such a great experience and I feel bad for the people that missed out. I think it made my life richer and I know we helped make many other lives richer. I wish it was something we could do every year!”

“It was a great experience and something I hope GW continues to do in the future. Really gives kids an ownership of their new community.”

“I’m so glad that I chose a school which values community service so highly. I’m proud to be a member of this community and know that after my four years here, I won’t have a problem joining the ‘real world’ because I’m already in it.”

"The low of my day was leaving because we were just getting started!"

Overall the Freshman Day of Service not only made an impact in the community but provided a critical on-ramp to freshmen for a college career of service. The real impact goes beyond the walls painted, the trash collected, and the people served. Students will go forward from the day of service with a commitment to become active citizens in their community and become important representatives of GW’s commitment to be a part of the DC community. We will continue to see the impact of our students as they keep their pledge to service and strive together to fulfill the dream of democracy.
Martin Luther King, Jr. Day of Service 2014

Center staff responsible/others responsible: Alexandria Poitier & Michelle Ryngel, undergraduate Event Program Assistants; Joan Mitchell, Business Manager; Sara Gruppo, Director

Program Goals & Outcomes:
In 2014, the MLK Day of Service event was held on Monday, January 20th (the national holiday) making it truly “a day on, not a day off” for participants. Because of the recent passing of Nelson Mandela, the event honored Mandela in addition to Dr. King, and explored the connections and contrasts between the South African and US struggles for civil rights. An effort was placed on increasing the capacity of this single day of service following the record breaking level of engagement in 2013 when we hosted two service events because of the Presidential Inaugural activities that were taking place in DC.

A committee was established to assist with ensuring support and buy-in from across the institution. Representatives are listed below:

University Planning Committee

George Rice, Multicultural Student Services Center
Danica Brown/Kyle Hanna, Black Student Union (student representatives)
Helen Cannaday Saulny (or delegate), Office of Diversity and Inclusion
Richard Golden, University Events
Richard Livingston, Community Relations
Anne Moore, Administration and Hallmark Programs

The event began with check-in for participants in the Continental Ballroom and an Opening Program in the Grand Ballroom of the Marvin Center.

Speakers included:
President Steven Knapp
Keynote: Professor Fran Buntman, Sociology
Vice Provost for Diversity and Inclusion Terri Harris Reed
Executive Director Center for Civic Engagement and Public Service Amy Cohen
Director Multicultural Student Services Center Michael Tapscott

Performances by: GW Vibes and GW Voice Gospel Choir
Following the program, participants served throughout the DC-area or on-campus projects in the Marvin Center.

**Off-Campus Partners:**
A Wider Circle  
Points of Light  
Hyattsville Middle School  
Mazique – 13th Street  
Mazique – Reeves;  
Mazique – Wardman Court  
Little Friends for Peace  
Knollwood Army Retirement Home  
Tyler Elementary  
Capitol Hill Campus – Center City Charter School  
Meridian International Center

**On-Campus Projects:**
EMeRG CPR & AED Training  
Operation Gratitude Letter Writing  
Jumpstart Resource Creation  
Prayer Flag Interfaith Reflection

**Special Guests/Notable Attendees:** White House Mentee Program (First Lady’s Office) and Senior Leadership of the Peace Corps attended the Little Friends of Peace project – both visits were coordinated with the Corporation for National and Community Service (CNCS). President Knapp attended the Points of Light Project where he delivered brief remarks, other notable attendees included: White House Chief of Staff Denis McDonough and United States Trade Representative Michael Froman.

**Media Coverage for the Event:**
GW Today, “For GW, a Day of Service” [http://gwtoday.gwu.edu/gw-day-service](http://gwtoday.gwu.edu/gw-day-service)  
GW Today, “GW Prepares for Annual MLK Day of Service” [http://gwtoday.gwu.edu/gw-prepares-annual-mlk-day-service](http://gwtoday.gwu.edu/gw-prepares-annual-mlk-day-service)

<table>
<thead>
<tr>
<th>Total Number of Participants for Event (includes student leaders and site captains)</th>
<th>Total Number of Logistical Event Volunteers (includes staff and students)</th>
<th>Total Number of Hours of Service (participants averaged 4 hours; logistical volunteers averaged 3 hours)</th>
<th>Economic Impact (based on independent sector value of volunteer hour in DC, $34.04)</th>
</tr>
</thead>
<tbody>
<tr>
<td>614</td>
<td>31</td>
<td>2,549</td>
<td>$86,767.96</td>
</tr>
</tbody>
</table>
GW Responds

Center staff responsible/others responsible: Tim Savoy, PAF with Kelsey Siwek, Undergraduate Assistant

Program Overview and Goals:

In October 2012, GW had hardly returned to normal operations when a group of students and staff members gathered in a conference room to discuss how they were going to help the communities in greatest need following the super storm Hurricane Sandy devastating the east coast. A core steering committee of about 20 initially focused on four main activities in an effort to respond effectively: (1) blood drives, (2) fundraising, (3) food and supply drives, and (4) direct service trips to the areas most impacted. This project quickly evolved from a one-time initiative into a program focused on disaster preparedness, disaster relief training, and education among members of the GW community.

GW Responds recognized that it was essential for GW to create and maintain student capacity to respond to disasters on an on-going basis. In 2013-14, through collaboration with the American Red Cross, GW Responds established a Disaster Action Team (DAT). DAT volunteers are trained to act as client casework first responders to disasters in the Washington, DC area. This allows members of the GW community to make an immediate impact in DC after a local disaster, such as a fire or a weather-related disaster. The training provided by the American Red Cross equips the GW Corps team to react in the event of a disaster and, GW members of the DAT gain a greater understanding of the micro and macro effects of disasters on the communities.

