

Executive Summary

Introduction:

The information contained in this binder summarizes a range of financial and programmatic benefits that Harvard University provides to Boston. The University's engagement with Boston has grown over many decades and has become particularly strong over the last ten years. While many benefits are negotiated with City and community leaders, many more emerge from Harvard's and the City's mutual interest in the current and future welfare of Boston. Countless ties between teaching and research at Harvard and the interests of Boston have grown from a foundation of strong relationships between the City and the University.

Property Taxes and Payments in Lieu of Taxes:

Since the focus of the Commission is on payments in lieu of taxes (PILOT), this binder first summarizes Harvard's PILOT and property tax payments. Last year, Harvard University paid a total of \$8,245,721 in taxes and Payments In Lieu of Taxes to Boston. Harvard's PILOT payments, which totaled \$1,929,788 in FY 2008, are scheduled to increase annually.

Additional Payments:

Over the past ten years, the University has paid more than \$2,500,000 in linkage payments to the City of Boston to support housing and workforce development efforts. Recently Harvard also paid the City of Boston a building permit fee of approximately \$5.1 million for the Allston Science Complex.

Community Benefits Associated with Campus Development:

By working with the City and community leaders, Harvard has also been able to advance a significant program of benefits associated with its planning for development in Allston. One example is the University's standing commitment to make \$25,000,000 in contributions and community benefits associated with the Allston Science Complex. Harvard's Allston Education Portal, which currently mentors Allston children in science, math and writing, is just one element of that agreement. A total of 455 Allston residents are currently registered as members. In addition to services aimed at Boston youth, the Education Portal features programs for adults, including a lecture series by Harvard faculty and workforce development classes.

Harvard's Investment in Innovation and the Regional Economy:

These direct payments represent only part of Harvard's financial and economic impact on the region. Today, Harvard is the second-largest private employer in the Boston area and the third-largest employer in Massachusetts. Last year, Harvard invested \$4.8

billion in the local economy, with the vast majority of those funds having been imported from outside the region.

While approximately 90 percent of Harvard's total revenues – more than \$3.1 billion a year – come from sources outside the Boston metropolitan area, about two-thirds of the University's budget is spent locally.

Research and education at Harvard help to fuel the regional economy, and the University's investment in them has more than doubled in the past decade from \$1.7 billion to \$3.5 billion. Research at Harvard incubates private job growth by spinning off companies and industries throughout the local technology and biotechnology sectors. In the past two years, two-dozen new Boston-area companies with roots at Harvard secured more than \$280 million in private equity financing.

More importantly, Harvard helps educate the next generation of Boston's leaders. Over 100 students from Boston currently study at Harvard College with the benefit of over \$3 million in need-based grant assistance. As was recently reported in the Boston Globe, Boston Latin School and Stuyvesant High in New York were the largest sources of students admitted by the University. In the last 10 years, Harvard has provided more than \$18 million in financial aid to about 250 students from Boston; during the same period, more than 2,300 Harvard students from Massachusetts have received roughly \$100 million in financial aid.

Reduced Demand on Municipal Services:

Like other major institutions, Harvard University also reduces the demand for

BOSTON AND HARVARD

Direct Payments

- \$8,245,721 in taxes and PILOT to Boston last year.
- More than \$2,500,000 in linkage payments to Boston in the last decade.

Strong Economic Engine

- Harvard, second largest private employer in Boston area, third largest in Massachusetts.
- \$4.8 billion invested in the local economy by Harvard last year.
- 90% of revenues from out-of-state, but Harvard spends two-thirds of budget (\$2.4 billion a year) locally.

Benefiting Local Students

- Over 100 Boston students at Harvard College today; they receive more than \$3 million in financial aid.
- Boston Latin School: One of top two sources for Harvard students.
- About 250 Harvard students from Boston received more than \$18 million in financial aid over the past decade.
- 2,300 plus Harvard students from Massachusetts received \$100 million in aid over the past decade.

Service to Community

- 300-plus Harvard-affiliated community outreach programs and activities benefit thousands of Boston residents.
- Roughly 7,000 Harvard students collectively perform about 900,000 hours of community service work in local communities each year.

local municipal services by operating many of its own services including the Harvard University Police Department (HUPD), shuttle services, health services and recycling.

Community Service Impact:

In addition to these financial and economic contributions, Harvard also provides Boston residents with a wide range of important qualitative educational, social and cultural benefits. Harvard's academic campus comprises less than 1.5 percent of Boston's tax-exempt land. Nevertheless, the University is fully committed to its role as a major civic partner. To that end, Harvard sponsors or participates in a total of more than 300 outreach programs and activities focused on areas like educational preparedness, after-school initiatives, affordable housing and economic opportunity.

Working with the Mayor, we have prioritized programming that supports educational achievement and preparedness like the Harvard Achievement Support Initiative (HASI) and Step UP. These are only two examples of the scores of educational programs Harvard operates in Boston. In total, approximately 7,000 Harvard students collectively performed more than 900,000 hours of community service work in Boston-area communities in 2005-06, either as volunteers or through service-learning programs. In addition to volunteerism, thousands of Harvard students and faculty from the four professional schools located in Boston also engage in professional service throughout the City in furtherance of their training in health care, dentistry and business.

Conclusion:

These materials offer a brief overview of Harvard's many contributions to Boston, both broad and deep. Harvard's tax payments, PILOT agreements, negotiated cooperation agreements, investments in innovation and vast range of community contributions and programs have each grown significantly over recent years. This growing engagement reflects a foundation of cooperation and mutual benefit that will continue to support our shared interests in the current and future health of Boston.

Tax Payments and Payments in Lieu of Taxes

Harvard University paid taxes and also made voluntary payments in lieu of taxes totaling \$8,245,721 to Boston last year.

Harvard's role as a major taxpayer is sometimes overlooked. The University's tax payments to the City of Boston were \$6,315,933 in FY 2008. Much of the University's campus is used for non-profit educational purposes and is therefore tax-exempt. In addition to tax payments, Harvard also paid \$1,929,788 in Payments in Lieu of Taxes (PILOT) to the City of Boston in FY 2008. The University has made PILOT payments to the City of Boston since 1974.

Through its PILOT agreements, Harvard has established that if land is converted to institutional use, annual PILOT payments will increase. This is based on the principle that, as Harvard is able to utilize newly acquired property to support its mission of education or research resulting in the withdrawal of the property from the tax rolls, the University will make voluntary payments for a substantial interval and at a level that reflects the impact on tax collection.

Additional Payments

Harvard also makes a range of other payments to the City of Boston, including linkage payments. Over the past ten years, The University has paid more than \$2,500,000 in linkage payments to the City of Boston to support housing and workforce development efforts. As a part of the Cooperation Agreement for the Allston Science Complex, for example, the University recently made a linkage payment of \$383,000 to support workforce development in the City. Further linkage payments for the project are scheduled to support employment and housing. Harvard has also paid the City of Boston a building permit fee of approximately \$5.1 million for the Allston Science Complex.

Community Benefits Associated with Campus Development

In association with the development of Harvard's Allston Science Complex, the University has committed to a range of negotiated investments and payments to support new community programs and improvements totaling approximately \$25 million. These benefits include improvements of the public realm, workforce development support for the City of Boston's Allston-Brighton Career Resource Center, the creation of new education programs, development and maintenance of Library Park, and the creation of a Partnership Fund that will distribute \$500,000 in grants to the community. Program summaries follow:

Harvard Allston Education Portal

Eighty children who live or go to school in Allston are currently being mentored in science, math and writing at Harvard's Allston Education Portal and 455 Allston residents are registered as Ed Portal members. The Ed Portal opened just south of Harvard Stadium in June 2008 as a gateway into Harvard teaching and learning for the

Allston community. Harvard undergraduate mentors work with children one-on-one or in groups and host regular science events for youth. Adults can benefit from a new faculty lecture series that features Harvard faculty leading discussions on topics in their areas of expertise. Workforce development classes are also available. Members can also gain access to a variety of Harvard athletic and cultural events.

Library Park

Planning is underway for Library Park, a new one-acre public park near the Honan Allston Branch Library on Harvard-owned land that the University will construct and maintain. Neighbors have provided thoughts and ideas about the planning and design. Michael Van Valkenburgh Associates (MVVA), an internationally-renowned landscape architectural firm, has been retained by Harvard to advance the park design further and assist in its construction. MVVA intends to create a park that joins the community, the library and Harvard through an elegantly designed public open space.

Street Tree and Sidewalk Improvements

In 2006, only one street tree existed on Western Avenue in Allston. Since then, Harvard has planted a total of 150 trees, 135 along this central Allston thoroughfare. Harvard also constructed a new sidewalk along twelve blocks on the north side of Western Avenue in fall 2007. Harvard will continue to make streetscape and public realm improvements in the neighborhood.

Harvard Allston Farmers' Market:

In June, Harvard will launch the second year of the Harvard Allston Farmers' Market. Centrally located at the corner of North Harvard Street and Western Ave., the market brings seasonal, local produce, including berries, heirloom tomatoes, corn, flowers, Asian vegetables, and locally baked goods to residents in and around Barry's Corner. Harvard organized the farmers market after it was proposed by Allston residents during campus planning discussions. The Harvard Allston Farmers' Market accepts Food and Nutrition Service (FNS) food stamps, Women, Infant & Children (WIC) vouchers, and Senior Farmers' Market Nutrition Program (SFMNP) coupons.

The Harvard Allston Partnership Fund:

Harvard recently launched the 5-year, \$500,000 Allston Partnership Fund. An initial \$100,000 in grants is available to neighbors and community organizations in North Allston/North Brighton to support neighborhood improvement projects, cultural enrichment and educational programs. By April 30, when this first round of grant applications closed, Harvard had received 26 applications for local neighborhood improvement, educational and cultural programs. Following review by a local advisory board and the City of Boston, grants will be distributed in June.

Workforce Development

Harvard has been providing space to the Allston-Brighton Resource Center since 2006. Under the Allston Science Complex Cooperation Agreement, Harvard committed to support the Resource Center with \$1.6 million over the next 10 years, including the provision of in-kind rent and program funding for resident skills training geared to the

needs of the community. Harvard Allston Workforce Collaborative offers career exploration and computer classes. Eighteen people completed the fall 2008 semester. Twenty people are enrolled in the spring semester. Harvard has also partnered with the Building and Construction Trades Council of the Metropolitan District to sponsor five Allston-Brighton residents to enroll in a 21st century building trades apprenticeship preparedness program. The 10-week program provides opportunities to learn about the different unions and to prepare for applying to union apprenticeships.

Enhanced Support of the Gardner Pilot Academy

The Harvard Achievement Support Initiative has a deep existing partnership with the Gardner Pilot Academy: HASI staff provides coaching support once a week to the school, as well as learning materials and support for homework time. Student tutors from Harvard Business School volunteer at the Gardner. Funded by Harvard, the Harvard/Gardner Enrichment Program provides an extensive program of field trips for students. The Harvard Art Museum began a new multi-session art enrichment program for 5th-graders last year. In its second year, the program now provides a multi-visit program to the museums for 2nd-graders as well.

Additional Contributions

Harvard University has made a range of contributions beyond the negotiated Allston Science Complex Cooperation Agreement, including: space for the Boston Fire Department Hazardous Materials training facility in Allston; space for the Boston Health Commission EMT; the installation of 5 BigBelly trash barrels; maintenance support for Smith Field; creation of the Harvard Allston Summer Corps summer jobs program for youth; and repair of the Gardner Pilot Academy playground, which totaled more than \$300,000 in 2008. Harvard contributed \$68,000 (more than the \$60,000 stipulated in the Cooperation Agreement) toward a new rubber surface for the playground at Portsmouth Park. Harvard is also partially funding and is a participant in the BRA's Community Wide Planning Process and will continue to participate throughout 2009.

Scholarships for Allston-Brighton Residents

Harvard expanded its support of academic enrichment opportunities for Allston-Brighton residents. Each semester ten Allston-Brighton residents receive tuition remission for courses at the Harvard Extension School through the Allston-Brighton Community Scholars Program. Harvard also provides up to 10 scholarships to Allston-Brighton secondary school students. Harvard awards approximately 25 scholarships to children, youth and adults who are residents of North Allston-North Brighton or attend school at the Gardner Pilot Academy (regardless of where they live) to attend its summer athletic camps. Scholarship recipients, ranging in age from 4 to 59 years old, worked with experienced coaches to learn new skills and stay active in the summer. This summer Allston-Brighton residents will receive free access to the Blodgett pool.

Allston-Brighton Community Survey/Needs Assessment

Harvard University hired an independent research firm to conduct a survey/needs assessment for the Allston-Brighton community in the areas of education, health, housing, transportation, and public realm. This research was conducted to obtain valid,

reliable “voice of the community” insights on the priorities and needs of Allston-Brighton residents. These insights will be used to inform the Harvard Allston Task Force, the City of Boston and Harvard in the development of a comprehensive master plan of community benefits which will be part of the overall Harvard University Institutional Master Plan.

More than 2,700 residents of Allston-Brighton voiced their views about community needs and shared their perceptions about community investments Harvard should make as it develops its campus in Allston. The survey results were presented to neighbors on December 1, 2008 in a public meeting at the Honan-Allston Library and are available online at www.allston.harvard.edu.

Harvard’s Investment in Innovation and the Regional Economy

It is important to note that universities like Harvard also bring a range of very significant financial and other benefits to their communities, such as stable employment, new job creation, major economic development, physical improvements and financial support for a variety of education, youth, housing and student programs that help thousands in and around Boston. Harvard faculty and students also provide a range of local and global contributions in the course of their work.

Harvard University has a major role to play in helping Greater Boston weather the current recession and prosper in the years to come, according to a new study of the University’s impact on the local economy.

Employment:

Harvard is the second-largest private employer in the Boston area and the third-largest employer in Massachusetts. In addition to local residents employed directly by Harvard, local spending by the University also contributes indirectly to additional employment throughout the region. For instance, the University spent more than \$2.26 billion on new construction and renovation in the past five years, including \$580 million in FY 2008 alone – making Harvard one of the largest sponsors of private construction projects in Massachusetts.

