The George Washington University
WASHINGTON DC

OFFICE OF GOVERNMENT RELATIONS

ASSISTANT VICE PRESIDENT

April 20, 2000

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Ms Jerrily Kress
Director, Office of Zoning
441 Fourth Street, NW
Suite 210
Washington, DC 20001

Dear Ms Kress:

As Stephen Joel Trachtenberg, the President of The George Washington University, is fond of saying, "GW is not only in the District of Columbia, we are *of* the District of Columbia."

To GW, being a good neighbor means community service, and I thought you might be interested in the enclosed report on GW's contributions to DC neighborhoods. It ran as a supplement to GW's newsletter, *By George!*

In 1993, the University established the GW Neighbors Project, a student-run service program. Amiko Matsumoto, director of GW's Office of Community Service, explains that Neighbors Project efforts are "led by the voice of the community. We work through and with community organizations to build partnerships and collaboration, to educate others on the impact our actions and backgrounds have in the community, and to promote and develop long-term commitment of participants."

All told, GW students and staff spend 75,000 hours a year in volunteer service in the DC community, which equates to at least $750,000 in work hours. This past year, some 200 students gave 31,000 hours to the DC Reads program tutoring 500 elementary school children. Fifty students spent 960 hours tutoring teens through the Neighbors Project in the Shaw and Anacostia areas of the District.

If you have any questions about GW's neighborhood efforts – or about anything else connected with the University – please call me at 202-994-9132.

Sincerely yours,

Bernard Demczuk
Assistant Vice President
Government Relations

BZA
Case No. 16553
Exhibit No. 144

Board of Zoning Adjustment
District of Columbia
CASE NO.16553
EXHIBIT NO.144

714 21ST STREET, N.W. • 3RD FLOOR • WASHINGTON, DC 20052 • (202) 994-9132 • FAX (202) 994-1229

# Et Cetera

*The Office of Community Service*

A SUPPLEMENT TO BY GEORGE! ~ JANUARY 18, 2000

## AAC Aids Awareness Around the Campus Community

***Serving as an example of how partnerships in service can unite groups throughout GW and the District***

**The AIDS Awareness Committee (AAC) is a student-run organization providing AIDS education and awareness programming for over 12,000 undergraduate and graduate students and faculty at GW. • As the University's primary provider of AIDS-related programming, the AAC serves an integral role in promoting understanding of HIV/AIDS issues and knowledge of healthy lifestyles for the students and faculty it serves. • The partnership involves the Office of Community Service and GW Pride, as well as other areas of the University.**




***Members of the GW community joined thousands of Washingtonians during the 1999 AIDS Walk.***

This year, the AAC entered into a partnership with It's For the Kid's (IFTK), a pediatric AIDS organization founded by students from Georgetown University to help raise awareness of issues specific to pediatric AIDS among the DC community. The partnership seeks to expand the population it serves by coordinating efforts between the GW and Georgetown campuses. Though in its nascency, the partnership has big plans for raising awareness of and funds for children who have, or who are affected by, HIV/AIDS.

In one of the largest GW volunteer events of the year, the AAC rallied over 700 walkers for the AIDS Walk Washington in September 1999. This was an increase from last year's turnout, when the GW team was the second largest team at the Walk and the largest non-profit team. Part of this year's team consisted of IFTK members and recruits. By joining forces, the AAC and IFTK hoped to surpass their individual efforts from 1998. Through University-wide support, GW raised over $43,000 for the Whitman-Walker Clinic and other local AIDS service organizations. The Executive Director of the Whitman-Walker Clinic, seeing the positive effects of the partnering committees, plans to form a University Council under the Clinic to bring together groups like the AAC from all campuses in the Washington, DC area.

The AAC is an example of how partnerships in service can unite groups at GW as well as groups District-wide. Stemming from the belief that strength comes in numbers, the hope is that collaboration would increase cross-community involvement and make a more significant impact on one of the most important social issues facing this generation.

— AIMEE FERRARO,
GRADUATE ASSISTANT

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All articles and information contained in this supplement to *ByGeorge!* were supplied by the Office of Community Service. *ByGeorge!* is responsible solely for the design and layout.

## A Mission Made Manifest

The Office of Community Service exists to facilitate, coordinate, enhance, and recognize the service efforts of GW's students, staff, faculty, and alumni with community agencies and organizations in the DC Metropolitan area. We believe that it is through partnerships that GW's community service involvement reaches its fullest potential.