The members of the inaugural GW Corps team, comprised of undergraduate and graduate students and staff members, joined together with the DC-wide DAT. DAT volunteers commit to two twelve-hour on-call shifts a month. If called, DAT volunteers respond and provide emergency assistance and comfort after disaster often arranging for temporary shelter and assist clients with emergency supplies of food, clothing and other immediate needs like prescription medications. DAT volunteers also staff emergency shelters and assist with large scale feeding needs after disaster.

Total Number of Participants: 45

Estimated Number of Individuals Served: 100

75 disaster response calls responded to by GW Responds volunteers
GWupstart Innovation Lab+Prize

Center staff responsible: Melanie Fedri, Coordinator for Social Entrepreneurship

Overview of program:
GWupstart is GW’s central hub for social entrepreneurship training, networking, mentoring, and funding. Based in the Center for Civic Engagement and Public Service, it builds on GW’s strength as an institution that fosters the next generation of citizen leaders. It brings together students’ passion to make a difference in the world and the tools of business. This melding ensures that efforts are designed to address real needs in an organizationally and financially sustainable way.

In 2013-14, Gwupstart comprised the Gwupstart Workshop Series, the Gwupstart Social Venture Track of the GW Business Plan Competition (BPC), and the Clinton Global Initiative University One-on-One Mentoring Program. It also began to collaborate with preexisting social entrepreneurial programs in the Center; namely, the Knapp Fellowship for Entrepreneurial Service-Learning and the Public Service Grant Commission (see separate reports by Maurice Smith and Charles Basden, respectively). This collaboration helped Center staff guide students to the best-fitting social entrepreneurial opportunities, and began to create synergies among the programs that led to higher quality student submissions and more tailored Center support.

Social entrepreneurship stands at the intersection of citizenship and entrepreneurialism, two spheres in which GW continues to rapidly grow its reputation and student impact. The GW Business Plan Competition awarded $101,000 in cash prizes to student entrepreneurs, of which $15,000 came from Gwupstart for social ventures.

Goals:
The goals of GWupstart’s 2013-14 programming were to (1) accelerate the growth of students’ knowledge and skills they need to transform their ideas into effective action; (2) provide students with tailored mentorship to bring initial ideas from first spark to refined proposals for the GWupstart Social Venture Track of the BPC and the Clinton Global Initiative University (CGI U); and (3) begin tracking the increase in quality of social entrepreneurial initiatives proposed and executed by students.

Who/how many participated:
Students
In 2013-14, the Coordinator held 76 meetings with students; each meeting included one to five students. The closely situated deadlines for CGI U and the BPC explain the spikes in November and January (see Figure 1). Preparation for the BPC finals explain the spike in individualized student meetings in April.

97 students signed up for the GWupstart Workshop Series; attendance varied between 12 and 38 each week over the seven weeks that the workshops were offered. Undergraduates, graduate students, and GW alumni attended. The attendees were somewhat more likely to be undergraduates, with a 60/40 split between undergrads and grads.

![Student meetings](image)

FIG 1.—Student individual or team meetings with the Coordinator for Social Entrepreneurship

**Faculty**

Over the course of the academic year, Gwupstart directly engaged eight faculty members in one-on-one meetings to build relationships and support for Gwupstart’s programming. The Coordinator presented at four faculty members’ classes and guest-taught two full class periods for two different courses.

**Partners**

Over the course of the academic year, Gwupstart engaged with six GW partners (e.g., Entrepreneurship, Sustainability, School of Business, Planet Forward), and seven external
partners (i.e., AARP, AshokaU, Ashoka Youth Venture, The White House, Skoll Foundation, Mentor Capital Network, Compass Partners.)

Impact:
The *GWupstart Prize Track* of the GW Business Plan Competition awarded $7,500 for Best Nonprofit Social Venture and $7,500 for Best For-Profit Social Venture. This year’s nonprofit winner was Common Sense Action (CSA), a grassroots, bipartisan organization building a movement of Millennial voters to bring a new generation to the policymaking table. CSA also won the $3,000 Audience Choice Award. The for-profit winner was Pedal Forward, a company that creates sustainable solutions to ill-health and poverty through the manufacture, sale, and use of bamboo bicycles in the US and Malawi. Pedal Forward also won the $5,000 Sustainable Technology Award.

Social venture teams were well represented throughout the competition; about a third of all applicants, semi-finalists, and finalists were social venture teams. Semifinalists worked in areas as diverse as gaming for international development, disaster housing, nonprofit fundraising, and peace reconciliation through dance.

**TABLE 1.**—*GWupstart Prize Track Participants*

<table>
<thead>
<tr>
<th></th>
<th>Entrants</th>
<th>Semi-Finalists</th>
<th>Finalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Profit Teams</td>
<td>16</td>
<td>5*</td>
<td>2</td>
</tr>
<tr>
<td>For Profit Teams</td>
<td>20</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Share of Teams</td>
<td>36 of 113</td>
<td>14 of 40</td>
<td>4 of 10</td>
</tr>
<tr>
<td>Percent of Teams</td>
<td>32%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Note. *The original accepted numbers of semi-finalists were 6 non-profits and 8 for profits. Since teams are encouraged to evolve their model over the course of the competition, one team (Koti) changed to a for profit model.*

The quality and number of GW students applying for, being accepted as commitment makers, and attending the *Clinton Global Initiative University* gathering increased in 2013-14. 64% of student applicants were accepted, as compared to 38% the previous year. This indicated an increase in quality of the applications, explained by the Workshop Series and one-on-one mentorship. Three-fourths of accepted commitment makers attended the gathering, compared to just a third in the previous year. The increase is explained by GWupstart’s programming and mentoring, and also the travel grants that students successfully petitioned from the Student Association.
TABLE 2.—Clinton Global Initiative University Applicants and Commitment Makers