The \$1.3 billion Harvard paid to Boston-area suppliers and contractors for goods, services, construction and other spending directly supports an additional 9,100 full-time-equivalent jobs in the Boston metropolitan area. Counting jobs created by companies with Harvard roots, there are more than 51,000 jobs in the Boston area with some Harvard provenance.

Harvard is also part of a massive higher education sector that is the envy of the world. Statewide, private higher education employs more than double the entire biotechnology sector in Massachusetts. There are 90,000 employees in the Boston metropolitan area employed at private colleges and universities. That represents more employees than all of this region’s computer hardware, software and services businesses (81,000), or the region’s banking, securities and investment industries combined (86,000).

Spending by Harvard's undergraduate and graduate students also generates jobs and economic activity in the Greater Boston area. It is estimated that students spent approximately \$289 million for housing, food, transportation and other needs last year directly and indirectly generating approximately \$349 million in economic output in the Boston area, and the equivalent of 3,710 jobs.

Revenues:

In 2008, Harvard invested \$4.8 billion in the local economy, with the vast majority of those funds having been imported from outside the region. While approximately 90 percent of Harvard's total revenues – more than \$3.1 billion a year – come from sources outside the Boston metropolitan area, about two-thirds of the University's budget – or \$2.4 billion a year – is spent locally. Consider that:

- Almost all of Harvard's \$660 million in research spending in fiscal year 2008 was funded by the federal government and other sources outside the region.
- In 2007, Harvard and its affiliated institutions accounted for 61 percent of all NIH funding awards in Massachusetts, a total of nearly \$1.4 billion.
- Massachusetts received approximately \$2.3 billion, or 10 percent of all extramural research dollars distributed by the National Institutes of Health in 2007.

In short, Harvard and other universities and colleges draw millions of dollars of out-of-state wealth into the Commonwealth each and every year.

The full benefits of this revenue go beyond the bottom line as the higher education and health care sectors buoy the Massachusetts economy during economic downturns. Recent reports in the Boston Globe have noted that Massachusetts was spared the brunt of the nation's economic downturn for much of 2008, adding jobs and sustaining employment levels above the national rates, thanks to its strong technology, health, and higher education sectors.

While we may be entering uncharted economic waters, in past recessions our university and hospital sector has been a strong moderating force. In the recession of 1990 and 1991, Harvard was able to sustain a stable employment base and universities only reduced employment by 1.1 percent, while the Boston area employment rate declined by 4.6 percent. In 2000 and 2001, while the Boston area saw its overall unemployment rate rise, the area's eight research universities actually added jobs, softening the blow to our region.

Over the past 10 years, Harvard spending on education and research more than doubled from \$1.7 billion to \$3.5 billion. To put that in perspective, this \$1.8 billion spending increase is roughly equivalent to the operating budget of a medium-sized university.

Like other research universities, Harvard also plants the seeds for future job growth by spinning off companies and industries. Research conducted by our students and faculty produces tangible results that are visible throughout the local technology and biotechnology communities. Some of the leading companies in these industries — including Biogen, Idec and Akamai — can trace their roots to Harvard, BU, MIT, Northeastern, and other Boston-area universities.

Harvard Educates Massachusetts Students:

High school students from Massachusetts and Boston-area schools are routinely among the top sources for new Harvard students. And this year, Massachusetts students again led the nation in having the highest percentage acceptance rate at Harvard. For example, Boston Latin High School, one of the top five schools sending students to Harvard, had 21 of its students admitted to Harvard, translating to an acceptance rate of 26.6 percent.

In the last 10 years, Harvard has admitted and enrolled 246 students from Boston, providing them with \$18.3 million in financial aid. During the same period, more than 2,300 Harvard students from Massachusetts have received roughly \$100 million in financial aid.

Assistance to students from Boston was made possible by Harvard's policy of admitting students regardless of financial means. Under the financial aid initiative Harvard put in place two years ago, students whose parents earn less than \$60,000 now attend Harvard for free. Students whose parents earn up to \$180,000 per year pay no more than 10 percent of their income in tuition and fees.

As a result of these efforts, nearly two-thirds of incoming freshmen will receive critically important financial aid. Between 1998 and 2008, Harvard increased spending for financial aid for Harvard College students by an average of nine percent each year. As a result, tuition has fallen as a percent of Harvard's total income from 27 to 20 percent during the same period.

In total, grant aid to undergraduates will exceed \$147 million next year. Similarly, grants to graduate students have nearly tripled from \$58 million a decade ago to \$174 million this year.

Harvard Draws Talent to Boston:

Boston's local universities recruit and maintain talent in the region. As jobs become more knowledge-driven, universities produce not only the research that can lead to the birth of new industries, but the ability to deliver a workforce educated in these emerging technologies. Approximately 3,500 students live on the Longwood and Allston campuses. Another 4,000 Harvard graduates live in Boston, constituting a major source of talent for some of Boston's leading industries, including health care, finance, technology, and professional services.

Reduced Demand on Municipal Services

Like other major institutions, Harvard University operates many of its own services resulting in less demand for municipal services. Examples include the Harvard University Police Department (HUPD), shuttle services, health services and recycling.

While the University's internal operations are not a substitute for the important services provided by the City, they can result in less demand. Additionally, Harvard coordinates closely with local departments. Harvard's support for Hazardous Materials services in Boston is one example of collaboration that assists local emergency response.

Community Service Impact

Harvard's schools and departments administer more than 300 outreach programs and activities that benefit Boston residents, ranging from mentoring in public schools, to support for after-school education, to public health programming, to name just a few examples.

Approximately 7,000 Harvard students collectively performed more than 900,000 hours of community service work in Boston-area communities in 2005-06, either as volunteers or through service-learning programs, in five key areas: strengthening education and achievement, increasing affordable housing, improving health and the environment, increasing economic opportunity, and enhancing civic life and culture.

Working with the Mayor, we have prioritized programming that supports educational achievement and preparedness. There is no better example than the Crimson Summer Academy at Harvard. This rigorous program for high-performing, low-income high school students from Boston and Cambridge began in 2004. Each year, thirty promising ninth-graders navigate an intensive admissions process to live on campus for three consecutive summers studying a multidisciplinary curriculum organized around the theme of "The Student as Citizen" and earning some college credits. There is no cost to the students, who receive a \$200 stipend each summer and a \$3,000 scholarship upon graduation.

To date, 150 students have enrolled in the program — over 100 of these students are from Boston — and another 31 will start this summer. The program's nearly sixty graduates currently are freshmen or sophomores at Harvard, Dartmouth, MIT, the University of Pennsylvania, Georgetown, Tufts, Wesleyan, Wellesley, Smith, Bryn Mawr, Lehigh, Haverford, Denison, Union, Boston College, and many other fine schools. We anticipate similarly impressive outcomes for all of the students currently enrolled as well as those who start the program this summer.

In addition, the Harvard Achievement Support Initiative (HASI), a multi-million-dollar professional development and grant-making program, was created to increase learning opportunities for Boston's youth. It extended the success of the Harvard After School

Initiative, which focused on out-of-school-time innovation and improvement for students aged 5-18. HASI broadened its work in 2006 to reach the youngest of Boston's residents - babies, toddlers and preschoolers.

Harvard is also a founding member of Step UP, an unprecedented collaboration among five Boston-area universities that is delivering coordinated services aimed at improving student performance in 10 Boston public schools. Harvard's Step UP program delivers professional development for teachers; curriculum and instructional support during and after school; school readiness and student support; family engagement and out-of-school time student wellness — nutrition, dental, and general health screenings; a food service program; and assessment and evaluation.

The University also supports a wide range of worthy causes in the City from summer youth employment to services for the young and elderly alike with contributions that exceeded \$200,000 last year.

The following pages summarize many other community programs sponsored by Harvard in the following areas:

- Education and Achievement
- Affordable Housing
- Health and the Environment
- Economic Opportunity
- Civic Life and Culture

Further information about community programs at Harvard please visit a comprehensive web directory that can be viewed at www.communityservice.harvard.edu. Over three hundred programs and activities ranging from mentoring and afterschool programs in which young people explore the arts, sciences and athletics -- to professional development seminars and forums for civic leaders are summarized. Together these programs draw on the energy of thousands of Harvard's faculty, staff and students working together in our host neighborhoods.

HARVARD UNIVERSITY

OFFICE OF THE PRESIDENT

MASSACHUSETTS HALL
CAMBRIDGE, MASSACHUSETTS 02138
(617) 495-1502

May 19, 2009

Mr. Stephen Kidder
Hemenway & Barnes LLP
60 State Street
Boston, MA 02109

Dear Mr. Kidder and members of the PILOT Task Force:

I am pleased to respond to your request for materials that describe Harvard University's comprehensive contributions to the City of Boston.

The University makes substantial direct financial payments to the City of Boston, including property taxes and Payments in Lieu of Taxes (PILOT) on Harvard-owned land, as well as additional linkage payments relating to specific projects.

Each year, thousands of Harvard students collectively perform approximately 900,000 hours of community service work in local communities as volunteers or through service learning programs in furtherance of their professional training in fields such as medicine, law, and education. The Harvard community enthusiastically pursues its rich tradition of voluntarism in ways that boost the efforts of Boston's diverse non-profit sector.

The University also acts as a major regional employer and economic engine, creating thousands of jobs and importing millions of dollars into the Commonwealth each year. Finally, beyond its direct payments and broader economic impact, Harvard is also an engaged community partner, providing Boston residents with a wide range of important educational, social, and cultural benefits and programs.

Collectively, with affiliated institutions like the Harvard teaching hospitals, the depth and breadth of our impact is enormous. We are proud to play a part in buttressing Boston's fiscal stability, cultural vitality, and reputation for excellence. Together, with sound public policies and the support of visionary leaders, we have helped Boston maintain its preeminent position in the knowledge and research-based economy of the future.

Attached for your review is a binder providing detailed information about the direct payments Harvard makes to Boston in taxes, PILOT payments, and linkage, as well as a sampling of Harvard's quality-of-life impact throughout the City. I have also enclosed two reports prepared by the economic analysis firm Appleaseed that provide additional background about Harvard's significant economic and community service contributions.

HARVARD UNIVERSITY'S ROLE IN THE CITY OF BOSTON

Prepared for the Boston PILOT Task Force
May 2009

Table of Contents

- **Executive Summary and Report** Tab 1
 - Property Tax Payments and Payments in Lieu of Taxes
 - Additional Payments
 - Community Benefits Associated with Campus Development
 - Harvard's Investment in Innovation and the Regional Economy
 - Reduced Demand on Municipal Services
 - Community Service Impact

- **Community Program Summaries** Tab 2
 - Education and Achievement
 - Affordable Housing
 - Health and the Environment
 - Economic Opportunity
 - Civic Life and Culture

- **Enclosures:**
 - Investing in Innovation: Harvard University's Impact on the Economy of the Boston Area Tab 3

 - Beyond the Yard: Community Engagement at Harvard Tab 4

 - Allston Update – May/June Tab 5

Education and Achievement



ABCD SummerWorks Program

Each year the Office of Government and Community Programs lends its support and guidance to the student organized activity, Youth Day. Youth Day 2001 was the pinnacle event of the work Harvard School of Public Health students have done with area middle school-aged students throughout the academic year. The student organization, Diaspora, invite Mission Hill School students to the School of Public Health for a day-long series of workshops and fun activities focusing on a variety of public health issues.



Academy Of Public Service Conference

Every spring, the Harvard Kennedy School Student Public Service Collaborative encourages high school students to explore the merits of public service. Its one-day Public Service Conference, held at the Kennedy School since 1993, engages some 50 to 60 students from the Academy of Public Service High School at the Dorchester Education Complex. This year, the Conference will be opened to students from several public schools that are focused on different forms of public service.



Achievement Gap Initiative

The Achievement Gap Initiative (AGI) is a university-wide effort initiated by the Harvard Graduate School of Education (HGSE) to focus academic research, public education, and innovative outreach activities toward eliminating achievement gaps. Major funding is provided by Time Warner Inc., with additional support from the Spencer Foundation and the Murphy Innovation Fund. The HGSE provides important core support. The Scholars affiliated with the AGI represent a cross section of academic disciplines--Education, Economics, Public and Social Policy, Sociology and Law.



Aiming for Higher Emerson Academic Development (AHEAD)

PBHA's AHEAD is a tutoring program working to teach and build relationships with the youth of R.W. Emerson School in Roxbury. Our aim is to help disadvantaged children use their academic and personal strengths to succeed academically and personally. There are two parts to the afterschool program: homework tutorial and AHEAD-coordinated educational games and lessons. AHEAD serves 20 Cape Verdean, African-American, and Latino students ages 5-12 (kindergarten-5th grade).



Alberta V. Scott Leadership Academy

Named for the first Black woman to graduate from Radcliffe College, the Alberta V. Scott (AVS) Leadership Academy gives participating 9th, 10th and 11th grade girls the opportunity to cultivate leadership skills and individual creativity through semester-long projects. Each girl, or scholar, is assigned a mentor, and mentors and scholars participate in weekly discussions on topics ranging from maintaining physical and emotional health to setting and achieving goals.



Allston-Brighton English Language Scholarships

The Allston-Brighton English Language Scholarships cover full tuition for one course in the Institute for English Language Programs (IEL). Fifteen residents of Allston-Brighton are selected each term. For information about this scholarship, call the Honan Library, the Allston branch of the Boston Public Library, (617) 787-6313.



Allston-Brighton Student Scholarship Program

Every summer, more than 1,000 motivated high school students from the United States and abroad come to Cambridge for the Harvard Secondary School Program (SSP)—their first taste of college life. The Harvard Summer School encourages local students to join in the program with the Allston-Brighton Student Scholarship Program, which awards a limited number of scholarships to Allston and Brighton students who have been admitted to SSP. The scholarship covers tuition for one course.



AP Biology Teacher Call Back

After-School program for teachers from Boston Public Schools. Participants attend one session per month throughout the entire academic year where teachers engage in lectures and professional development seminars.