Partnerships are based on reciprocity. Service is not a one-way street, but rather an opportunity for all people involved to learn from and with one another while addressing community needs. Well-developed partnerships are also based on trust and commitment; they strive to leverage resources and focus diverse perspectives. The partnerships involving the Office of Community Service range from other GW departments and local universities to community-based agencies and national organizations or District-wide events. Examples of the benefits of these partnerships abound; a few are included in this issue of *ByGeorge!* to highlight the positive change that can occur when people work together toward a common goal.



***Amiko Matsumoto***

Last semester, DC Reads tutors provided over 15,000 hours of tutoring to DC youth. More than 700 members of the GW community participated in AIDS Walk '99. These numbers and other statistics of community service contributions are impressive, but the ultimate value of people's involvement in service is not as easily quantifiable. Together with our community partners, members of GW who participate in service are making a significant impact in individual lives — theirs as well as those with whom they serve — and the community at large.

We invite you to read through these pages and be inspired, especially by the work being done by GW students in the name of service. If you would like to get involved, please contact the Office of Community Service at 202/994-5493 or E-mail us at *neighbor@gwu.edu.*

—AMIKO MATSUMOTO,
DIRECTOR, OFFICE OF COMMUNITY SERVICE

### *Office of Community Service Staff*

Amiko Matsumoto: Director
Sean Kelly: Coordinator, DC Reads
Melinda Pollack: Coordinator, Neighbors Project
Aimee Ferraro: Graduate Assistant
Jackie O'Brien: 1999 AmeriCorps Leader

### *Funders*

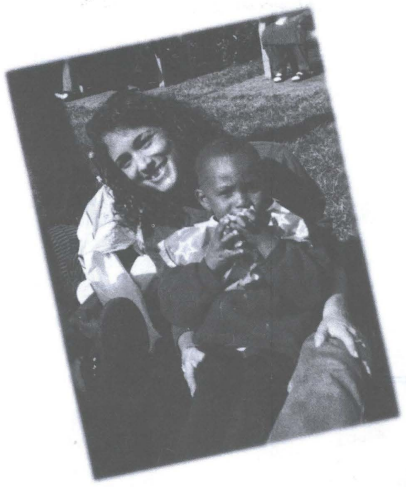
*The Neighbors Project* is generously funded by the Morris and Gwendolyn Cafritz Foundation and the Corporation for National Service.
*DC Reads* is generously funded by the Corporation for National Service and the Sallie Mae Foundation.

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## Partners for Social Change

A group of students committed to social change, specifically in the Shaw neighborhood, founded the Neighbors Project within the Office of Community Service in 1993. This partnership was based on an already existing relationship between GW's Black People's Union and Garnett-Patterson Middle School in the Shaw neighborhood. Since then, the Neighbors Project has expanded its services to many nonprofit agencies and schools located in Shaw. The Neighbors Project works closely with several programs and student groups, such as AmeriCorps at Howard University and GW Human Services, to provide service-learning opportunities in the community. In addition, these partnerships exist to improve the quality of life for people in the community.



Student involvement in creating and sustaining a positive impact within the Shaw neighborhood has not been limited to GW. Howard University's Project C.H.A.N.G.E., located in the heart of Shaw, is dedicated to helping students become more involved in community outreach in order to improve the quality of life for local residents. A partnership between the Neighbors Project and Project C.H.A.N.G.E. began in 1996. Through student involvement and shared resources, the partnership will continue to strive towards the mission of a sustained positive impact on Shaw.

There are two main goals of The Neighbors Project/Project C.H.A.N.G.E. partnership: to educate students about diversity, community service, as well as the challenges of poverty, class, and under-resourced areas through service; and, to use these educational experiences and the resources available at GW and Howard University to support the development of activities and organizations within the community. These goals reinforce our commitment to service-learning, a method by which students learn and develop through active participation in thoughtfully organized service experiences.

AmeriCorps members from GW and HU, placed at several service sites in Shaw and surrounding neighborhoods, act as liaisons between the universities and the community. Corps members are also responsible for volunteer recruitment and facilitating service-learning for students at their respective sites. This year there are 26 Neighbors Project and Project C.H.A.N.G.E. AmeriCorps members designated to 18 different sites. Student volunteer opportunities address areas such as child development, education, public health, senior services, and community development in Shaw and neighboring communities. The Department of Human Services at GW also is a great resource for volunteer opportunities in Shaw as well as in the greater Washington area. The partnership with the Department of Human Services involves sharing resources and facilitating involvement in various service programs.