<table>
<thead>
<tr>
<th></th>
<th>Applied</th>
<th>Accepted</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>* GW hosted CGI U, so numbers are not reported for this year, per CGI U instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>21</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>33</td>
<td>21</td>
<td>15</td>
</tr>
</tbody>
</table>

Activities summary (trainings, events, meetings):

GWupstart Workshop Series: Twice a week for seven weeks, the Coordinator taught seven brand-new workshops tailored to students interested in social entrepreneurship, to prepare them to enter the BPC or apply to CGI U. The workshops integrated the curricular materials of the Transformative Action Institute, in which the Coordinator had received training June 2013. These materials have been used by more than 40 higher education institutions, including GW peer institutions. The workshops covered:

- Defining your vision for a better world
- Pinpointing your unique solution to a social problem
- Getting everyone on board with your plan for change
- Delivering your solution and estimating its costs
- Building your team and key relationships
- Projecting your social impact, and your financials
- Writing and pitching your world-changing venture

Lean Startup Workshop Series: The Coordinator co-taught with Jim Chung, Executive Director of the Office of Entrepreneurship, 10 unique workshops on the lean startup methodology and business model canvas tool. The workshop series ran mid-September through late November. An average of 15-20 students attended each week. The workshops taught an approach to venture concept validation and gave students tools to evaluate their ideas for entering the business plan competition.

Events or event features organized by GWupstart:

Student Social Entrepreneurship Panel, Academic Service-Learning Symposium (November)
CGI U Info Sessions (November)
CGI U DC-Area Student Commitment Makers’ Meet Up (March)
PitchFest Showcase of GW Students’ Social Entrepreneurial Projects (April)
Social Entrepreneurship Showcase, Academic Service-Learning Symposium (April)
Events for which GWupstart provided intensive mentorship:
Pitch George (November)
CGI U (March)
GW Business Plan Competition Finals (April)
TCU Values and Ventures International Competition (April)

Professional development and network events:
Lean Impact Summit, New York, NY (December)
AshokaU Exchange, Providence, RI (February)
CGI U, Tempe, AZ (March)
DC Sustainability and Social Enterprise Summit, UDC (April)

Testimonials/Quotes/Photos:
GenerationA Records, Social Venture Finalist Team Member Max Grossman:
Q. How did competing in the GW Business Plan Competition all the way through the finals affect GenerationA?
A. The Business Plan Competition was an incubator for my team. It forced us to write our business plan, pitch our idea, ‘get out the office,’ and ask people what they thought. It provided us mentorship and, most importantly, allowed us to fail as a venture—we did not win the competition. Failure is essential to success, and has hardened us to pursue our vision.

Q. Who are some mentors who have provided insights for GenerationA?
Melanie Fedri, the Coordinator of GWupstart, has been an unbelievable resource for GenerationA. She’s honest, knowledgeable, and always seems to have the right critique or suggestion on how to address issues GenerationA has faced.

Q. If a GW student was on the fence about turning their ideas into action through social entrepreneurship, what would you say to him or her?
A. I would say to someone on the fence about social entrepreneurship to hop off the fence and get involved! GW has so many resources to help actualize whatever it is you want to accomplish with a social venture. With hard work and the ability accept and consider feedback, really, the sky is the limit.

Q. How does your work with GenerationA support your professional goals?
A. If it were not for becoming a part of GenerationA’s team, I would not have had the experience of working with such a solid team to write a business plan, nor would I have pitched a business in my first year of undergrad. These two experiences have been invaluable. They’ve shown me the ins of what it takes to start an entrepreneurial venture.
Perform for Peace, Commitment to Action by Kristen Pinto:
Q. How did becoming a Clinton Global Initiative University commitment maker, and attending the annual gathering of 1,100 student social entrepreneurs from around the globe this past March, make a difference for you?
A. It was an incredible opportunity. I was able to network with other students interested in peace and conflict resolution in the DC area. I have been able to connect them with Little Friends for Peace and start potential partnerships. The best part of the conference was hearing about all the different ventures. It was inspiring to hear so many college students talk about their passions and what they aspired to achieve to make a difference.

Global Dance Initiative, Commitment to Action and Social Venture Semi-Finalist, by Angela Schopke:
Q. You became a CGI U Commitment Maker and were a semi-finalist in the GWupstart Prize Track of the GW Business Plan Competition. How did those experiences inform your efforts?
A. CGI U and the Business Plan Competition made a tremendous difference to how I see my venture. The Business Plan Competition helped me to both to strategize and understand the detailed steps that I would need to take to realize my venture. CGI U helped me to situate my idea in relation to others and most importantly to hone my venture through speaking to others about it, hearing about other approaches to common obstacles to realizing ventures, and creating a network of supportive entrepreneurs.
Common Sense Action, Winner of Best Nonprofit Social Venture and Audience Choice Award, GW Business Plan Competition

GenerationA Records, For-Profit Social Venture Track and GW Business Plan Competition Finalists
Pedal Forward, Winner of Best For-Profit Social Venture and Sustainable Technology Award Recipient

GRID – Gaming Revolution for International Development, CGI U Commitment and Social Venture Track Finalist. Pictured: Caroline Bailey and Mariam Adil, ESIA MS ‘15

Know Now Campaign, CGI U Commitment by Karim Farishta, ESIA ‘17
Jumpstart

Center staff responsible:
Rochelle Yancey, Site Manager

Overview of Program:
Jumpstart is a national early education organization supported by AmeriCorps that helps 3 to 4 year olds develop the language and literacy skills they need to be successful in school, setting them on a path to close the achievement gap before it is too late.