Askwith Education Forum

The Askwith Education Forum acts as a galvanizing force for debate and conversation about education from its narrowest to its broadest perspectives. Each year, the forum sponsors 35-40 events, which are free and open to the public. Speakers and panelists come from many diverse fields and backgrounds to speak on topics relevant to education and learning. Issues range from immigration to mind/brain research to arts and technology. Past speakers have included Rob Reiner, Studs Terkel, Anna Deavere Smith, Steven Pinker, Henry Louis Gates, Ted Sizer, and James Comer.

Basic Science Partnership

Basic Science Partnership (BSP) selects a small number of high school students to spend a summer working and learning in a professional laboratory at Harvard Medical School. Fellows become a part of their lab and experience first hand the excitement of a career in science. BSP facilitates a science summer camp in association with the Epiphany School in Dorchester that focuses on giving underprivileged students the opportunity of hands-on scientific research and learning.



Boston Digital Bridge Foundation

The Boston Digital Bridge Foundation provides technology training and computer equipment to underserved Boston families, a move that can have a real impact on students and parents alike, propelling them forward in school and the workplace. The Harvard Business partners with the Foundation to provide monetary support for Hub on Wheels, a citywide bike festival that raises money for the Foundation.



Boston Public School Leadership Development Network at HGSE

Strong schools need strong leaders. This program brings educators from seven Boston schools to the Harvard Graduate School of Education (HGSE) several times a year for a chance to network and attend professional development sessions. This program evolved from the former Boston-Harvard Leadership Development Initiative, a larger collaboration of HGSE and the Boston Public Schools (BPS) initially funded by FleetBoston Financial.



Boston Refugee Youth Enrichment Program (BRYE)

PBHA's Boston Refugee Youth Enrichment is dedicated to helping Southeast Asian refugee children adapt and flourish in an environment which offers them few resources. Our children, ages 6-16, live in Dorchester, where there is a large Vietnamese immigrant population. BRYE strives to meet the needs of the community through tutoring and mentoring programs.



Boston School Volunteers

As further evidence of the Harvard Business School's (HBS) investment in education, HBS students volunteer as tutors at the Gardner Pilot Academy in Allston. And since technology is a key component of education, the Business School also provides funding for the purchase of interactive learning tools that support these tutoring programs.



Boys & Girls Club Volunteering

The Boys & Girls Clubs are popular after school destinations for youngsters, and the experience is made richer by the volunteers. Harvard Business School staff members from MBA Program visit their local center on a weekly basis to help with homework, run activities, and even serve snacks, all the while having fun with the kids.



BRYE 1-2-1

PBHA's BRYE 1-2-1 is a big sibling program for children who already have a working knowledge of English and would benefit from a one-on-one mentoring relationship. Through this program, we seek to help them experience parts of American culture they might otherwise miss, give them role models to look up to, and make friendships that endure.



BRYE Extension

PBHA's BRYE Extension teaches an academic enrichment curriculum to Vietnamese and Cape Verdean refugee children after school in a small classroom setting. There are three class levels, with the youngest class ranging in age from 6 to 8, a middle class 8-10, and a class for more advanced students generally ranging from ages 10-12. All classes focus on improving English and reading skills with the older two classes also incorporating quantitative enrichment through interactive experiments and activities.



BRYE Teen

On Saturday afternoons, Harvard undergrads travel to Dorchester to work with teenagers who are immigrants to the United States as part of BRYE Teen (part of the Boston Refugee Youth Enrichment Program).



BRYE Tutoring

Phillips Brooks House Association

PBHA's BRYE Tutoring program, founded in 1987, strives to give children of immigrants from various countries (such as Vietnam, Dominican Republic, Haiti, and Cape Verde) a foothold in America through instruction in the English language. By fostering a close, mentoring relationship between tutor and tutee, BRYE Tutoring is dedicated to bridging the cultural barrier not only through knowledge of language, but also by inspiring confidence and increasing self-esteem through a solid friendship.



Career Discovery

Those who think they might have an interest in architecture, landscape architecture, or urban planning and design would do well to check out the Career Discovery Program at the Harvard Graduate School of Design (GSD). Established in 1970, this intensive, full-time summer program engages students over the course of six weeks in studio work, seminars and lectures, workshops, and field trips that enable them explore their interest and gauge their talent in these fields.



Center for the Developing Child

The foundation for success in school and life begins well before a child crosses the threshold to kindergarten. The University-wide Center for the Developing Child is committed to the belief that healthy child development in the early years gives children the opportunity to reach their full potential, and therefore leads to economic prosperity and stronger families and communities.



Chinatown Adventure (CHAD)

PBHA's Chinatown Adventure summer program is proud to be entering its 14th year of service to the families and children of Boston's Chinatown. We run an intensive 7-week summer camp for 70 children (ages 6-13). Through daily academic enrichment, activities, and field trips, we hope to foster personal, social, and academic growth in each of our campers. Campers look to counselors for friendship and fun both during and after camp hours.

Chinatown Afterschool

PBHA's Chinatown Afterschool is a tutoring and enrichment program which serves children in the Chinatown area who are in grades 1 through 6. Volunteers strive to provide a safe, educational, and enriching environment for the children. Homework help and tutoring are the focus of the first hour of program, followed by an hour of creative enrichment activities designed by each counselor group. Volunteers combine individual attention with cooperative group activities. Field trips and other program-wide activities outside of the classroom are planned throughout the semester.



Chinatown Big Sib Program

PBHA's Big Sibling Program strives to establish positive relationships between young adults and school-aged children (mostly 7-12 years old) from families in Chinatown. Through one-on-one interaction, big sibs provide both mentorship and companionship, seeking to bolster their little sibs' self-esteem and encouraging them to explore new opportunities. Students individually plan activities for their sibs and establish unique relationships that offer new experiences possible only in a one-to-one setting.



Chinatown ESL

PBHA's Chinatown ESL allows its volunteers the unique opportunity to teach a class of enthusiastic, motivated adult ESL offers five levels of classes, from beginning fundamentals to advanced conversation; lessons focus on developing practical conversational, reading, and writing skills useful for everyday situations. Curriculum is provided and classes are on campus once a week for two hours.



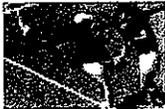
Chinatown Teen

Teens are encouraged to develop relationships with both the counselors and their fellow teens through a two hour program on Tuesdays and Thursdays, as well as various field trips throughout the semester. Regular program consists of a mixture of homework time and a fun and skill building project designed to foster maturity, creativity, leadership, teamwork, and responsibility.



City/Build at Boston Latin School

Using a program on design, development, and construction, students studied construction projects for several months and visited job sites. The objective is for students to see themselves as future community leaders who could help revitalization of their neighborhoods. The project was designed to increase access to education and jobs in construction.



CityServe

CityServe is a Harvard student organization which provides tutors to Tenacity, Inc. Tenacity, Inc. is a nonprofit organization which delivers free literacy training, homework help, and tennis instruction to Boston-area middle school children. The tennis program utilizes a fun, games-based approach designed to keep the kids moving and build a love for the sport that hopefully can last a lifetime.



CIVICS

The Kettering Foundation reports that citizens "believe that they do not—cannot—have a say in the system [because] there's no room left for their voices." PBHA's CIVICS strives to inspire students to take an active participatory role in their community by educating them on what our government is and how it affects their lives. Students are encouraged to think critically about their rights and responsibilities as citizens through lessons on the Constitution and Bill of Rights.



COACH: College Opportunity and Career Help

Applying to college is a daunting task, which is why the College Opportunity and Career Help (COACH) program empowers Boston Public School students to make informed decisions about their futures. Harvard students, acting as Coaches, provide information and on-site instruction to help students navigate the college application and financial aid process. Applicants benefit from the fact that most of the Harvard volunteers have recently gone through the process themselves.



Conant Professional Development Fund

The Conant Professional Development Fund lets educators from the Boston and Cambridge public school districts take advantage of the wide array of professional development events, institutes, and offerings available at the Harvard Graduate School of Education (HGSE). Teachers and administrators looking to hone their skills might use the Principals' Center, Programs in Professional Education, or WIDE World. Since 1996, this fund has provided up to \$16,000 each year for professional development funding for each of the two districts.



Crimson in the Community

As the Harvard Crimson's community service program, Crimson in the Community combines journalism with public service. Volunteers work with local high school students from around Boston at schools with new or under-funded journalism programs. Activities include brainstorming stories, editing pieces, and talking with students about basic rules of design and writing. The program also extends into the summer, when the Crimson invites a small group of high school students from around Boston to participate in a week-long journalism workshop.



Crimson Summer Academy at Harvard University

In the summer of 2004, Harvard welcomed its first cohort of 30 Crimson Scholars. Today approximately 150 ninth-graders in public and parochial schools in Boston and Cambridge, Massachusetts have entered into this three-year residential summer program for academically talented but financially disadvantaged high school students. The program draws on Harvard resources to encourage students to expand their vision of their future and strengthen their ability to achieve ambitious academic and life goals. This program is another step in Harvard's support of school-aged children in Boston and Cambridge public schools.

Current Science & Technology Center (CS&T)

Current Science & Technology Center (CS&T) works with Harvard faculty and students to develop educational talks and programs for the general public that cover the latest discoveries in small-scale science and engineering. CS&T's wide range of topics include: health sciences, genomics, immunology, the brain, behavior, biotechnology, Earth and space, matter and energy, nanotechnology, information technology, A.I., materials science, engineering, robotics, technology, and more.



David Rockefeller Center for Latin American Studies

The David Rockefeller Center for Latin American Studies opens up multiple avenues for the community to explore Latin American studies and culture. The Center sponsors a wide variety of speakers and events, including the Latin American/Latino Speakers Bureau, professional development seminars for K-12 teachers, field trips to the Center and Harvard museums, volunteer

placement for students in local organizations in Spanish, Portuguese, and Haitian Creole-speaking communities, and a variety of public cultural events.



David Walker Program

PBHA's David Walker Program strives to create a sense of black cultural and historical pride in Boston area boys through education and mentorship from the Harvard Black Men's Forum. It has been our longtime belief that we have a duty to provide guidance and leadership to the young men of the Boston community in order to facilitate a positive and prosperous future for them, as well as break the negative stereotypes of the common black man in America.



Dearborn After School Program

Students in the Dearborn After School Program in Roxbury are there because they want to be. Dedicated to their own academic improvement, these motivated middle schoolers enjoy regular visits from Harvard students for one-on-one tutoring and enrichment activities. The program aims to create a safe and productive learning environment for children, helping to raise students' academic standards, goals, and basic skills. Meanwhile, Harvard volunteers gain experience tutoring and mentoring motivated students.



Division of Continuing Education (DCE)

The Harvard Extension School offers more than 600 fall and spring term courses in 65 fields, including health sciences, humanities, social sciences, computer science, management, environmental management, writing and languages. One hundred of these courses may be taken online from anywhere in the world. Open enrollment, reasonable tuition, part-time study, and evening classes remain cornerstones of the Extension School.



Executive Education Program Support

When community leaders pursue career development opportunities, it benefits them of course, but it can also help the community. In recognition of this, the Harvard Business School (HBS) partners with City Hall and other community organizations, such as the Joseph Smith Health Center and the West End House, to provide scholarships for key personnel to attend Executive Education Programs offered at HBS. Kathy Venn (617) 495-6625



First-year Urban Program (FUP)

FUP is a student-run program that introduces incoming Harvard College first-year students to the Cambridge-Boston area and to the service and activist community in and around Harvard. FUP participants spend the week preceding Freshman Orientation working on projects for nonprofit community organizations. Accompanied by two or three upper-classmen leaders, FUPpies work in teams of six or eight at a project site in the Greater Boston area.



Franklin After School Enrichment (FASE)

PBHA's Franklin Afterschool Enrichment is a one-on-one tutoring program serving grade school children in the Franklin Field and Franklin Hill public housing developments and surrounding areas of Dorchester. Our program has two main goals: to reinforce academic skills through individual tutoring and group activities, and to bring together a diverse group of children and counselors to increase tolerance and ease tensions between Franklin Hill and Franklin Field. Serving approximately 20 children three afternoons a week, provides a valuable resource for Franklin families.



Franklin I-O Summer Program

PBHA's Franklin I-O Summer Program serves 80 children and their families from the Franklin Field and Franklin Hill housing developments in Dorchester. The program aims to provide year-round academic support in conjunction with the Franklin After-School Education (FASE) and Franklin Teen programs; help overcome gang violence and other challenging conditions by bringing the children together in a safe, enriching, and fun environment; and foster relationships between the children and Counselors of diverse backgrounds where learning is reciprocal.



Franklin Teen Mentoring

PBHA's Franklin Teen Mentoring Program gives Harvard students the opportunity to establish relationships with teens, ages 12 to 16, from the Franklin Hill and Franklin Field housing developments in Dorchester. Besides allowing for the growth of mentor-mentee relationships, the program promotes friendship and understanding among youth from the two housing developments, which have had long-standing issues gang-tensions and gun violence. Mentors act as positive role models, offering friendship, academic support, and access to key resources.



Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP)

Getting more youths to attend—and more importantly, succeed in—college takes a lot of preparation, years even. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) starts early, reaching out to seventh-graders and providing the tools and resources they need to succeed, first in high school and later in college.



Global Education Program

Three area studies departments at Harvard University - the David Rockefeller Center for Latin American Studies, the Center for Russian, Eastern European and Central Asian Studies, and the Center for Middle Eastern Studies - are involved in a collaborative effort to reach out to local schools and educators. All three receive funds from the U.S. Department of Education under Title VI to enhance knowledge and understanding of foreign languages and cultures.



Harvard Achievement Support Initiative

The Harvard Achievement Support Initiative (HASI) is the University's professional development and grant making effort to increase learning opportunities for Boston's young people. Building on the success of the Harvard After School Initiative, which focused on out-of-school-time innovation and improvement for students aged 5-18, HASI broadened its work in 2006 to reach the youngest of Boston's citizens - babies, toddlers and preschoolers. HASI is the primary vehicle for Harvard's service delivery in the Step-UP Initiative with the City of Boston, which is further described below.