As an AmeriCorps member, I am the volunteer coordinator at Northwest Settlement House (NWSH), which is a child development program serving over 60 low-income families in the Shaw neighborhood. For the past seven years, the Neighbors Project has worked together with NWSH in serving the community in the areas of social services, education, and neighborhood development.

NWSH is composed of three sites: Infant Care Center, Preschool, and Enrichment Center. These three sites engage amazing children ages six weeks to fifteen years. This experience has taught me so much about myself, the community, and the fields of child development and education. My role in the partnership also has helped me to develop necessary professional skills such as time management and supervisory experience.

One way GW and NWSH strengthen our partnership is by planning events that bring us together. Each week, more than 70 GW students flow into and out of NWSH volunteering their time. In October we brought the children to campus to go trick-or-treating at Crawford Hall, followed by a picnic on the quad. Twenty-two GW student volunteers helped make that day special for the kids by planning fun activities such as face painting and coloring books. Soon, we will begin bringing Enrichment Center tutoring/mentoring program members to some GW men's and women's basketball games. We are also looking forward to bringing the children from the Preschool and Infant Center back to GW for more events next semester.

The Neighbors Project/NWSH partnership reflects the quality partnerships for which the Office of Community Service strives. GW students have served in NWSH programs for several years. Their involvement continues to grow, as does their commitment to addressing community needs.

—BETH CORINNE ROSENBERG,
NEIGHBORS PROJECT AMERICORPS MEMBER

## DC Reads

The DC Reads program is a city-wide initiative mobilizing college students, universities, community groups, schools, businesses, senior citizens, and federal agencies to ensure all District children can read at, or above, grade level by the third grade. Launched in 1996 after President Clinton issued the America Reads Challenge, DC Reads began in 16 of the neediest public schools in the District's system. Within a short time, we realized that our impact could be much greater. New partners were enlisted and existing community programs were brought under the DC Reads umbrella. Now, in its third year, DC Reads is working in 26 public schools, 13 community based programs, 14 faith-based schools and three charter schools. Nearly 800 tutors from eight universities serve as tutors for 1500 children in schools and neighborhoods across Washington, DC. The George Washington University alone provides one quarter of the DC Reads tutors.

DC READS

### *Our partners include:*

- Clark Elementary School
- Communities in Schools
- Dimock Gallery
- For Love of Children
- Growing Together
- Heads Up
- Jumpstart
- LaSalle Elementary School
- Miner Elementary School
- Marie Reed Elementary School
- Project North Star

—SEAN KELLY, DC READS

## Neighbors Project

The George Washington University Neighbors Project is an AmeriCorps program through which GW partners with 13 community-based organizations to help make a difference in the Shaw community of northwest Washington, DC. The Neighbors Project's community partnerships are based on the notion that only through listening and being guided by the needs of the community can we, as students and an institution, make a difference. Therefore, our partnerships involve an ongoing process of communication and action. Our community partners, with which GW volunteers and AmeriCorps members work include:

NEIGHBORS PROJECT

- Emmaus Services for the Aging
- For Love of Children
- Scott-Montgomery Elementary School
- Shaw Junior High School
- Bread for the City and Zaccheus Free Clinic
- Manna Community Development Corporation
- Bright Beginnings
- Whitman-Walker Clinic
- Seaton Elementary School
- Northwest Settlement House
- Martha's Table
- New Community Afterschool and Advocacy Program

—MELINDA POLLACK, NEIGHBORS PROJECT

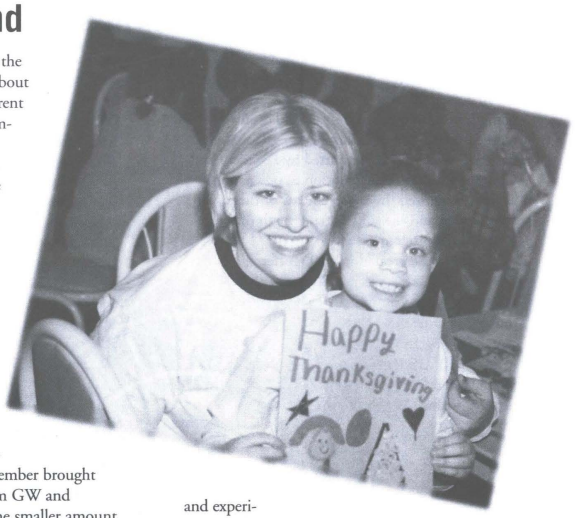
# Partnership For The Good of Manna-Kind

The partnership between The George Washington University and Howard University has been an effective means of bringing together students who are dedicated to making a difference in the communities that surround their respective schools. The partnership, which grew from GW's involvement in Shaw and Howard's presence in the neighborhood, has been important in breaking down the cultural barriers that separate the two universities.