Goals:
Jumpstart’s curriculum is designed to focus on key language and literacy domains and skills:

<table>
<thead>
<tr>
<th>Language and Literacy Domain</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>Vocabulary, Comprehension</td>
</tr>
<tr>
<td>Books and print knowledge</td>
<td>Alphabet knowledge, Meaning and use of print</td>
</tr>
<tr>
<td>Phonological awareness</td>
<td>Phonemic awareness, Rhyme awareness</td>
</tr>
</tbody>
</table>

Program Participation:
Jumpstart at GW has three Program Partners: Mazique Parent Child Center, CentroNia and Neval Thomas Elementary School. Jumpstart serves approximately 133 children with 52 GW students enrolled as AmeriCorps members. They are divided into nine teams: three at Mazique at the Reeves Center, two at Mazique on 13th Street; two at CentroNia, and two teams at Neval Thomas. Each of the nine teams has a Corps member Team Leader and each team has 5 – 6 AmeriCorps members.

Activities Summary
Corps members attend Pre-Service Trainings and weekly In-Service Trainings required by Jumpstart. Training focuses on early childhood education and development, classroom management, and civic skills and responsibility. The Site Manager meets with Team Leaders once a week to review the next session and discuss how the previous sessions went. In addition, Team Leaders meet with their team at least twice a week to prepare and plan for the session.
Jumpstart Corps members engage the children in session activities twice weekly. They assist and guide children in a variety of activities including reading, writing, expressive play and art work.

**Impact:** The children participating in Jumpstart sessions receive additional tools to develop their literacy and comprehension. As they have adapted to the routine of reading, circle time, centers, sharing and goodbye they are excited about the opportunity to participate. The Jumpstart Corps Members are able to identify the strengths and weakness of the students and share this with the parents.

**Mazique:** Children get excited when they come into the classroom and see the Jumpstart Corps members. The children call out and say “The Jumpstart are here.” Some of the children call the Jumpstart Corps Members by name and will ask when a Corps Member is not there.

**CentroNia:** When the Jumpstart program was over some of the Corps Members went back to chaperone on field trips, participate in events and they still continue to visit.

**Neval Thomas:** Students who are shy have become more personable with classmates. Students are developing fundamental reading concepts.

Evaluation data for 2013-14 is not yet available, but Jumpstart regularly demonstrates improved literacy and cognitive development for children and improved civic and community engagement for Corps members.
Public Service Grant Commission

Overview of Program:
Founded in 2009, The Public Service Grant Commission (PSGC) supports, encourages and cultivates innovative, student-led service by providing institutional support to individuals and organizations in support of GW’s culture of service. The PSGC encourages civic-minded students with innovative ideas to engage in entrepreneurial community service in the greater Washington, DC community. The Commission has $20,000 available to grant to students in amounts up to $2,500 over the course of four competitive deadlines throughout the academic year.

Center staff responsible:
Charles Basden, Special Projects Coordinator
Assisted by Jacqueline Susuni, Social Innovation student program assistant

Program Participation:
Five PSGC Student Commissioners:
Peter Sacco
Michael Wasserman
Jason Butler
Siddhi Salvi
Babette Perez

One Faculty Commissioner
Robin Marcus, University Writing Program Faculty Member

Applications received:
36 Applications in total

Nine Grants Awarded

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat Better, Live Better</td>
<td>$2500</td>
</tr>
<tr>
<td>Vietnamese American College Preparation</td>
<td>$750</td>
</tr>
<tr>
<td>Conference</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Serve Your City GWU</td>
<td>$600</td>
</tr>
<tr>
<td>Pedal Forward</td>
<td>$2500</td>
</tr>
<tr>
<td>Camp Kesem GW</td>
<td>$2500</td>
</tr>
<tr>
<td>S.T.A.R.S in STEM</td>
<td>$2500</td>
</tr>
<tr>
<td>GW Student Allies</td>
<td>$2000</td>
</tr>
<tr>
<td>Langley Park Gardens</td>
<td>$2400</td>
</tr>
<tr>
<td>Vamos a GW – Come To College</td>
<td>$2500</td>
</tr>
<tr>
<td><strong>Total amount awarded</strong></td>
<td><strong>$18,250</strong></td>
</tr>
</tbody>
</table>

**Activities Summary:**

The diagram below describes the Public Service Grant Commission program lifecycle, not including the Commissioner training which occurs at the beginning of the academic year.
The Grantee lifecycle is as follows:

This series of activities happen once for each PSGC Deadline, (4x) over the course of the academic year.

**Accomplishments & Impact Summary:** The AY 2013-14 Public Service Grant Commission program benefitted from a dedicated and critical team of commissioners, innovative grantees, and committed community partners who brought a great degree of skill and seriousness to the task of creating scalable and sustainable change in Washington, DC and its surrounding region.

Within the set our funded projects, student entrepreneurs committed and performed service geared towards increasing college exposure and attendance rates for students of both Spanish and Vietnamese descent; combated obesity and diabetes through sustainable bike development and innovative interventions such as healthy cooking demonstrations, beautification and healthy eating through community gardens; addressed issues of professional development and exposure for underserved populations through in-demand fields such as Science, Technology, Engineering and Math; developed and offered innovative afterschool enrichment curriculum to children east of the Anacostia River; and provided alternative therapy treatments for disabled students and children whose family members suffer from cancer.

Below are specific trends which stood out over the course of the (4) deadlines this year.
**Project and Grantee Diversity:** The projects that were selected for funding were very diverse in scope and also aligned with many of GW’s current and emerging strategic priorities, including college access and success, STEM Education and sustainability. The grantees represented both undergraduates and graduate students across several disciplines from the School of Business, School of Engineering and Applied Sciences, Columbian College School of Medicine, and the Milken Institute School of Public Health.