Harvard Allston Education Portal

Eighty children who live or go to school in Allston are currently being mentored in science, math and writing at Harvard's Allston Education Portal and 455 Allston residents are registered as Ed Portal members. The Ed Portal opened just south of Harvard Stadium in June 2008 as a gateway into Harvard teaching and learning for the Allston community. Harvard undergraduate mentors work with children one-on-one or in groups and host regular science events for children. A new faculty lecture series features Harvard faculty leading discussions on topics in their area of expertise. Work force development classes are also available to adults. Members can also gain access to various Harvard resources such as tickets to Harvard athletic events.

Harvard Allston Summer Corps

Local teens and non-profits benefit from Harvard Allston Summer Corps, a Harvard-sponsored summer teen employment program. Teens serve their communities, the local groups receive extra staff help to deliver popular programs. The teens earn work experience, along with their paycheck, and participate in weekly enrichment programs at Harvard.

Harvard Art Museum's Library partnerships

The Harvard Art Museum's collections are a valuable resource available to the community through partnerships with local libraries. The Art Museum's Partnership for Cultural Literacy, a collaboration with the Cambridge Public Library, offers all Cambridge library card holders the opportunity to visit the Harvard Art Museum for free at any time. Members of the Allston-Brighton community can also take advantage of the Harvard Art Museum partnership with the Honan-Allston, Brighton, and Faneuil branches of the Boston Public Library.



Harvard Art Museum's Student Visits

The Art Museum encourages and welcomes student visitors to its galleries, and thousands of local students of all ages make the trip with their class each year. The Art Museum's Education Department plays a role in all visits, working closely with area schools to develop museum visits that complement the students' curricula and educate the students in the art of looking. Admission charges and other materials are free, as are the docent-led tours tailored to the individual needs of school and community groups. For more information about Student Visits, call 617-496-8576.



Harvard Art Museum's Teacher Workshops

Teachers who want to integrate art history into their classes need look no further than the Art Museum's teacher workshops. Led by the Education Department staff, these workshops are designed to acquaint K-12 teachers with the Art Museum's resources and to help these educators incorporate them into social studies and language arts curricula. For more information about Teacher Workshops, call 617-495-4402.



Harvard Libraries

Harvard University has the largest academic research library in the world. Founded in 1638, it includes over 90 libraries located in Cambridge, Boston, Washington, D.C., and Florence, Italy, and includes both undergraduate and graduate libraries. The Harvard College Library holds the majority of Harvard's collections which are housed in Widener, Pusey, Houghton, Lamont, Fine Arts, Harvard-Yenching, Tozzer, Kummel, Cabot Science, Loeb Music, Littauer, and Hilles libraries.



Harvard Museum of Natural History Library Ambassador Program

To develop stronger ties with local communities and encourage broader access to the museum, the Harvard Museum of Natural History initiated the Library Ambassador Program (LAP) in 2001, which provides reduced-admission to the museum via participating public libraries across the Commonwealth. Complimentary membership is offered to all Boston and Cambridge library branches, as well as a select number of libraries located in low-income communities.
<http://www.hmnh.harvard.edu/>

Harvard Museum of Natural History Boston public school visits

The museum offers free admission to Boston Public School groups for self-guided visits. For more information visit www.hmnh.harvard.edu.

Harvard Museum of Natural History Wonders on Wednesdays

Wonders on Wednesdays (WoW) is a free program for community-based youth and after-school groups. Students can investigate the galleries with a special exhibit exploration and participate in

hands-on activities with museum specimens to find out how scientists learn about the natural world. Repeat visits are encouraged. With more than 12,000 objects on display, it's easy to discover something new every visit. Groups of 10-30 students and at least one adult for every five students is ideal. Reservations are required and space is limited.



Harvard Program for International Education (HPiE)

Understanding global goings-on is vital for today's students if they want to be responsible citizens. The Harvard Program for International Education (HPiE) is committed to bringing quality lessons with an international focus into Boston public high school classrooms. Volunteers create individualized lesson plans and teach once per week on topics as varied as human rights, immigration, nation-building, and the environment.



Harvard STAGE

Harvard STAGE (Student Theater Advancing Growth and Empowerment) is a theater and public service organization, providing a weekly theater program for youth in the Greater Boston community. Throughout the school year STAGE members work with middle and elementary school children in under-funded Boston schools who would otherwise have little or no exposure to the performing arts. STAGE teaches its students the basics of theatrical performance, from improv to character development, ultimately helping students write and perform their own show which is showcased at Harvard at the end of the year.



Harvard Teacher Education Program's University/School Partnership

The Harvard Teacher Education Program addresses the significant and growing shortage of teachers in urban areas by providing training in literacy- and technology-based learning methods, professional development seminars, and the restructuring of schools. Faculty and administrators from the Teacher Education Program and the Partnership schools meet together throughout the year to examine relevant issues in education as well as to collaborate on university-school initiatives such as the Transition to Teaching Math and Science Program in Boston or the Cambridge-Harvard Summer Academy.



House and Neighborhood Development Program (HAND)

Anyone can make time to give back to the community, and the House and Neighborhood Development Program (HAND) helps ensure that Harvard students have the opportunity. HAND is dedicated to involving Harvard students in public service projects in the Cambridge and Greater Boston Community. Inspired by the principle of neighborhood and motivated by the desire to be good neighbors, HAND volunteers work as partners with members of the community, in the Cambridge public schools, and in a wide range of other community service programs, to enrich and improve the city both call home.



Keylatch After School Program

The Keylatch After School Program works with a group of elementary school children from Boston's South End. Now in its 22nd year (making it the oldest afterschool program in PBHA), Keylatch has maintained deep ties with children, parents, and schools in the community. Children in the program experience valuable academic growth and enrichment as they develop strong relationships with their counselors



Keylatch Mentor

Middle schoolers are just starting to make important choices and to see themselves and the world around them in new ways. PBHA's Keylatch Mentor's mission is to serve the middle-school-aged children in Boston's South End, at a time in their lives when they are starting to make important life choices and to see themselves and the world around them in new ways.



Keylatch Summer Program

PBHA's Keylatch Summer Program provides under-served children from Boston's South End with a high quality, enriching summer camp experience. Community leaders, families and Keylatch staff engage campers in activities that allow them to explore new opportunities, deepen cultural and community pride, and foster a love of learning.

Kids In The Court

Given children's tendency to role play, Kids in the Court (KITC) offers a great way to teach them what happens in the courtroom. In KITC, Harvard Law School (HLS) students lead local middle schoolers through the legal process by staging mock trials where students act as lawyers, litigants, and witnesses. It's a fun way for HLS volunteers to reach out to youth and get them thinking about the law and constitutional rights.



Kids with Special Needs Achievement Program

Children diagnosed with cerebral palsy have, to varying degrees, impaired motor control but the illness usually leaves the child's intellectual ability unaffected.



LEADERS!

The Leaders! program taps into the leadership potential of high schoolers from communities throughout Boston. PBHA's LEADERS! is the term-time component to the summer Junior Counselor program of the PBHA Summer Urban Programs (SUP). LEADERS! strives to provide continued mentorship and academic/personal support during the year for high school teenagers from communities throughout Boston. LEADERS! emphasizes personal growth and creating a safe space and opportunity for individual leadership development and personal expression through various forms of media.



Let's Get Ready!

Free SAT prep and college advising—that's the enticing offer of Let's Get Ready (LGR). Coaches with Let's Get Ready! (LGR) work with underserved Boston high school students to increase their scores in either the Math or Critical Reading/Writing sections of the SAT I (or both). As students who have recently gone through the college admission process themselves, these undergraduates provide college application guidance.



Making Learning Visible (Through Project Zero)

Most of us are in groups all the time. But are these groups learning groups? When does a group become a learning group? Can a group construct its own way of learning? Can documenting children's learning lead to new ways of learning? These are some of the questions addressed in the research project, Making Learning Visible (MLV). MLV draws attention to the power of the group as a learning environment and documentation as a way to see how and what children are learning. Its overall goal is to create and sustain powerful cultures of learning in and across classrooms and schools that support children's and adults' individual and group learning. MLV is based on collaborative research conducted by Project Zero researchers with teachers from the Municipal Preschools of Reggio Emilia, Italy, and preschool through high school teachers and teacher educators in Massachusetts.



Marshall After School Program

PBHA's Marshall After School Program helps at risk and low achieving students at the Marshall Elementary School in Dorchester succeed academically— with an emphasis on reading and writing comprehension – by closely working with students on their homework and through a creative and individualized curriculum.



Mentoring for Science, 8, 9, and 10

Harvard Medical School faculty and students take time out to mentor Boston school kids after school in this rewarding science enrichment program. Designed for students in grades eight, nine, and ten, Mentoring for Science provides these budding scientists relationships with HMS volunteers who serve as mentors and role models. Students come out of the program with enhanced critical thinking skills, lab exposure, and increased knowledge about science careers.



Mission Hill After School Program

PBHA's Mission Hill After-School Program was created in 1983 at the request of residents of the Mission Main and Alice Taylor housing developments in Roxbury. Serving 50 children (ages 5-14) divided into four age groups, MHASP volunteers strive to provide individual attention within a classroom setting, with both homework assistance and by working with the children on a creative

curriculum designed by coordinators. Additionally, optional bi-weekly field trips to museums, cultural events, and recreational facilities enhance counselor-child friendships.



Mission Mentor

You're never too young to have a mentor to look up to. The purpose of PBHA's Mission Mentor is to foster one-on-one relationships between Mission Hill youth and area university students and graduates in order to broaden children's access and exposure to the resources in Boston and beyond. Through encouragement and friendship, Mission Mentor strives to increase the confidence and optimism with which youth approach their own education and future.



Office of School Partnerships

The Office of School Partnerships (OSP) allows HGSE to respond better to public school needs by linking its programs and resources to the actual priorities of local districts. More specifically, OSP, established in 1996, provides information to area schools and district offices about resources and opportunities available at HGSE and identifies university faculty with particular expertise and research interests that may benefit the school districts. In fulfilling its mission, OSP provides direction and coordination for the following outreach programs:



Principal Licensure Strand: School Leadership Program

The School Leadership Program (SLP) at HGSE is designed to educate a new cadre of instructional leaders – teacher leaders, school developers, and school principals – who will have the capacity, skills, and knowledge to create and sustain environments in K-12 schools and other educational settings that foster the learning and well-being of all children.

PRISM (Program for Research and Investigation in Science and Math)

Boston school kids attending PRISM (Program for Research and Investigation in Science and Math) actually spend their summer vacation learning about—and enjoying!—science and math. The three-week summer camp at Harvard Medical School for rising ninth-graders from Boston Public Schools provides case-based, academic, hands-on science and site visit activities that reinforce science learning.

Prisoner Education Program

The Phillips Brooks House Association runs its Prisoner Education Program in hopes of helping these men and women better their lives and serve as useful members of society upon their release.

Prisoner Education: Houston House

Harvard students in the Houston House Program play a small role in helping women get their lives back on track. Volunteers provide GED and adult basic education to inmates of Houston House, a Boston-area facility for incarcerated women who are pregnant or have small children. Volunteers also help clients who are recovering from addiction gain skills that will help them find sustainable employment, enjoy a stable family life, and successfully reenter society upon their release from prison.

Prisoner Education: Suffolk County House of Corrections

PBHA volunteers tutor male and female inmates at a medium security prison, supplementing their classroom work with individualized academic attention. We help inmates with reading (from sounding out words to discussing political theory), writing (from subject-verb agreement to effective prose), and math (from addition to calculus). We lead some computer use and occasionally offer special classes. The majority of the inmates need help at basic levels or at GED level. Tutors usually assist with homework from daytime classes, but may also design curricula on their own.



Project Link

Initiated under the auspices of Design Initiative in Youth - Career Discovery Summer Program, Project Link is an intensive four-week program that seeks to immerse rising Boston area high school sophomores, juniors and seniors into the world of design. Students will be exposed to drawing, modeling and representation techniques associated with architectural design as well as to the alternate

Project Literacy

Immigrants to the United States pretty much have to learn English to get ahead, and Project Literacy helps. PBHA's Project Literacy is an adult education program focusing on ESL tutoring. Volunteers are trained and then paired with a student, with whom they will work throughout the entire semester. Suggested lesson plans are provided, though tutors have the freedom to design their own lessons if

they choose. Each session lasts for about one hour, and sessions are conducted on either Monday or Wednesday evenings. Tutoring takes place on campus.



Project Success: Opening the Door to Biomedical Careers

Chances are, you wouldn't expect to find a high school student visiting a research lab of the Harvard Medical School (HMS) or its affiliated hospitals, much less working in one. But every summer, Project Success takes 15 to 20 high school and undergraduate students from Boston and Cambridge into those very labs. In doing so, HMS encourages the next generation of students to consider the call of the biomedical field, and the students, who are paid for their lab work, witness firsthand what it's like to work in a demanding lab environment.

Prospect Hill Afterschool Tutoring (PHAST)

Prospect Hill Afterschool Tutoring (PHAST) members collaborate in one of the most innovative experiments in public education: the urban charter school. Several afternoons a week, Harvard students meet up with high-schoolers from all over the metro-area (Somerville, Cambridge, Charlestown, and Boston) at Prospect Hill Academy, a charter school founded by a group of parents in 1996 and located near Central Square. PHAST is a group of tutors dedicated to helping these students prepare for college, become responsible citizens, and foster a lifelong love of learning.

REACH (Recreational Experience and Art Creativity with Harvard)

Children with special needs in the Cambridge community have fun participating in gym and art activities in REACH (Recreational Experience and Art Creativity with Harvard). The community-based program provides an encouraging, stimulating, and friendly environment, pairing each child with a Harvard undergraduate who participates in activities with him or her. For the Cambridge students, the one-on-one relationship fosters confidence through individual focus within a social setting, while Harvard students have the invaluable experience of seeing the world through someone else's eyes.

ReadBoston and Write Boston

Begun more than six years ago, ReadBoston, is a city-wide initiative, founded by Richard Weissbourd and led by Mayor Menino, intended to unite schools and communities around the common goal of all children reading by 3rd grade. The Harvard Children's Initiative, an interfaculty initiative, launched WriteBoston, a communitywide effort to give Boston middle and high school students a boost in writing skills. WriteBoston is a public/private venture that targets writing in several setting including schools, after-school programs and in the community.