This year, in an effort to increase their partnership involvement, the AmeriCorps teams at GW and Howard Universities paired members of their respective Corps at the same sites. C.C. Carry and I work together at the Manna Community Development Corporation. Manna and its parent organization, Manna Inc., work with residents, local businesses and other organizations to revitalize and improve the neighborhoods that make up the District. A large part of Manna's work centers on preserving and rejuvenating the Shaw area of Washington, DC.

Our partnership first started at the AmeriCorps retreat held in late August. C.C. and I used the time to create a plan that would address the issues facing the community in which we were about to work. Together, we saw the need to help establish links within the community. This, we thought, would be the most important aspect of our experience at Manna. We wanted to be out and about getting to know members of the community. We wanted our partnership to be centered around community ties. To this end, C.C. and I started working with Shaw Education for Action. SEA, as it is commonly known, is a group of volunteers who go around the Shaw neighborhood knocking on doors and speaking to residents of the community. Through SEA, Manna hopes to hear from residents what issues are confronting the community. It is through this "hands-on approach" that C.C. and I hope to build our ties, as AmeriCorps members, to each other and to the community in which we serve.

The partnership is more than the two of us working together. It's about a group of individuals from different backgrounds and experiences coming together for the purpose of helping others. To this end, C.C. and I have made it a goal to have more volunteer interaction between our universities. We started the year off on the right foot by bringing together a group of volunteers from HU and GW to help in the New Community After-School and Advocacy Program's S Street Cleanup. At the cleanup, C.C. and I were able to see how easy it is to have students from different campuses come together. The follow-up cleanup that was held in November brought together the same volunteers from GW and Howard. This time, because of the smaller amount of trash, volunteers were able to spend more time just talking and enjoying the food provided by New Community. In the process, they learned more about one another, their campuses, and the broader community.




Another project currently underway is the Shaw EcoVillage which we hope will be the center of our efforts to bring students from Howard and GW together on a continual basis. The project originally started as a summer internship providing high school students with the opportunity to learn more about the environment in their neighborhood. This year we hope to use the summer internship as a basis for a year long mentoring program. The mentoring program would match GW and HU students with a former EcoVillage Project participant. It is our hope that these interactions will allow those involved to bring their skills, talents and experiences to the group as a whole. Through this ongoing mentoring program, C.C. and I hope to have students from Howard and GW becoming a more active part of a partnership that may someday grow out of the current AmeriCorps initiative.

In all, the work we do at Manna is a reflection of the friendship that C.C. and I have built. Through curb side meetings, telephone calls, E-mails and weekly meetings, C.C. and I developed a working relationship that has brought the meaning of partnership to a new level. We have come to rely on each other for the support, the encouragement, and the necessary laughter that plays a key role in making the GW-Howard partnership a success.

—EDDIE RODRIGUEZ,
GW NEIGHBORS PROJECT AMERICORPS MEMBER

# Heads Up Has District Reading Levels Up

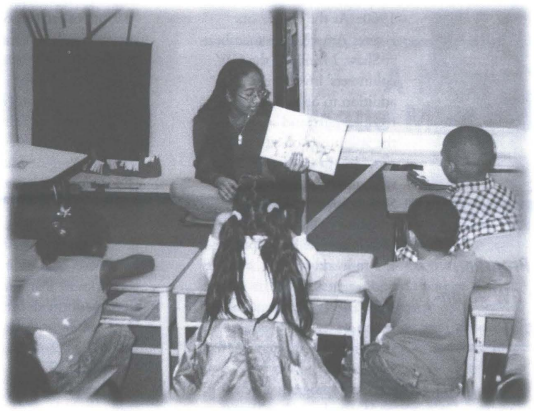
In 1996, I co-founded Heads Up to offer education and enrichment programs for children and families living in the neediest parts of Washington, DC. Our mission was, and still is, to provide low-income children and families with the learning opportunities they need to succeed while fostering a new generation of leaders committed to strengthening their communities.