**Impact and Evaluation:** Grantees and their projects benefitted from having very clear and detailed feedback around social impact measurement and program evaluation and incorporated these measures into their final program designs, which resulted in the best impact data from the program since its inception in 2009.

**Partnerships:** Student grantees formed strong partnerships with 17 community partner organizations consisting of schools, non-profits, and associations from the Washington DC region including:

- The Avance Center
- Camp Kesem
- National Society of Black Engineers
- Ballou Senior High School
- Bruce Monroe Elementary School
- Rehabilitation Services Administration (RSA)
- Goodwill of Greater Washington (GGW)
- The HSC Foundation
- Latin American Youth Center
- Maryland Multicultural Youth Center
- Equity Management Company
- Mid-Atlantic Union of Vietnamese Student Associations
- Serve Your City
- School Without Walls
- DC Strokes
- Tennis4All
- The Deep Dreams Youth Aquatic Organization

**Documentation:** Below are links to videos, pictures and success metrics shared with grantees by those served and whose lives that were impacted by GW students’ service through the PSGC program for AY 2013-14.
Vietnamese American College Preparation Conference

SUCCESS METRICS

To measure the impact we had on our attendees, all students were asked to anonymously fill out a survey prior to the start of conference (right when they arrived and checked in). A series of statements were listed and students were required to rate each statement according to their level of agreement. The same series of statements were provided on a post-conference survey (filled out after closing ceremony) to see if any improvements were made. The following table summarizes the data obtained from the completed surveys:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Increased</th>
<th>No Change</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to pursue higher education.</td>
<td>15%</td>
<td>85%</td>
<td>0%</td>
</tr>
<tr>
<td>I feel comfortable and prepared about the college application process.</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td>I have an idea about what to write for my personal statement.</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td>I am aware of the costs that attending college involves.</td>
<td>23%</td>
<td>77%</td>
<td>0%</td>
</tr>
<tr>
<td>I understand the FAFSA process and how to apply for financial aid.</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>I am aware of the scholarship opportunities available to me.</td>
<td>38%</td>
<td>54%</td>
<td>0%</td>
</tr>
<tr>
<td>I feel comfortable about my knowledge regarding college life.</td>
<td>38%</td>
<td>62%</td>
<td>0%</td>
</tr>
<tr>
<td>I am confident that I am prepared for the coursework college demands.</td>
<td>54%</td>
<td>38%</td>
<td>8%</td>
</tr>
<tr>
<td>I am comfortable living on my own.</td>
<td>23%</td>
<td>69%</td>
<td>8%</td>
</tr>
<tr>
<td>I am comfortable living with a stranger.</td>
<td>31%</td>
<td>54%</td>
<td>15%</td>
</tr>
<tr>
<td>My parents are involved in my academic pursuits.</td>
<td>38%</td>
<td>62%</td>
<td>0%</td>
</tr>
<tr>
<td>My parents are supportive of my decisions for my future.</td>
<td>23%</td>
<td>77%</td>
<td>0%</td>
</tr>
<tr>
<td>I am interested in student organizations and community service.</td>
<td>15%</td>
<td>85%</td>
<td>0%</td>
</tr>
<tr>
<td>I am confident that if I apply, I will be accepted to college.</td>
<td>31%</td>
<td>69%</td>
<td>0%</td>
</tr>
<tr>
<td>I am prepared for college.</td>
<td>46%</td>
<td>54%</td>
<td>0%</td>
</tr>
</tbody>
</table>

YouTube video link: Langley Gardens GW Jose Andres Final Project 2014- Latino Immigrant Community Garden, Langley Park, MD
Vamos a GW ~ Come to College III
(A program supported by the Public Service Grant Commission and Operacion Impacto)

Overview of Program: Puentes GW student organization initiative. (Excellence Award, 2013)
2014 leaders, Brennan Murray and Martin Quirk, Puentes co-directors.

Goals: A day at Mount Vernon for Bruce Monroe Elementary School third grade classes to "emphasize the value of pursuing a higher education by showcasing the best of what college has to offer." (Puentes press release 2014)

Program’s history:

- Fall 2011. Prof Perillán Spanish 3040 SL class student leader Tre Holloway wrote the first PSGC (Public Service Grant Commission) proposal.

- Spring 2012 and 2013, Spanish 3040 SL class student leaders Brennan Murray and Pegi Ylli wrote the PSGC proposals with the help and support of Michelle Marshall, Puentes GW co-founder and first director and Sarah Otis, Puentes co-director. Grants were received for Vamos a GW I and II.

- Spring 2014, Brennan Murray, Puentes GW co-director applied for and received the grant that has made this wonderful program possible for a third consecutive year, Vamos a GW III.

Use of funds: These funds were applied in part for CentroNía’s nutritional lunches for our student participants and GW volunteers.

Video: Vamos a GW 2014 Come to College

Photos:

Third graders in Science Lab (courtesy of GW Impacto Jai Photavath http://operacionaventura.blogspot.com).

Hand Chapel third graders gathering with Dr. Palacios and GW student leaders (Brennan Murray & Martin Quirk, Puentes co-directors, among other Puentes and GW Impacto volunteers).
Center for Civic Engagement and Public Service Website and Communications

Name of Program(s): Center Web and Communications
- CCEPS Websites (serve.gwu.edu via GW Drupal and Ancillary program sites via WordPress)
- CCEPS communications (The Civic Engagement Circular via MailChimp)
- CCEPS social media account “GWServes” ecosystem (Facebook, Twitter, Instagram & LinkedIn)

Center staff responsible/others responsible:
Charles Basden, Special Projects Coordinator
Co-led by Victoria Calderon, Graduate Assistant for Web and Communications

Overview of program(s):
The Center’s websites and communication tools work together to highlight, inform, promote and share pertinent information on the advancement of GW’s citizenship and leadership goals. Our anchor medium, serve.gwu.edu, serves as the online hub of information is the face of how service at GW is defined. Visitors to the site can quickly find current events information and information on the Center’s programs, services and core pillars—academic service-learning, community service, social entrepreneurship, signature events and self-reporting guidance. Program managers are able to update materials easily through the Center’s network of websites built on the WordPress platform.