Reflection in Action: Building Healthy Communities

Healthy communities start at home. That's the important lesson that Boston and Cambridge students learn in this annual two-part forum that draws more than 300 students in grade six through nine. What's more, students discover that not only is their personal, family, and community health important, but that their personal voice, creative expression, and activism can serve to influence and improve the collective health of their communities.



Refugee Youth Summer Enrichment

Created in 1986 in response to the needs of the growing immigrant refugee population in the Greater Boston area, PBHA's RYSE today serves more than 100 students from various Greater Boston communities. The mission of RYSE is to create a small yet intimate environment to provide affordable ESL instruction to high school refugee and immigrant students. As a part of this instruction, RYSE offers an introduction to American culture and a chance to shape the experience of our students.

Refugee Youth Term Enrichment (RYTE)

PBHA's RYTE is a weekly tutoring program that serves high school students from Boston's diverse and ever-increasing refugee populations, including Somalia, Haiti, and Vietnam. The program pairs Harvard undergraduates with high school students in need of help with English skills, SAT preparation, or other academic subjects. What makes RYTE a unique program is the type of students we cater to: high school students, ages 15-19, who have been in the U.S. anywhere from 1 month to 7 years.

Research Apprenticeship Program

Ten high schoolers spend the summer learning about public health issues firsthand in the Research Apprenticeship Program. Sponsored by the Harvard School of Public Health (HSPH), these rising juniors and seniors from Boston work closely with a mentor, gain real work experience, and undertake independent study at an early age in a health or technical field.

Research Experiences for Teachers (RET)

Through our six-to-eight week joint Research Experience for Teachers (RET) program, teachers are able to devote energy to educational and technical research as part of a scientific research community. Participants have the benefit of significant collaboration with the science education community within the Harvard Materials Research Science and Engineering Center (MRSEC) and Nanoscale Science and Engineering Center (NSEC) programs, as well as the support of other RET participants.

Roxbury Youth Initiative (RYI)

PBHA's Roxbury Youth Initiative is designed to give academic enrichment and personal support to campers aged 6 through 13 from the Roxbury community. All summer long, the camp provides daily morning classroom academics, which are geared toward teaching fundamental concepts in math, science, and literacy as well as teaching concepts and ideas in the areas of government and history. The afternoons are spent participating in field trips and activities that supplement the learning received in the classroom, as well as provide a source of recreation for the children.

South Boston Outreach Big Sibling

PBHA's South Boston Outreach Big Sibling is a one-on-one mentoring program that matches volunteers with children ages 6-13. Our little siblings come primarily from three major housing projects in the South Boston area and are all participants in the South Boston Outreach Summer Program.

South Boston Outreach Summer Program

PBHA's South Boston Outreach Summer Program provides a summer day camp for at-risk children whose mothers are working to further their education through the Julie's Family Learning Program in South Boston. Our forty-four campers, ages 6-13, come primarily from the Old Colony and West Broadway public housing developments in South Boston.

Spanish Acquisition Beginning in Elementary School (SABES)

The younger you start, the easier it is to learn a second language. PBHA's S.A.B.E.S. (Spanish Acquisition Beginning in Elementary School) is an after school program that teaches Spanish at the Agassiz School on Oxford Street. Our goal is to get kids excited about foreign language and culture from an early age through fun and creative exposure.

Step Up

Harvard is a founding member of Step UP, an unprecedented collaboration among five Boston-area universities--Harvard, Northeastern, Boston University, Boston College, and Tufts—that is delivering holistic, coordinated services aimed at improving student performance in 10 Boston public schools. Harvard's Step UP program delivers professional development for teachers; curriculum and instructional support during and after school; school readiness and student support; family engagement and out-of-school time (providing an extended day, full-service model of mentoring, tutoring, and community resources, as well as summer programs and job opportunities); student wellness — nutrition, dental, and general health screenings, and a food service program; and assessment and evaluation.

Student Labor Action Movement (SLAM)

Even as undergraduates, Harvard students pay attention to labor issues on campus. PBHA's Student Labor Action Movement is committed to activism and education in support of social and economic justice. SLAM campaigns have been directed toward worker and labor issues on campus and on a national level; they include the Living Wage Campaign and the Anti-Sweatshop Campaign, as well as campaigns initiated by local unions and community organizations. SLAM members participate in and help lead campaigns, as well as organize new ones.



Summer Science

Summer Science is a seven-week summer program designed to spark an early interest in science. Harvard undergraduate students teach science lessons to children in the 13 summer camps run by Phillips Brooks House. Undergrads learn education basics as they attend workshops on curriculum development, receive training on teaching skills, and are paired with an educator to develop original activities for the campers. Teachers are paired with another undergraduate to develop original activities for each of the 7 weeks the camps run.

Teacher Education Program

That a lack of qualified teachers exists, particularly in urban public schools, is no secret. Meanwhile, amidst a growing teacher shortage come increasing demands for higher standards and accountability. This is exactly where the Harvard Teacher Education Program (TEP) fits in. TEP addresses these critical issues by providing training in literacy- and technology-based learning methods, professional development seminars, and aid in the restructuring of schools. In short, it prepares teachers to become both curricular leaders as well as leaders in school-based reform.

Teacher Research Internship Program (TRIP)

The Teacher Research Internship Program (TRIP) provides the opportunity for middle and high school science teachers from Boston and Cambridge to participate in a 6-week, intensive, hands-on mentored summer research experience with Harvard faculty. Participants work as full-time, active members of a research team while focusing on disorders that affect the heart, lungs and blood and/or other biological research topics. Teachers are also expected to develop mini case studies/lesson plans as part of their research experience to share with students at their home schools.

Teaching Resource Center, Center for Middle Eastern Studies

The Center for Middle Eastern Studies has an extensive collection of over 4,000 books and 3,000 slides as well as periodical subscriptions and videos on the Middle East. Through its Teaching Resource Center, the Center provides these materials at no cost to educators and students in elementary and secondary schools, and to the public. The Resource Center also assists teachers in designing curricula and prepares programs for local student groups who come to the Center to learn about the Middle East.



Tenacity

Youth sports teach far more than just the rules of the game. Kids learn cooperation, self-discipline, and self-confidence—which is why Harvard CityServe volunteers work with Boston's Tenacity youth development program to both tutor and teach tennis to middle school students from all over the city. Kids learn important life skills through a new sport, while bolstering their academic skills during study hall tutoring sessions. Harvard students get the chance to share their knowledge both on and off the court. And everyone has fun.

The Evidence Project

The Evidence Project develops effective methods of assessing instructional practices in K-8 classrooms in the four Massachusetts schools that serve youth from low-income communities. The Harbor Pilot School in Boston is one of the participating schools.

Three to Third: Preventing the Achievement Gap between Low- and Middle-Income Children

Three to Third: Preventing the Achievement Gap between Low- and Middle-Income Children: The Harvard Graduate School of Education, in collaboration with the Boston Public Schools and the Mayor's office, proposes a multi-dimensional initiative designed to close the achievement gap by powerfully enhancing the learning experiences and emotional and physical well-being of children from 3 years old through third grade -- Three to Third.

Trial Advocacy Workshop

The Trial Advocacy Workshop teaches citizenship values to middle and secondary school students. Harvard Law School students work on improving their litigation skills through simulated trials in which the younger students serve as jurors. The young jurors write a paper or complete a project about their experience for course credit from their respective middle or high school.

Undergraduate Teacher Education Program

With more school teachers urgently needed, the Undergraduate Teacher Education Program (UTEP) taps into the amazing resource that is the Harvard undergraduate student population. Established in 1985 by the faculties of Arts and Sciences and the Graduate School of Education, UTEP seeks academically strong and service-oriented students who are interested in public school teaching and committed to the challenges of education.

United World Club

Today's global community makes it necessary for school children to understand the world they live in. Through international education, experience and community service, United World Colleges enable young people to become responsible citizens, politically and environmentally aware, and committed to the ideals of peace and justice, understanding and cooperation. United World Club also encourages the implementation of these ideals through action and personal example.

Urban Superintendents' Program

HGSE offers a doctoral program designed specifically for persons who wish to transform education as superintendents of our nation's urban school systems. Established in 1990, the Urban Superintendents Program (USP) is a rigorous course of study for professionals who have worked innovatively and effectively in metropolitan school districts as teacher-leaders, school principals, or central office administrators.

Usable Knowledge

The Usable Knowledge website at the Harvard Graduate School of Education is aimed at connecting the research of its faculty with educators in the field. The website features a diverse set of media – text, video, and audio – organized around five topic areas that align with high priorities for educators: teaching and curriculum; community and family; learning and development; leadership and policy; and decisions through data.

William Monroe Trotter Scholars Program

The William Monroe Trotter Scholars Program (WMTSP) aims to provide the youth of Mattapan with a well-rounded curriculum in personal finance, cultural history, and health. WMTSP hopes to provide our young scholars with a meaningful, engaging, and inspirational experience through personal relationships with their mentors at Harvard.

Youth Prison Tutoring Programs: Connelly Center

Phillips Brooks House Association

The Connelly Youth Center Program, part of PBHA's Prisoner Education Program, is made up of a small, dedicated group of students seeking to provide one-on-one academic help to teenage boys (16-18) from the Connelly Youth Center, a juvenile detention center Roslindale. Tutors typically help students complete work for classes, strengthen basic reading, writing and math skills, prepare for standardized tests, and/or explore extracurricular topics of interest.

Affordable Housing



Harvard 20/20/2000

In 1999, Harvard launched a \$21 million affordable housing initiative that formed a link between Harvard's intellectual and fiscal capital to fund and support Cambridge and Boston nonprofit agencies in their efforts to ease the affordable housing shortage. The 20/20/2000 Initiative has created and preserved a total of 3,100 affordable housing units in Boston.



Harvard Habitat for Humanity

Harvard Habitat for Humanity is a non-profit "housing ministry" that seeks to eliminate homelessness and poverty housing. Working with partner families, Habitat volunteers build and/or renovate simple, decent houses that are then sold to families through affordable loans. Serving as a link between Harvard students and Habitat for Humanity chapters in Eastern Massachusetts, the group also works to raise awareness of housing issues, combining forces with other Boston-area chapters, and sharing ideas and experiences with college chapters around the world.

Harvard Tenant Advocacy Project

Often, low- and moderate-income tenants do not know their rights and struggle to represent themselves. This is where the Harvard Tenant Advocacy Project (TAP) steps in. A student practice organization dedicated to representing residents of publicly subsidized housing before local housing authorities, TAP provides urgently needed assistance to tenants who are facing eviction or who have been denied admission to public housing or a subsidy program. TAP also provides advice on general landlord-tenant questions.



Housing Opportunities Program (HOP)

Homelessness is a pervasive problem, and Phillips Brooks House Association's HOP is concerned with finding permanent solutions to homelessness. HOP provides interest-free loans to those who are threatened with eviction from their homes, or to those who are looking for permanent housing in the greater Boston area. The clients served are working poor or low-income who often fall behind in their rent due to circumstances such as job transition or a sick family member. Volunteers operate the loan program through reviewing a client's application and conducting personal interviews.

Health and the Environment



Allston-Brighton Little League

Annual support for the Allston-Brighton Little League, including a clinic conducted by the Harvard Varsity Baseball coach and players.



Allston-Brighton Youth Hockey

Annual support for the Allston-Brighton Youth Hockey League..



Allston-Brighton Youth Hockey Clinic

Allston-Brighton youths love the chance to play hockey with the college kids, and thanks to this yearly clinic, they can. Started in 1989 by former Harvard Athletic Director Bill Cleary, the Allston-Brighton Youth Hockey Clinic lets local hockey players hone their skating and stick-handling skills in the Bright Hockey Center. Youngsters learn new hockey drills, get tips from players, and take on Crimson athletes in scrimmages.



AP Summer Institute

Every summer, AP Biology instructors from the Boston Public Schools sharpen their skills at the AP Summer Institute run by the Harvard Medical School and the College Board. These educators pursue their own professional development to help prepare students for academic success.



Boston Alliance for a Healthy Environment

The Harvard School of Public Health, together with community leaders and Harvard faculty, work to identify and address the environmental health concerns of the Roxbury, South End, and Jamaica Plain neighborhoods with special focus being placed on childhood asthma and lead poisoning.



Boston Steps

Longer, better, healthier lives. That's the goal of Boston Steps, which is working to reduce the burden of diabetes, obesity, asthma, and related health factors in the Boston community. The Harvard Prevention Research Center (HPRC), part of the Harvard School of Public Health (HSPH), is working with the Boston Public Health Commission to provide evaluation for Boston Steps.



Breaking It Down

Breaking It Down (BID), is a pilot project to address issues related to community literacy and cancer clinical trials. This project enhances access and increases participation in cancer clinical trials among Roxbury residents by changing knowledge, attitudes, beliefs and intention among health care providers, community leaders and members. BID involves peer trainers to provide education and targeted social marketing regarding clinical trials to reduce fear and mistrust of research.



Bridge to AP Biology Summer Program

AP biology is a challenging course for high school students. Harvard Medical School runs a summer enrichment program on its campus for students who have elected to study AP biology that fall. Students are exposed to AP Biology concepts, hands-on labs and academic fieldtrips and enter school in September ready to take on this challenging class.



Center for Continuing Professional Education (CCPE)

Those who serve the public health must also hone their skills from time to time, an advantage that is passed on to community. That's why the Center for Continuing Professional Education (CCPE) at the Harvard School of Public Health (HSPH) provides professional development programs for a wide range of public health professionals, including physicians, firefighters, emergency planners, health care executives, and safety managers.



Center for Healthy Options and Innovative Community Empowerment (CHOICE)

CHOICE is a four year NIH funded partnership between HSPH and Florida A&M University which combines research, training, community partnerships, and social transformation to eliminate health disparities. CHOICE, in partnership with the COHS, is engaged in a study of the effects of environmental toxins and metals on the health of Roxbury residents. CHOICE has also established a residents training program for community health outreach workers.