Three years later, we have grown into one of the city's most effective youth service providers. Our after-school tutoring, mentoring, and summer learning programs now engage nearly 400 first *through eighth* graders from six neighborhoods across the District and more than 150 undergraduate tutors and AmeriCorps members from six local universities.

Our work is making a difference in the community. Recent test scores show that the number of Heads Up students reading at grade level increased 15 percent since last year. Other surveys report that 46 percent of our undergraduate tutors are now more likely to pursue a career in education or public service.

One key ingredient of Heads Up's success has been our ability to leverage existing resources by creating partnerships that connect area universities, struggling public schools, and neighborhood leadership. In the Adams Morgan neighborhood of northwest Washington, for example, Heads Up operates an after-school tutoring and summer program for 80 elementary school students by bringing together three distinct partners.

First, the Marie Reed Elementary School guides student enrollment, helps train Heads Up tutors, shares information on student progress, and hosts the program free of charge by providing classroom space. The tutors come from The George Washington University. The DC Reads program helps recruit potential tutors and AmeriCorps members from the campus. Through the work-study program, these students are able to earn a wage for their tutoring services while they gain valuable experience in schools and with community organizations. This year, Heads Up recruited 46 GW tutors, including seven AmeriCorps members, to work at Marie Reed.



Local partners include neighborhood groups such as the school's Parent Teacher Association and the local citizen's association. Their participation ensures that our programs are accountable to parents, helps us identify new needs, keeps us appraised of community happenings affecting our students, and links us to other groups for joint activities. Heads Up also employs a parent of one of the children in the program as an AmeriCorps member. This person provides the strongest link between the program and the community.

Each of our program sites run like the example above. Time and time again we have seen the advantages of these partnerships. By matching the unique strengths of different individual and institutional partners, the sum of the parts does become greater than the whole. By bringing together traditionally segregated populations, our partnerships have been successful in challenging stereotypes and prejudices that hinder social progress. Instead, diverse networks that cross traditional lines of race, age, and socioeconomic status have been created. Lastly, as more stakeholders become committed to a common goal of ensuring student success, a community driven, results-first approach begins to replace the blame game that shifts fault from one party to another.

The environment, however, must be friendlier for our partnerships to be lasting. The big players in our civic sector—universities, public school systems, and local government—must strive to be responsive, flexible, and sensitive when working with the small- and medium-sized non-profit organizations like Heads Up, that can broker new and innovative collaborative efforts. This institutional leadership will ensure the continued growth of meaningful partnerships and success of our program.

—VINCENT PAN, EXECUTIVE DIRECTOR, HEADS UP: A UNIVERSITY NEIGHBORHOOD INITIATIVE

## Five Years of Getting Things Done

On Oct. 20, 1999, 21 former AmeriCorps members gathered on the White House lawn to receive the first-ever All AmeriCorps Awards in return for going beyond the call of duty. The day also marked the fifth anniversary of AmeriCorps, the national service initiative started by President Bill Clinton. This day of celebration in our nation's capital recognized the achievements of these men and women and the substantial growth of the AmeriCorps program itself.

AmeriCorps, created in 1993, offers citizens age 17 and older opportunities in struggling communities throughout the United States. In exchange for completing a term of service, during which members receive a small living stipend, they are awarded an educational voucher to pay for future tuition or to help re-pay existing student loans.

Since the first class of 25,000 members was sworn in October of 1994, some 150,000 men and women have served domestically equaling the number of volunteers who have joined the Peace Corps since it began 38 years ago. AmeriCorps members are responsible for developing numerous after-school programs, mentoring and tutoring children of all ages; building thousands of homes and recruiting a massive number of volunteers nation wide.

The fifth anniversary was memorialized by the creation of these All AmeriCorps Awards so that from this year forward, future AmeriCorps members can be recognized on a national level for their commitment to service. The honorees initiated partnerships, mobilized resources and with the help of their volunteers, turned their idealism into reality.

The four categories of the All AmeriCorps Awards were the following:

- *The Common Ground Award* honors members who brought together people and organizations that worked toward a shared goal and were successful in their partnering.
- *The Getting Things Done Award* recognizes the service and achievements of members who met the challenges and the needs of one or more of the AmeriCorps priority areas; education, public safety, health, the environment, hunger, domestic violence and community development.
- *The Leadership Award* honors members who served above and beyond the call of service and have demonstrated courage and character in their commitment.
- *The Strengthening Communities Award* honors members who expanded their reach of service beyond their sites, forming successful partnerships with community partners.