The Center uses mail client vendor Mailchimp to handle weekly messaging operations for the Civic Engagement Circular. In its second full year of operation, the newsletter boasts a subscriber base of about 2,600 students, staff, faculty and community partners within the Center’s steadily growing network and is key to disseminating information about service opportunities, educational events, jobs, academic conferences, and other Center resources.

The Center’s robust social media ecosystem is branded under the ‘GWServes’ name and represented through Facebook, Twitter, Instagram and LinkedIn online presence. While each account serves a niche purpose, together they communicate daily information and custom content, which creates the strong portrait of what service at GW (#onlyatGW) looks like.
Goals:

- Project unified messaging and branding for Civic Engagement and Diversity + Inclusion.
- Develop web structure in consultation with GW web strategy team to strengthen serve.gwu.edu
- Reformat and support the expansion, name recognition, analytics and readership of Newsletter (Civic Engagement Circular)
- Work with Office of Diversity and Inclusion colleagues to create synergy in branding and messaging in order to better communicate with the wider University community.

Year to Year Growth of the Center’s Web and Communications Operations

Key findings for the website at a glance: serve.gwu.edu

- 81% increase in visits
- 28% increase in number of visitors
- 84% increase in page views
- 163% more time spent by individual users on the site compared to last year
- Large spike in traffic over the last 3 months

The Center’s social media ecosystem ‘GWServes’ increased referrals:

- 1,400% in Facebook over last year
- 400% in Twitter over last year

Our primary communication tool, The Civic Engagement Circular also reported growth.

Growth summary for 2013-14:

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Clicks</th>
<th>Total Subscribers</th>
<th>Opens</th>
<th>Avg. % of Opens</th>
<th>% of Clicks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>137</td>
<td>2079</td>
<td>717</td>
<td>37.08%</td>
<td>7.48%</td>
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<tr>
<td>Sep. 2</td>
<td>150</td>
<td>2155</td>
<td>755</td>
<td>39.02%</td>
<td>8.11%</td>
</tr>
<tr>
<td>Sep. 9</td>
<td>108</td>
<td>2144</td>
<td>688</td>
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<td>5.35%</td>
</tr>
<tr>
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<td>118</td>
<td>2139</td>
<td>672</td>
<td>34.02%</td>
<td>6.20%</td>
</tr>
<tr>
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<td>2137</td>
<td>722</td>
<td>35.85%</td>
<td>3.89%</td>
</tr>
<tr>
<td>Sep. 30</td>
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<td>2126</td>
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<td>3.92%</td>
</tr>
<tr>
<td>Date</td>
<td>Open</td>
<td>Click</td>
<td>CTR</td>
<td>Open Rate</td>
<td>CTR Rate</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>62</td>
<td>2191</td>
<td>540</td>
<td>26.34%</td>
<td>3.22%</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>70</td>
<td>2227</td>
<td>581</td>
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<td>3.34%</td>
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<tr>
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<td>59</td>
<td>2612</td>
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<td>2.31%</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>58</td>
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<td>500</td>
<td>19.24%</td>
<td>2.22%</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>83</td>
<td>2664</td>
<td>624</td>
<td>24.14%</td>
<td>3.20%</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>83</td>
<td>2631</td>
<td>605</td>
<td>23.53%</td>
<td>3.22%</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>90</td>
<td>2630</td>
<td>661</td>
<td>25.66%</td>
<td>3.50%</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>78</td>
<td>2644</td>
<td>692</td>
<td>26.68%</td>
<td>3.02%</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>81</td>
<td>2637</td>
<td>711</td>
<td>27.40%</td>
<td>3.14%</td>
</tr>
<tr>
<td>Dec. 16</td>
<td>60</td>
<td>2616</td>
<td>628</td>
<td>37.62%</td>
<td>2.33%</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>96</td>
<td>2618</td>
<td>701</td>
<td>26.96%</td>
<td>3.72%</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>58</td>
<td>2617</td>
<td>739</td>
<td>24.61%</td>
<td>2.25%</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>79</td>
<td>2623</td>
<td>667</td>
<td>25.62%</td>
<td>3.06%</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>82</td>
<td>2619</td>
<td>651</td>
<td>24.98%</td>
<td>3.13%</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>70</td>
<td>2615</td>
<td>508</td>
<td>28.20%</td>
<td>4.44%</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>125</td>
<td>2611</td>
<td>578</td>
<td>26.10%</td>
<td>4.83%</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>111</td>
<td>2607</td>
<td>747</td>
<td>28.81%</td>
<td>4.31%</td>
</tr>
<tr>
<td>Mar. 3</td>
<td>89</td>
<td>2606</td>
<td>698</td>
<td>26.94%</td>
<td>3.32%</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>83</td>
<td>2600</td>
<td>1037</td>
<td>40.07%</td>
<td>3.22%</td>
</tr>
<tr>
<td>Mar. 24</td>
<td>55</td>
<td>2599</td>
<td>1042</td>
<td>40.45%</td>
<td>2.17%</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>40</td>
<td>2580</td>
<td>1053</td>
<td>39.85%</td>
<td>1.66%</td>
</tr>
<tr>
<td>Apr. 14</td>
<td>45</td>
<td>2580</td>
<td>1004</td>
<td>39.35%</td>
<td>1.79%</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>33</td>
<td>2582</td>
<td>1035</td>
<td>40.51%</td>
<td>1.30%</td>
</tr>
<tr>
<td>Apr. 28</td>
<td>37</td>
<td>2566</td>
<td>996</td>
<td>38.89%</td>
<td>1.46%</td>
</tr>
<tr>
<td>May 26</td>
<td>43</td>
<td>2572</td>
<td>1031</td>
<td>40.19%</td>
<td>1.69%</td>
</tr>
</tbody>
</table>

- A key metric for audience engagement, the average number of newsletter opens, increased 10% from its August 2012 launch average of 36.5% to 40.2% by May 2014.