Cherishing Our Hearts And Souls Coalition

Despite the overall improvements in life expectancy in the United States, disparities in health status persist among minorities and the poor. Cherishing Our Hearts and Souls Coalition (COHS) is a collaborative effort to improve the health and wellness of African-Americans and underserved residents in Roxbury neighborhoods. The collaboration involves HSPH, community residents, neighborhood health centers, and other community based organizations.



Cherishing Our Hearts and Souls Coalition (COHS) Anti-Racism Project

The COHS Anti-Racism Project endeavors to improve the cardiovascular health of African Americans living in Roxbury. In collaboration with the Harvard School of Public Health, (HSPH), Cherishing Our Hearts and Souls Coalition (COHS), and Visions Inc., the project develops, implements, and evaluates anti-racism training workshops for healthcare staff, patient groups, and other community members. It also tackles the larger issue of helping participants understand the relationship between racism and health.



Community Outreach and Education Program

For the Harvard School of Public Health (HSPH), health education means reaching out beyond HSPH directly to both students and teachers. One avenue is its Community Outreach and Education Program, which takes a two-pronged approach. On the one hand it works directly with youths, giving them the hands-on learning experience that enables them to draw connections between their health and the environment. At the same time, HSPH faculty and researchers collaborate with teachers to improve classroom instruction.



Community Partnership Day

All Harvard School of Public Health (HSPH) students get involved in giving back annually at the school-wide Community Partnership Day. More than 40 human service and social service agencies from Mission Hill and greater Boston participate in this opportunity to meet and recruit HSPH faculty and students for internships and other volunteer activities. It's a great way to foster involvement and address public health issues as HPSH students meet their greater community face-to-face.



Community Relations Programs and Projects

With its commitment to community outreach efforts, the Harvard School of Public Health (HSPH) relies on its Community Relations Program to serve as its principal liaison to local government and community programs. The program represents HSPH on community boards and coordinates HSPH service and relations programs.



Daffodil Day

In 1988, the annual Daffodil Day campaign benefiting the American Cancer Society at Harvard University's Office of Government, Community & Public Affairs was initiated by a staff member who was a breast cancer survivor. In Harvard's 21 years of involvement, over \$550,000 has been raised for cancer research through the generous donations of faculty and staff.



Department of Environmental Health Science

It's no small thing: the mission of the Department of Environmental Health at the Harvard School of Public Health is to advance the health of all people in the United States and around the world. This undertaking, coupled with the field's interdisciplinary nature, means that the department's faculty, research staff, and students are a diverse lot: chemists, engineers, epidemiologists, applied mathematicians, physicians, occupational health nurses, physiologists, cell biologists, molecular biologists, and microbiologists.



Environmental Education/Massachusetts Audubon

PBHA's Environmental Education is an after-school program working with middle school children (grades 6-8) in Boston Public Schools. EnviroEd's mission is to educate children about the environment and foster an appreciation for the natural world in which we live. The EnviroEd program gives undergraduate volunteers the opportunity to work with the same

group of students throughout 2, 10-week semesters, leading up to a final presentation to the school community.



Environmental Health Education Project

Here's the goal: to get elementary and middle school students interested in the sciences at an early age. Between the Harvard School of Public Health (HSPH) and research specialist Marshall Katler, this educational project works with the Boston Public Schools (BPS) to develop curricula and projects that truly engage and stimulate students' interest in science and the environment. Open to all of BPS, current participating schools include the Tobin, Mission Hill, Chittick, Mattahunt, Farragut, Young Achievers, and Boston Latin.



Environmental Health Sciences Program

Boston elementary and middle school students learn about air pollution and water quality in the hands-on Environmental Health Sciences Program. The Harvard School of Public Health developed the curriculum—which includes classes and special workshops on environmental health issues—as a means to introduce students to basic science and health issues. Currently, the program works with students in Roxbury, Dorchester, and several other Boston neighborhoods.

Environmental Law and Policy Clinic

In the fall of 2007, Harvard Law School (HLS) launched its new Environmental Law and Policy Clinic (ELPC) under the leadership of Wendy Jacobs, a former appellate lawyer and special litigator for the U.S. Department of Justice in the Environment Division.

Environmental Law Society

Conservation. Sustainability. These are catchwords for us now, but decidedly less so in 1970 when three Harvard Law students founded the Harvard Environmental Law Society (HELS). They perceived a pressing need for the Law School, and the law in general, to respond more effectively to the nation's environmental problems—a situation that hasn't really changed.



Family Van

The Family Van is a mobile health program designed to increase access to health and improve healthy behaviors by providing culturally and linguistically appropriate health services. Our mission is to educate, counsel, and assist community members in strengthening and protecting their bodies, minds and communities.



Field Practical, Family and Community Health Projects

As they work toward their degrees, all Master of Public Health (MPH) candidates in the Harvard School of Public Health (HSPH) spend time in the community learning hands-on about public health issues. MPH students have worked in community health centers; social service agencies, like the Women's Lunch Place, Rosie's Place, and Roca; and places like the Boston Public Health Commission, Children's Hospital, and the Mass. Dept. of Public Health.



First-year Urban Neighborhood Campaign (FUNC)

Harvard Medical and Dental Schools encourage its students to give back to the community right from the get-go. A week before school starts, incoming students get involved through the First-Year Urban Neighborhood Campaign, which places these them into a variety of service projects, such as vaccination, pediatric prevention, and dental awareness programs--that impact the overall health of the Boston community. Students spend a week working in groups in a variety of agencies and getting to know the needs of vulnerable populations in Boston.



Give Kids a Smile (GKAS)

An annual parade of children from neighborhood schools, community health organizations and youth centers attend the Give Kids a Smile program of the American Dental Association (ADA) at the Harvard Dental Center on Longwood Avenue. Many of the children who attend this one-day event have never visited a dentist. Some learn for the first time the need to floss. The HSDM Dental Center is Harvard's only direct care provider and students and faculty provide free oral-health education, dental exams, teeth cleaning, and fluoride treatment for local children during GKAS.



Harvard Cancer Society

The Harvard Cancer Society is an umbrella organization comprised of seven service programs that educate and mobilize volunteers in the fight against cancer. Through education, advocacy, fundraising, and outreach - and driven by the vision of a cancer-free society - the Harvard Cancer Society strives to prevent and eliminate cancer, to heighten cancer awareness, to celebrate survivorship, and to support individuals and families affected by cancer, both on the Harvard campus and in the broader community.



Harvard Injury Control Research Center

It is obviously far better and more effective to prevent than to have to treat an illness or injury—but it's a complex undertaking. The Harvard Injury Control Research Center (HICRC) focuses on the interdisciplinary study of the causes of injury, as well actually reducing injury through training, research, intervention, evaluation, and dissemination. The HICRC is particularly concerned with identifying vulnerable populations—those that suffer an unusually high mortality and burden of morbidity due to injuries.



Harvard Medical School Lectures

Interested in going to Harvard Medical School? The public is welcome to attend a number of Med School lectures at no cost: The Daniel C. Tosteson Lecture Series, which focuses on the structure of medical care and its greater social context; the Cabot Primary Care Series; the George Gay Lecture on Medical Ethics; the A. Clifford Barger-Hinton Wright Lecture, which features a minority leader in the health professions; and the Ebert Lecture, which focuses on improving the delivery of health care to minority communities.



Harvard Radcliffe Cancer Society

The Harvard Cancer Society is an umbrella organization for five programs that educate and mobilize volunteerism the fight against cancer. Through education, fundraising, outreach and direct service, we promote awareness, prevent cancer, and help the lives of people affected by the disease. Other partners: New England Marrow Donor Program, Brothers McWilliam Foundation.



Harvard-Longwood Connection

The Harvard-Longwood Connection was founded as an organization to serve as a bridge between Harvard students on campus and the major hospitals of the Longwood Medical Area in Boston. Our partners are: Brigham and Women's Hospital, Children's Hospital-Boston, Beth Israel Deaconess Medical Center, and Dana Farber Cancer Institute. Since 2006, the Harvard-Longwood Connection has provided information access, resources, and guidance for Harvard students on campus in order to facilitate the process of becoming a hospital volunteer.



Helping Hand and Heart

For patients going through a long rehabilitation after an illness or injury, the support of an extra friend can really make a difference. Helping Hand and Heart (HHH) was created with the vision of bringing the compassionate face of healthcare to the bedside. HHH currently serves the Boston Medical Center (BMC) rehabilitation ward, home to a subset of patients who are particularly vulnerable to the novelty, loneliness, and trauma of medical care due to the sudden and debilitating nature of their injuries.

Hepatitis B Education and Prevention Program

The Hepatitis B Education and Prevention Program enhances outreach efforts to educate Boston area Asian youth about Hepatitis B, and provide free screening and vaccination services to the uninsured. This is a collaborative effort among students at Harvard Medical School, Harvard School of Public Health, Tufts University Medical School and Boston University School of Medicine.

HORIZON - Center for Healthy Options, Research, Interventions and Community Organizing

A partnership of the Harvard School of Public Health, the University of Massachusetts Boston and Cherishing Our Hearts and Souls Coalition, HORIZON's goal is focused on eliminating health disparities. The Center has a strong commitment to training and community-based participatory research ensuring a mutually beneficial, measurable, and sustainable impact for Boston neighborhoods and other nearby communities.



HSPH / Mission Hill Health Movement Collaboration

Like many, the Mission Hill and Roxbury neighborhoods of Boston have their own environmental health concerns that impact the entire community, but particularly their youth. The Harvard School of Public Health, together with neighborhood community leaders, works to identify and address these issues, placing a special focus on childhood asthma and lead poisoning, which have lifelong repercussions. This collaboration also provides employment opportunities for Mission Hill youth, giving them a place to work but also introducing them to the research fields.

Joseph Smith Community Health Center

Access to health care is important to everyone. The Joseph Smith Center provides health care to members of the Allston-Brighton community. HBS provides financial support to the vision center operations.



Kidney Disease Screening and Awareness Program

The Kidney Disease Screening and Awareness Program (KDSAP) provides free screenings and community-based health education to underserved Asian American, African American, and Hispanic communities in Greater Boston. These groups are at increased risk for end-stage renal disease, in part due to language barriers and lack of medical attention. Every month, KDSAP volunteers participate in a health screening led by one of Boston's leading nephrologists, held at our permanent facility in Chinatown or a mobile unit.



Landscape Explorations

Visits for children in Head Start—a national program designed to prepare economically disadvantaged children for kindergarten—began through the collaboration of the Arboretum and two neighborhood Head Start chapters. Based on a model developed at Descanso Gardens in La Cañada, California, the program benefited greatly from the observations and advice of Descanso staff. Discussions culminated in the creation of a series of nature walks designed to lead preschoolers to an appreciation of nature.



Life Sciences - Howard Hughes Medical Institute (HHMI) Summer Teacher's Program

Each summer, MCB-HHMI offers a two-week program with daily sessions of approximately 8 hours in duration to high school teachers. The first five sessions will begin with morning lectures from five Harvard faculty members about their research areas.

Laboratory experiments are conducted in the afternoons during the first week. During both weeks, teachers have instructional sessions in multimedia software and production. In the afternoons, teachers work collaboratively, designing multimedia projects.

Mission Hill Walk for Health

The Mission Hill Walk for Health was organized by the School of Public Health as a community-wide event to raise funds for local youth programs. Over the past five years, the Walk has raised approximately \$200,000. All proceeds support local youth programs, such as Mission PRIDE, Sociedad Latina, Inc., Mission Hill After-School Program, Mission Hill School, Whittier Youth Service and Enrichment Program, Mission SAFE, Roxbury Tenants of Harvard, and Project LIFE, Inc.



National Girls and Women in Sports Day Celebration

Every February, National Girls and Women in Sports Day is celebrated across the country both to honor athletic achievements by women and girls and to encourage their participation in sports. To mark this date, Harvard hosts its own celebration for girls and young women from the Allston-Brighton and other Boston neighborhoods. Harvard coaches and student-athletes team up to offer a variety of sports clinics that teach local girls new skills and encourage the next generation of female athletes to excel.

Oak Square YMCA

The YMCA provides a wide range of services to the Allston-Brighton community. From fitness programs to the teen center, the Oak Square YMCA is a magnet for children, teens, and adults. Harvard Business School supports the Youth Government program at the YMCA.



Planet Health: Eat Well and Keep Moving

Boston teachers play a key role in Planet Health, a school curriculum carefully designed to help academic, physical education, and health education teachers guide middle schoolers to better health. Working together, the Harvard School of Public Health and the Boston Public Schools (BPS) oversee this effort to help students learn about nutrition and physical activity,

understand how health behaviors are interrelated, and choose healthy behaviors, like increasing physical activity and limiting TV and computer time.



Play Across Boston

Sports and physical activity are vital to children's well-being, but in many studies girls and minorities participate less than boys and white youths in general. Play Across Boston studies these disparities in access to physical activity, sports programs, and facilities, and supports community efforts to address those differences—so that all Boston youngsters get enough playtime.

Project Bridge

Students and alumni volunteer their time and skills for dental care, oral health education to children, teens and homeless youth through this student-led umbrella for HSDM's community outreach efforts. Project Bridge houses four community service programs. Jarshen Lin, HSDM Instructor in restorative dentistry and biomaterials sciences, is the faculty adviser for the School's programs. "It's a team effort and my job is to be the motivator," he says. "If 100 people each take one step, it's much stronger than if one person takes 100 steps."



Project HEALTH

Project HEALTH is dedicated to breaking the link between poverty and poor health by connecting low-income families with the resources they need to stay healthy. Based at Boston Medical Center and Children's Hospital, our clinic-based help desks use the doctor's office as a point of intervention to connect families with critical resources, such as food, housing, childcare, and health insurance.



Project Success: Opening the Door to Biomedical Careers

Chances are, you wouldn't expect to find a high school student visiting a research lab of the Harvard Medical School (HMS) or its affiliated hospitals, much less working in one. However, every summer, Project Success takes 15 to 20 high school and undergraduate students from Boston and Cambridge into those very labs. In doing so, HMS encourages the next generation of students to consider the call of the biomedical field, and the students, who are paid for their lab work, witness firsthand what it's like to work in a demanding lab environment.