Service has always been and continues to be a driving vital force in American life. Throughout history, our nation has relied on the action and commitment of our citizens and AmeriCorps is another venture that has opened doors to those who want to get things done. This anniversary is yet another indication of how citizens, regardless of their age or background, respond to opportunities to make a difference not just in the lives of others but in their own lives too.

To get involved with AmeriCorps nationally, call 1-800/942-2677 or visit their Web site at www.americorps.org. To get involved locally, stop by the Neighbors Project office, call 994-6554, or E-mail *neighbor@gwu.edu*.

—JACKIE O'BRIEN,
1999 AMERICORPS LEADER

## Community Service: Rewarding on Many Levels

Something, indeed, does happen at The George Washington University. That something is community service.

With the help of the Neighbors Project of the Office of Community Service, GW's student body is one of the most positive forces in the Shaw neighborhood of Washington, DC.

At Shaw Junior High School, 13 volunteer tutors work with more than 20 students twice a week on reading and math skills. Some of the tutors are GW undergraduates, while others are graduate students or members of the community.

They are a diverse group with one common goal: to offer the young men and women of Shaw Junior High School educational opportunities they might not otherwise be afforded.

This program is the manifestation of the Jeffersonian ideal of making education the "great equalizer." Without equal opportunity in education, America cannot realize its full potential as a democracy; education makes effective citizens, and more importantly, well-rounded human beings. The program at Shaw goes back to the basics, teaching students tangible reading and math skills through the "building block" approach. Students must achieve 100 percent mastery of reading and math skills before moving to the next step. The program works to "fill the gaps" in a student's education. Students gain real skills, and thus, real confidence in their academic abilities.



***Students from New Community Afterschool, Advocacy Program, Martha's Table, Seaton Elementary, and DC Reads join GW volunteers for fun and games during Make a Difference Day.***

This tutorial program is run through a partnership with GW's Neighbors Project, Shaw Junior High School, and For Love of Children (FLOC), a non-profit social service agency that has been serving families in the District since the 1960s. As the Neighbors Project AmeriCorps member at Shaw, I facilitate the GW volunteers' involvement; in addition to other roles, I help recruit, train, and supervise the volunteers on site. FLOC provides the curriculum and structure of the program. Shaw allows the space in which to hold the tutoring sessions, as well as opportunities to work with the students and teachers. This partnership reflects the leveraging of resources that is integral in maximizing a program's effectiveness.

A program like the tutoring program at Shaw brings together a variety of people, each with different motivations but all of whom work toward a common goal. Their reasons for serving reflect many of the ways people learn through their involvement.

When I came to GW, I had no intention of committing myself to serious community service. I was going to major in political science, get an internship on The Hill and perhaps join some of the politically orientated student groups on campus. Two events in particular led to my change of heart.

My very first class at GW was Urban Politics — a political science course that I really thought I could sink my teeth into. As I sat through the introductory lecture I realized that a significant gap existed between the subject matter and my personal experience with the inner city. I read articles about urban issues, about the unique set of problems existing in "the ghetto," but I had never been a first-hand witness. I felt disillusioned. I wanted to make a difference myself.

My other pivotal experience came during my first semester at GW, when I began tutoring at Scott-Montgomery Elementary school. My student cried the first day of tutoring. But over a period of months, he became like a little brother to me.

My favorite memories of him involve teaching him a "word of the day," such as *pragmatic*, *cogent*, and *expedient*. We both took up the challenge. By the end of each lesson, my student could correctly use college-level vocabulary in sentences.

Other volunteers have different motivations. James Karrat, a tutor at Shaw Junior High School, told me he loved being around the students because of their positive attitudes. He called tutoring "the highlight" of his week.

Ross Yaggy a graduate student in the School of Education and a tutor at Shaw Junior High, said he finds meaning in helping out students who need a little extra attention.

Ultimately, whether performing direct community service, or coordinating community service activities, I know that I and countless other GW volunteers perform an integral role in the Shaw community. Working with students in the Shaw neighborhood has been one of the most rewarding experiences of my life.

Partnerships like the one at Shaw provide volunteers with an opportunity to share their interests and abilities to address educational needs. The students who are tutored gain enhanced academic skills, but this is not the only benefit of the work being done. There is also an opportunity to learn from and with one another; in the process, we all become more effective citizens and overall well-rounded human beings.

—RICH MURPHY,
GW NEIGHBORS PROJECT AMERICORPS MEMBER