- The Center’s newsletter consistently outperforms the industry average for similar non-profit entities for the “open rate” of 16.4% by 145%, with high rates averaging around 40%.

- The Civic Engagement Circular had a 23% increase in subscribers over the course of 2013-14, growing from 2,079 subscribers in August 2013 to 2,572 in May 2014.

Accomplishments & Impact Summary: The Center’s web and communication has experienced impressive growth in every facet during AY 2013-14. In particular, the ability to work with the University web team to refocus and refine our and communication strategy helped us accomplish our goals around website rebranding, which resulted in a new audience-focused
interface for serve.gwu.edu and a newly 2.0 branded and launch of The Civic Engagement Circular. As the year to year data show, these consultations and Center specific recommendations were highly successful.

Activities summary:
Trainings: Preliminary CCEPS Professional and student staff - August 2014
(1) Campus/ Community partners “best practices for social media for non-profits” training—(February 2014)

Social Media Posting
Ongoing—Please check Facebook, Twitter, Instagram and LinkedIn for a record of daily posting activity.

Civic Engagement Circular
(38) Customized Weekly Newsletter Editions (August 26th - May 26th) during AY2013-14
Reaching 2600+ weekly
The GW Community on NobleHour and the Center for Civic Engagement Database Project

Center staff responsible/others responsible:
(1) NobleHour, Charles Basden, Special Projects Coordinator
   a. Additional support by Lindsey Noonan, Program Assistant

(2) Database, Charles Basden, Special Projects Coordinator
   a. Co-led by Dmitriy Karmazin, Graduate Assistant for Database Management

Overview of programs:
(1) *The GW Community on NobleHour* is a user friendly platform used by students, faculty and staff to track their individual commitment to service through online reporting. The system is home to over 56,000 pre-loaded GW accounts and potential users which help the University reliably report out on a portion of its institutional commitment to civic engagement and community service. NobleHour is the focal point of a larger comprehensive hour reporting strategy, focusing on the act of voluntary act self-reporting this specific type of information.

(2) *The Center’s Database Project* is an ongoing project development project within the Center focused on research and development related to the exploration, scoping, design and eventual build-out and/or adoption of a robust Customer Relationship Management (CRM) tool for the Center and other Office of Diversity and Inclusion’s units.

Goals:
(1) A. Develop strong promotional materials, branding and reference information for program
   A. Incur wider adoption and usage of the self-report tool, NobleHour internally amongst Center staff, campus partners and GW student body
   C. Effectively utilize incentives, including Presidential Volunteer Service Awards & Graduation Cords, reporting campaigns, campus outreach and to increase campus participation in hour reporting

(2) A. Conduct thorough research of the Center for Civic Engagement organization, its duties and business processes
   B. Identify the primary problems that cause inefficiencies within Center business processes
   C. Identify business solution that to effectively manage core Center processes on information collection, retrieval, analysis, and reporting
Participation in NobleHour:
In its first full year of operation, the GW Community on NobleHour currently boasts about 1,800 active users on the platform. Of those 1,800 active users (claimed accounts), 901 of them logged hours between May 2, 2013 and May 2, 2014, the university’s service hours reporting period for AY 2013-14.

Impact: The 901 users who self-reported hours through the GW Community on NobleHour, recorded 68,871 hours of service. To help put that in context, NobleHour contributed about 17% of the University’s 403,146 total service hours for AY 2013-14. Overall, the Center’s ongoing push for broader culture change, as it relates to the self-reporting of hours, drastically improved, as NobleHour and benefitted from wider name recognition, an expanded reference and resource bank (online) and greater student ambassadorship in terms of encouraging expanded usage of the platform.

Activities summary:
Trainings: Preliminary CCEPS Professional and student staff- August 2014
12 Campus partner consultation meetings – (Ongoing: September 2013 – May 2014)
Events: 29 Weekly Standing NobleHour information sessions held throughout 2013-14
End of year tabling sessions – March – April 2014
University Wide Infomail April 2014

Participation in Center for Civic Engagement Database Project:
Staff interviews: In order to develop a stronger understanding of what the Center does, to better assess unique specifics of each project, a set of interview sessions was scheduled with each staff member of the Center, about 9. Each interview lasted for about 30-40 minutes and was organized against a generic set of questions suited to exploit various important areas:

- How do projects operate on their data?
- In what way projects are similar and different from each other?
- How do projects interact among each other?
- How does the Center and its particular projects interact with other university entities?
- What technologies are currently employed and to which extent is the project dependent on them?
- Are there any explicit problems with the way projects are currently organized?