Reflection in Action: Building Healthy Communities

Healthy communities start at home. That's the important lesson that Boston and Cambridge students learn in this annual two-part forum that draws more than 300 students in grade six through nine. What's more, students discover that not only is their personal, family, and community health important, but that their personal voice, creative expression, and activism can serve to influence and improve the collective health of their communities.

School-To-Community Initiative (SCI)

The Division of Public Health Practice of the Harvard School of Public Health collaborates with the Mission Hill School and its School-To-Community Initiative (SCI Program). The program offers seventh-graders the opportunity to intern a few hours one day a week in a professional setting to gain valuable work experience and exposure to the public health sector.

Science-in-the-News

Science-in-the-News is a free evening seminar series for the public aimed at explaining and discussing hot scientific topics without the hype or exaggeration often introduced by media coverage. The program is run entirely by graduate students from the Harvard Medical School community. Each seminar session consists of three individual 30-45 minute interactive presentations on a single topic; an introductory science lecture, a presentation about the recent research or innovations in this area, and a discussion of the ethical or social ramifications of this research.



Special Olympics

Through successful experiences in sports, athletes with intellectual disabilities can gain confidence and build positive self-images, which they can take into their homes, classrooms, jobs, and communities. This is why Special Olympics Harvard exists: to empower these individuals by providing them with continuing opportunities to develop physical fitness, prepare for school and community programs, express courage, experience joy, and develop relationships with other Special Olympics athletes and volunteers.

Squash Busters

Squash is certainly not a common sport for teenagers, but the Harvard Men's and Women's Squash Teams bring it to students at local middle and high schools. However, Squash Busters isn't limited to sports and physical activity—important as those are—because in addition to the game of squash, Harvard students provide academic support and life skills training.

Summer Spanish Language Learning + Service Program

Each summer, about 10 first-year Harvard Medical School students participate in a Spanish immersion class in either Boston or Latin American and practice their newly gained medical language skills as they volunteer at community health sites that serve Spanish speakers. Boston organizations, including sites such as the Brookside Community Health Center and the Brigham and Women's Hospital Spanish Clinic, provide opportunities for HMS students to begin to learn how to interact with patients, while the latter receive caring consultations.

Summer Sports Camps

Summer camp tends to elicit fond memories: fun activities, camaraderie, and long, busy days. Summer sports camps at Harvard offer these plus a prime opportunity for kids to learn or practice a sport. To ensure that kids can afford to go, Harvard offers scholarships to its sports camps for youths from Allston-Brighton—so that even when school's out, kids have a place to keep active, be safe, and (most of all) have fun.

Unite for Sight

Unite for Sight volunteers provide the medically underserved in the Greater Boston area with a variety of resources including: free preliminary vision screenings for children and adults in soup kitchens, homeless shelters, schools and libraries, enrollment in insurance and free health coverage programs (Children's Health Insurance Program, Academy of Optometry's VisionUSA, Sight for Students, Medicare, Medicaid, VA Insurance), general health education programs to reduce health disparities (including HIV/AIDS and immunizations), vision education programs, and support for community members.

YMCA Gulick Collaborative

Because so many students flock to YMCA-run after-school sites—24 in all in this collaboration—this program reaches many youngsters. Children and teens alike benefit from the Y's special nutritional and physical activity programs, which promote a healthy lifestyle. The program is a collaboration between the Harvard School of Public Health and the YMCA of Greater Boston.

Youth Day

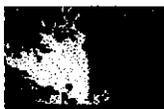
Each year the Office of Government and Community Programs of the Harvard School of Public Health supports a student-organized activity, Youth Day. The student organization, Diaspora, invited Mission Hill School students to the School of Public Health for a day-long series of workshops and fun activities focusing on a variety of public health issues. Harvard graduate students lead a daylong educational experience for BPS students

Economic Opportunity



Allston-Brighton Community Scholarships

Since 2003, Harvard has provided 370 scholarships to Allston-Brighton community residents through several scholarship programs. The Allston-Brighton Community Scholarships is one of them. The program covers tuition for any Harvard Extension School course taken for noncredit, undergraduate, or graduate credit by residents of Allston or Brighton. Ten scholars are chosen each term by the Allston Civic Association. To date, Harvard has provided 73 Allston community scholarships.



Allston-Brighton English Language Scholarships

The Allston-Brighton English Language Scholarships cover full tuition for one course in the Harvard Institute for English Language Programs (IEL). Fifteen residents of Allston-Brighton are selected each term. For information about this scholarship, call the Honan Library, the Allston branch of the Boston Public Library, (617) 787-6313.



Chinatown Citizenship

PBHA's tutors help those applying for citizenship to study for the oral interview or teach basic American history and government, to prepare their students for the naturalization process. Citizenship is held in Boston Chinatown; the two-hour classes take place on the weekends. All volunteers teach in pairs. Volunteers are trained and provided with curriculum materials but still retain full creative flexibility in designing lesson plans to best fit the needs of their students. Chinatown Citizenship is a fun, valuable, and rewarding program for all its participants, teachers and students alike.



Community Enterprise Program

The Community Enterprise Program is another avenue by which the Harvard Business School (HBS) encourages its students to lend their skills to nonprofits. In partnership with McKinsey & Company, HBS offers intensive summer consulting engagements where Business School students work with Boston nonprofits. HBS students learn the ins and outs of their chosen organization by getting to work with top-level management, while the nonprofits benefit from the strategies that the Business School students create.



Greater Boston Chamber of Commerce Custom Program

Because the Greater Boston Chamber of Commerce (GBCC) helps drive economic growth and build a more inclusive business community, it considers it critical to train promising mid- and senior-level managers within the GBCC's member organizations. The Harvard Business School works with the GBCC to train these individuals to reach their full leadership potential as part of the GBCC's Boston's Future Leaders program.



Harvard STEP (Summer Teen Employment Program)

Harvard STEP (Summer Teen Employment Program) is a community outreach program managed by Harvard's Office of Human Resources in cooperation with the Office of Government, Community and Public Affairs, and many other Harvard schools and departments. Each summer Harvard University partners with public schools and agencies in Cambridge and Boston to offer summer jobs to high school students in these communities.



Partners for Empowering Neighborhoods (PEN)

In Partners for Empowering Neighborhoods (PEN), Harvard student volunteers assist local adults with some of the most vital skills needed in society and the workplace. PBHA's PEN volunteers teach English as a Second Language and computer literacy skills to adult learners at the Massachusetts General Hospital, the International Institute of Boston, and on the Harvard campus. PEN also runs a summer program with the same goals and objectives.

Recording Artists Project

Boston-area musicians who know nothing about contracts turn to the Recording Artists Project (RAP) at the Harvard Law School (HLS). Established in 1998, RAP offers pro bono counsel to musicians about copyright and trademark registration, as well as negotiation and drafting of contracts related to music production, management, performance, licensing, and merchandising. Its volunteers empower musicians by offering value-added legal counsel, while HLS students benefit from an inside look at the recording industry.

Strategic Public Sector Negotiation (SPSN)

Strategic Public Sector Negotiation (SPSN) is the Harvard Kennedy School's premier functional program, designed to strengthen the skills executives need to build successful negotiations. This one-week program is most relevant to the needs of government officials, executives in non-governmental organizations, and corporate executives. The Kennedy School provides fellowships to select public service and non-profit participants in executive education programs.



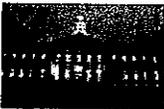
Women's Resource Center

PBHA's Women's Resource Center at the Boston Courthouse serves women transitioning from correctional facilities into their communities.

Civic Life & Culture

Abigail Adams Society

The Abigail Adams Society was originally formed—albeit under a different name—by a group of conservative-leaning women at Harvard who felt that they had no forum in which to freely discuss their views on work, family, and the ever-precarious balance that professional women must strike between the two. They further hoped that the Forum would serve as a voice for women who felt alienated by modern mainstream feminism.



Adopt-an-Angel

Every child should get to open a new toy at the holidays; Harvard Business School students hold a fundraiser every November to raise money for toys for local families, hopefully brightening the holiday season for less privileged children in the community.



Allston-Brighton Little League Clinic at Harvard Baseball

Allston-Brighton Little Leaguers participate in an annual clinic at Harvard conducted by the Varsity baseball coach and players.



Allston-Brighton and Cambridge Days at Harvard Football

Every autumn, Harvard welcomes Allston-Brighton and Cambridge families to one of the season's Crimson football games, providing complimentary tickets and playing host with a free pre-game lunch. It's a great opportunity for Harvard to welcome its neighbors, while Allston-Brighton and Cambridge residents get a chance to visit campus and spend an exciting fall afternoon cheering on the local team.



Allston-Brighton Community Skating Party

The Allston-Brighton Skating Party has been an annual event for nearly two decades. Allston-Brighton youngsters and their families lace up their skates and take to the ice at the Bright Hockey Center—home to the Harvard men's and women's ice hockey teams—for the popular Allston-Brighton Community Skating Party. As boys and girls enjoy a spin on the Crimson ice, some may race and some may glide leisurely, but everyone has fun.



Alternative Spring Breaks

PBHA's Alternative Spring Breaks runs public service trips during Spring Break. Harvard students travel to rural and urban areas throughout the eastern United States. We work closely with community organizations to (1) renovate homes, churches, community centers, and playgrounds; and (2) learn about the social, economic, and political issues affecting the region. There is time for fun activities like bowling, skating, and visiting national parks. With a motto of "Community service, cultural exchange, and fun," ASB provides a worthwhile experience during Spring Break.



American Repertory Theatre

The American Repertory Theatre (ART) is Harvard's professional theatre in residence. Harvard provides the ART with the use of the Loeb Drama Center as well as other support, and the ART, in turn, brings world class artists, directors and designers to the Cambridge-based non-profit theatre company. There are over 200 performances of seven to twelve productions each year, including the 2008-2009 productions of Chekov's *The Seagull* and David Mamet's *Romance*.



Applied Budgeting

Students in Linda Bilmes' applied budgeting class volunteered their time and resources to help the town of Hull inventory and access its flood preparation plans in order to help the town qualify for federal funding. Bilmes' classes have undertaken similar projects in recent

years in Somerville and Newton. Bilmes continues to integrate volunteer work in her courses.



Arnold Arboretum

Under a long-term lease with the City of Boston, Harvard manages The Arnold Arboretum, a living museum containing over 14,000 trees collected during the past century from Asia, Europe, and North America. One of the city's largest green spaces, the Arboretum draws approximately 250,000 visitors each year. In addition, indoor exhibits about botanical and historical themes are presented in the Arboretum's Hunnewell building, located in the Jamaica Plain section of Boston.



Arthur and Elizabeth Schlesinger Library on the History of Women in America

The Schlesinger Library draws thousands of researchers each year to study women's history, gender issues, and United States social history. Officially known as the Arthur and Elizabeth Schlesinger Library on the History of Women in America, its impressive holdings include letters and diaries, photographs, books and periodicals, ephemera, oral histories, and audiovisual materials—all of them documenting women's lives and women's issues, primarily in the 19th and 20th centuries.



Artists in Residence

A number of programs bring artists to Harvard for varying lengths of stay and highlight these artists in programs open to the community through the Office for the Arts. Harvard's visiting artists have also been tapped by local schools with guest performances and in class sessions.



ARTS FIRST

ARTS FIRST is Harvard's annual four-day festival, sponsored by the Harvard Board of Overseers, that celebrates those students and faculty who are involved in the arts. The entire community is encouraged to check out Harvard's art scene and its more than 200 events—

most of them free and open to the public—that include a dance festival, theatrical performances, exhibitions, films, concerts, musicals, and poetry readings. Information: Office of the Arts 617-495-8699



Battered Women's Advocacy Project

This Harvard Law School project assists women by helping them seek restraining orders against their abusers in district courts and by referring them to the appropriate shelters, counseling services, and government agencies. Members also staff a battered women's hotline and referral service. Co-sponsored by the Children and Family Rights Project and the Women's Law Association.



Best Buddies

Harvard's Best Buddies chapter is part of the international organization that matches individuals with intellectual disabilities in one-to-one friendships with their non-disabled peers. Students who become Peer Buddies are expected to contact their Buddy weekly and participate in two activities per month. In the past, individuals with intellectual disabilities have not had the opportunity to have friends outside of their own environment, and we are similarly limited at Harvard.



Black Law Students Association (BLSA)

With well over 100 members, the Harvard Black Law Students Association (HBLSA) truly reflects the diversity that exists within the black community of Harvard Law School (HLS). Founded in 1967 and now the largest chapter in the National Black Law Students Association, HBLSA dedicates itself to the support and guidance of Black students in academic, professional, and social endeavors.



Boston Area Students in the Community (BASIC)

Harvard runs quite a few community-based programs, and the University's students are not alone in their ambition and desire to help others. BASIC, or Boston Area Students in the

Community, works with other service-minded students at Boston colleges to create and run service initiatives throughout the area, including tutoring and after school programs for children, neighborhood clean-up efforts, and other daylong projects.



Boston Symphony Orchestra

The business world and the arts do indeed mix. Because the Boston Symphony Orchestra (BSO) can cover only 60 percent of its operating costs with ticket sales and earned income, it relies on contributions for support. The Harvard Business School is among its local supporters, making regular memorial contributions to this renowned cultural institution.



Carpenter Center for the Visual Arts

The only building in North America designed by internationally known architect Le Corbusier, the Carpenter Center for the Visual Arts is a draw for film and art lovers alike. It serves as a center for the exhibition of classic film presentations as well as exciting new works by students and visual artists. Presentations and lectures are scheduled throughout the year, and screenings of classic, rare, historic, and popular films occur nearly every night of the year at the Harvard Film Archive for a modest charge.



Center for Middle Eastern Studies

The Center for Middle Eastern Studies (CMES) holds weekly brown bag lunches on contemporary Middle East topics. All are free and open to the public. CMES also co-sponsors a monthly seminar series with the Weatherhead Center for International Affairs focusing on the Middle East peace process.