Impact and Project Summary: Information collected during the Center for Civic Engagement research helped identify six primary problems which allowed us to further develop a solution
recommendation for an information system that would centralize and optimize information associated with corresponding business processes. The key functionality of any future solution must deliver six basic modules:

1. User profiling
2. Constituent Relationship Management (CRM)
3. Events, campaigns, and projects management
4. Mass communication (target audiences, automated scheduled messages, communication history, tracking)
5. Information collection - online forms, surveys, questionnaires
6. Reporting - retrieval of information, efficient searching and sorting, generation of reports
Reporting of 2013-14 University Service Hours

Center staff responsible/others responsible:
Charles Basden, Special Projects Coordinator
Supported by Victoria Calderon, Graduate Assistant for Web and Communications
Dmitriy Karmazin, Graduate Assistant for Database Management

Overview of Program / Activity:

The Center’s annual reporting of the University’s service hours requires the collaboration of staff, faculty, and students. The multifaceted effort is managed by incorporating a mix of technology, phased communication, clear reporting standards and end-of-year outreach, including smart incentives. Service hours are reported in a variety of formats including reports provided by academic schools and administrative departments and self-reporting by students through the GW Community on NobleHour, a web-based tool. Service conducted from May 2, 2013-May 2, 2014 was reported for AY 2013-14.

Students, faculty and staff who perform over 100 hours of community service within the year are certified to receive the President’s Volunteer Service Award, which includes a pin and a certificate signed by the President of the United States. In addition the Center awards graduating students who have earned more than 100 hours with an Excellence in Service Silver Cord.

Goals:
- Increase participation in service hour reporting
- Promote wider adoption and proper use of the self-report tool, NobleHour
- Use incentives including Presidential Volunteer Service Awards and Graduation Cords to increase campus participation in reporting
- Begin shift in focus from tracking hours to impact reporting

Program Participation:
The number of students, academic and administrative departments reporting on their civic engagement work increased significantly this year. Reports were received from:

Columbian College
School of Business
School of Medicine and Health Sciences
Law School
Accomplishments: Due in large part to enhanced outreach, better methods of collection, and increased acceptance of service hour reporting, the number of community service hours and participants increased. Last year (2012-13), the number of hours reported was 254,314. This year (2013-14), that number grew to 403,146 an increase of 52.5%. We have more than doubled the number of hours recorded since we first began tracking five years ago.

**GW SERVICE HOURS BY ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>61,626</td>
</tr>
<tr>
<td>2009-10</td>
<td>163,980</td>
</tr>
<tr>
<td>2010-11</td>
<td>166,378</td>
</tr>
<tr>
<td>2011-12</td>
<td>251,868</td>
</tr>
<tr>
<td>2012-13</td>
<td>254,314</td>
</tr>
<tr>
<td>2013-14</td>
<td>403,146</td>
</tr>
</tbody>
</table>

Hour Totals

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) GW Departments and student service programs</td>
<td>181,492.25</td>
</tr>
<tr>
<td>(2) GW Schools</td>
<td>177,077.25</td>
</tr>
<tr>
<td>(3) GW Non-programmatic affiliated &amp; self-reported hours</td>
<td>35,473.84</td>
</tr>
<tr>
<td>(4) GW University Sponsored Events</td>
<td>15,104</td>
</tr>
<tr>
<td></td>
<td>= 403,146.34</td>
</tr>
</tbody>
</table>
Presidential Volunteer Service Awards Earners

Last year (2012-13), GW reported 269 Presidential Volunteer Service Award (PVSA) winners. Consistent with the growth in reported service hours in 2013-14, 618 people were PVSA winners.

<table>
<thead>
<tr>
<th>AY 2012-13</th>
<th>AY 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PVSA Gold Award:</strong> 250+ hours</td>
<td><strong>PVSA Gold Award:</strong> 250+ hours</td>
</tr>
<tr>
<td>Number of People – 83</td>
<td>Number of People – 346</td>
</tr>
<tr>
<td><strong>PVSA Silver Award:</strong> 175 to 249 hours</td>
<td><strong>PVSA Silver Award:</strong> 175 to 249 hours</td>
</tr>
<tr>
<td>Number of People – 50</td>
<td>Number of People – 84</td>
</tr>
<tr>
<td><strong>PVSA Bronze Award:</strong> 100 to 174 hours</td>
<td><strong>PVSA Bronze Award:</strong> 100 to 174 hours</td>
</tr>
<tr>
<td>Number of People – 136</td>
<td>Number of People – 188</td>
</tr>
<tr>
<td>Total: 269 Award Earners</td>
<td>Total: 618 Award Earners</td>
</tr>
</tbody>
</table>

Activities:

Trainings: Preliminary CCEPS Professional and student staff - August 2014

*Other activities throughout 2013-14*

- Strategic Campus Partner Cultivation
- Calls with NobleHour Support team
- Center for Civic Engagement Programs Push to get students hours logged in NobleHour
- Enhanced Web, Listserv and Social Media Activity and incentive
- Strategic outreach to service based student orgs

Marketing Highlights:

- Claim your account Incentive Drive Hatchet ads
- *GW Today* and *Hatchet* Ads
- Consistent NobleHour hero on serve.gwu.edu,
- Featured in GWeekly, MSSC, Colonial Crossroads and CSE listservs
- University-wide Calendar promotion of end of year reporting date
- Lisner Vision promotions
- Presidential Volunteer Service Awards and Graduation Cords distribution
- Student tabling and palm cards
- Promotion during University Excellence Awards
GW amassed more than 400,000 service hours during the most recent academic year, more than double the 163,000 hours earned to meet the challenge goal issued by First Lady Michelle Obama in 2009.

Beyond the data is a perceptible shift in the way Colonials engage in civic efforts. Immersive volunteer opportunities have expanded, new academic service-learning courses are being created, and GW continues to provide new avenues for social entrepreneurship. Service at GW is more than free work and an experience; it empowers communities and provides volunteers with tools relevant to their future careers.

Read Full article, University Service Takes Giant Leap Forward