Charles River Conservancy

Every fall, the Charles River Conservancy sponsors an event to celebrate the first day of autumn. The River Sing, as it is known, bridges the Charles with song, as people gather on both the banks and the Weeks Bridge for this participatory musical celebration. The Harvard Business School and Harvard University have offered annual monetary support for this fun community event that brings people together from Boston, Cambridge, and beyond.

Child Advocacy Program

When it comes to legal matters, children need powerful allies. The Child Advocacy Program (CAP) prepares Harvard Law School (HLS) students to advance the interests of society's most vulnerable members. Through CAP, students undertake the responsibility of representing children in individual advocacy cases, as well as the long-term goal of promoting law reform and social change.

Child and Youth Advocates

The group Child and Youth Advocates (CYA) works on behalf of society's youngest population, which cannot speak for itself. CYA brings together Harvard Law students interested in a wide range of children's issues—child welfare, juvenile justice, education—and facilitates volunteer activities throughout Cambridge and Boston.



Children and Family Rights Project

This project brings together Harvard Law School students interested in a variety of children and family rights issues to participate in long- and short-term projects including:

Teen Violence Education Program (TVEP) Trains law students to talk with teens in local schools about dating violence and to explore solutions.

Kids in Court (KIC) Provides local school children with opportunities to learn about the legal process. Law School students serve as teachers and conduct mock trials with school children as participants.

Coalition Against Gender Violence

Fighting domestic violence requires multiple strategies. The student-led Coalition Against Gender Violence at Harvard Law School dedicates itself to the assistance of domestic violence victims through advocacy, community outreach, and education. The Coalition provides domestic violence support, legal research, and crisis counseling, and it examines gender violence in both a local and global context through conferences, speakers, and advocacy projects. Group members advocate for and raise funds to help gender violence prevention programs at all levels—local, national, and international.



Committee on Deaf Awareness

The Committee on Deaf Awareness (CODA) runs American Sign Language (ASL) evening classes for Harvard students and interested members of the outside community. These students can then use their new language abilities to volunteer at after school and adult literacy programs in the Deaf community. CODA also works to promote awareness of deaf culture within the greater community and is, at the moment, looking into the possibility of reinstating an ASL class into Harvard's course offerings.



Community Action Partners (CAP)

Community Action Partners is a volunteer organization of Harvard Business School (HBS) alumni helping Boston-area nonprofits apply management skills to their business challenges. CAP operates under the aegis of the HBS Alumni Association of Boston. Founded in 1993, CAP has grown quickly and now marshals more than 80 HBS alumni volunteer each year to serve 12-15 nonprofits.



Community Gifts through Harvard Campaign

The Community Gifts Through Harvard campaign, conducted through the Office of Government, Community and Public Affairs, is the lead donor in the Education Division of the United Way of Massachusetts Bay and serves as the model for an open workplace campaign. Each year, Harvard employees, through their workplace giving campaign, have donated nearly \$1 million to charities primarily located in Massachusetts.



Community Service Fellowships

There are currently three community service fellowship programs open to students at the Harvard Graduate School of Design. One is CSFP- Greater Boston (10 week paid summer internships) CSFP- Greater Boston is a competitive summer program. Each year, Harvard GSD students are awarded fellowships to work in community service projects with nonprofits, state and federal agencies, and community groups. The work must be design or planning oriented. Preference is given to projects that are based in the greater Boston area.

Criminal Justice Institute

Harvard Law students start on their path to serving society in the courtroom, gaining both instruction and hands-on experience in the Criminal Justice Institute (CJI). The cornerstone of CJI is the course Introduction to Trial Advocacy: Criminal Justice, taught by Professor Charles Ogletree, where students study defense theories, litigation strategies, and ethical issues, as well as focusing on advocacy skills and substantive legal issues in the context of client representation.

Criminal Prosecution Clinic

Even before they earn their degrees, some Harvard Law students serve the state in the Criminal Prosecution Clinic. Here, representing the Commonwealth of Massachusetts, these HLS students gain invaluable experience prosecuting non-jury District Court criminal cases.



David Rockefeller Center for Latin American Studies

The David Rockefeller Center for Latin American Studies opens up multiple avenues for the community to explore Latin American studies and culture. The Center sponsors a wide variety of speakers and events, including the Latin American/Latino Speakers Bureau, professional development seminars for K-12 teachers, field trips to the Center and Harvard museums, volunteer placement for students in local organizations in Spanish, Portuguese, and Haitian Creole-speaking communities, and a variety of public cultural events.

Federalist Society

The members of the Federalist Society believe in three main principles: the state exists to preserve freedom, the separation of governmental powers is central to the Constitution and the province and duty of the judiciary is to say what the law is, not what it should be.



Food Fight

No food is actually wasted (or thrown) at Food Fight, an annual fundraiser that collects non-perishable food and financial donations for hunger relief charities. Business schools across the country, Harvard among them, join in Food Fight every November. Harvard's proceeds are donated to the Greater Boston Food Bank.



Furniture Donations

For any number of reasons, organizations inevitably replace furniture before it is well-worn. When this happens at the Harvard Business School, the furniture goes on to live a second life: HBS donates its gently used furniture to a number of community organizations, including the Veronica Smith Senior Center in Allston.



Governing for Non-Profit Excellence (GNE)

Over the course of three days, chairs of nonprofit boards and others with board leadership roles examine issues critical to their responsibilities through Governing for Non-profit Excellence (GNE) program at the Harvard Business School. Held since 1996, the program focuses on strategic planning, financial sustainability, and productive, flexible board structure. In order to encourage participation, the Business School provides fellowships to select public service and non-profit participants.



Graduate School of Design Exhibitions

The Harvard community and the general public can view the design and planning exhibitions free of charge in the Gund Hall Gallery. These exhibits, approximately 10 each year, explore contemporary design and planning as well as historical issues through the work of leading designers, including GSD faculty, visiting design critics, alumni, and students.



Graduate School of Design Lecture Series

Each year, the Graduate School of Design invites approximately 50 internationally renowned experts in the fields of planning and design to share their work, ideas, and professional experiences. Free and open to the public, these lectures serve to inform the wider community about design and planning issues.

Greater Boston Food Bank canned food drive

No one should ever go hungry, especially at the holidays. The MBA Social Committee and the MBA Cares Committee jointly sponsor a canned food drive to support the efforts of the Greater Boston Food Bank. The drive is held annually around Thanksgiving, so that hopefully everyone's holidays will be a little brighter.



Harbus Foundation Grants

The Harbus Foundation pursues social change by supporting local projects related to literacy, journalism, and education. Established in 1997 by Harvard Business School students, the Foundation has donated over \$500,000 in grants to local nonprofits.



Harvard AIDS Coalition

HIV/AIDS is a preventable, treatable disease, yet it continues to infect and kill millions each year. The Harvard AIDS Coalition is a student group devoted to advocacy, awareness, and service in the fight against the global AIDS pandemic. Members of the Harvard AIDS Coalition recognize that through persistent and collaborative action, they can inspire the political will needed to save lives in one of the greatest crises of our generation.



Harvard Art Museum

The Harvard Art Museum consists of three renowned museums: the Fogg Museum, Busch-Reisinger Museum, and Arthur M. Sackler Museum. The Fogg's collection contains Western art from the Middle Ages to the present; the Busch-Reisinger is the only museum in America devoted to promoting the arts of Central and Northern Europe, with a special emphasis on the German-speaking countries; and the Sackler's holdings include ancient, Asian, Islamic and later Indian art. As an integral part of Harvard and the community, the three art museums serve as resources for students, scholars, and visitors. The Harvard Art Museum has a number of collaborations with local schools that involve weekly visits to the museum. For example: Kennedy/Longfellow and Amigos Schools in Cambridge have yearlong programs for third-graders and a multi-visit program at the Gardner Pilot Academy in Allston.



Harvard Business School Volunteer Consulting Organization (VCO)

This Harvard Business School (HBS) umbrella organization sponsors and helps coordinate campus-wide volunteer activities, acts as a resource for section volunteer representatives, and provides the student body with information about volunteer organizations and opportunities in the Boston area. The HBS Volunteer Consulting Organization also keeps students in the loop about activities undertaken by Boston Cares, another local umbrella organization that provides information about Boston volunteer opportunities.

Harvard College Korean Adoptee Mentorship Program

Founded in 2005, the Harvard College Korean Adoptee Mentorship Program (HCKAMP) is an organization that aims to expose internationally adopted Korean children from the Cambridge and Boston area to Korean culture and heritage. Each child, or "mentee," is matched with a Harvard undergraduate "mentor" at the beginning of the school year, whom he/she meets with every month throughout the year, while there are also all-HKAMP meetings every month, in which we run group activities. Currently, there are more than 25 children and 25 mentors involved in the program.

Harvard Defenders

Founded in 1949, Harvard Defenders is one of the largest and oldest student-practice clinical organizations at Harvard Law School. It serves the greater community by addressing gaps in the criminal justice system and providing access to counsel for those who might not otherwise have it.



Harvard Film Archive

For film buffs lucky enough to live in the Greater Boston area, the Harvard Film Archive is a tremendous resource. The most active venue for both classic and contemporary cinema in all of New England, the Archive screens more than 400 films a year, specializing in director retrospectives, international surveys, and screenings of rare films.

Harvard Immigration and Refugee Clinic

Imagine working with victims of human rights abuse. It's an unlikely scenario for most of us, but for some Harvard Law students, helping these individuals apply for U.S. refugee status and related protections is all part of their experience in the Harvard Immigration and Refugee Clinic. A collaborative project between Harvard Law School and Greater Boston Legal Services (GBLS), the Clinic involves students in the direct representation of these refugees, sometimes involving family reunification and avoidance of forced removal in immigration proceedings.



Harvard Kennedy School Fall and Spring Days Of Service

The Harvard Kennedy School Student Public Service Collaborative organizes both fall and spring days of service. These events provide an opportunity for HKS students, faculty and staff to engage in service projects that benefit the community.



Harvard Law School Speakers

Every year, Harvard Law School (HLS) invites well-known speakers to campus to participate in presentations on a wide array of subjects relevant to the HLS community. Student groups also host lectures and discussions by renowned speakers on topics of interest pertaining to local, national, and international law. Often these lectures—which, although specialized, touch on subjects of import—are open to the public.

Harvard Legal Aid Bureau

The Harvard Legal Aid Bureau is the oldest student-run legal services organization in the United States. Established in 1913 “for the purpose of rendering legal aid and assistance, gratuitously, to all persons or associations who by reason of financial embarrassment or social position, or for any other reason, appear worthy thereof,” the Legal Aid Bureau works tirelessly for progressive change and social justice.

Harvard Mediation Program

Rather than going to court, it's generally preferable for disputing members of the community to resolve their differences without a judge. Of course, that has its own challenges, which is why the Harvard Mediation Program works to provide a fair and effective process in which individuals involved in a dispute can come to a mutual agreement.



Harvard Museum of Natural History

The Harvard Museum of Natural History was established in 1998 as the public face of three research museums: the Museum of Comparative Zoology, the Harvard University Herbaria, and the Mineralogical and Geological Museum. Presenting Harvard's unique collections and the research of scientists across the University, it has a mission to enhance understanding and appreciation of the natural world and the human place in it, sparking curiosity and a spirit of discovery in people of all ages.

Harvard Museum of Natural History Family Programs

Each month the museum presents a weekend program for children and families featuring authors, naturalists, and Harvard researchers. Topics range from Darwin's voyage on the Beagle, to techniques for plant collecting, to wildlife photography. Family programs are free with museum admission. Visit www.hmnh.harvard.edu for details and to sign up for the museum's newsletter.

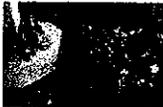
Harvard Museum of Natural History Public Lectures

The museum is a portal to the research and expertise of the University, not only through permanent and changing exhibits but also through public programs presented year-round. Public lectures feature Harvard faculty and other researchers and scientists presenting current research on a diverse set of topics, from paleontology and evolution to botany and earth sciences. Visit www.hmnh.harvard.edu for details and to sign up for the museum's newsletter. Most programs are free.



Harvard Story-Time Players

Laughter is the best medicine, and making sick kids laugh is what the Harvard Story-Time Players (HSTP) do best. The Harvard Story-Time Players is a service and theater organization that writes, produces, and performs theater for children in hospitals in the Boston area. Volunteers need no prior theater experience, and we create new plays each semester.



HBS Board Fellows

MBA students learn firsthand about nonprofits when they become Harvard Business School Board Fellows. Supervised by a board member for a local nonprofit, each undertakes a project of strategic or organizational importance for that organization. Through the assigned project and attendance at board meetings, the fellows learn about the inner workings of nonprofits—something they might later put to good use in society.



HBS Community Benefits Program

The Harvard Business School (HBS) works to support numerous community organizations in Boston with both financial contributions and other forms of support, such as in-kind donations. A partial list of organizations receiving support from HBS includes: Allston-Brighton CDC, Allston-Brighton Little League, Allston-Brighton Youth Hockey, Boston Digital Bridge Foundation, Catholic Schools Foundation's Inner City Scholarship, Joseph Smith Health Center, Veronica B. Smith Senior Center, West End House, Charles River Conservancy, and the West End House Boys and Girls Clubs.

HLS Advocates for Education

Improving public education is an enormous undertaking that relies on more than just educators. To that end, the student group HLS Advocates for Education (A4E) brings together educators, policymakers, scholars, and advocates raising awareness about and contributing to a greater understanding of issues in public education law and policy.



HLS American Civil Liberties Union

Not surprisingly, Harvard Law students are invested in their own chapter of the American Civil Liberties Union (ACLU). Re-established in 2005, HLS-ACLU works with the national ACLU office and the Massachusetts affiliate office to advance issues of civil liberties and constitutional law. Dedicated to promoting awareness of civil liberties on the Harvard campus, HLS-ACLU is committed to such important issues as free speech, racial and ethnic justice, religious freedom, women's and reproductive rights, and equality for underrepresented populations.



HLS Asian Pacific American Law Students Association

If it deals with Asian Pacific issues, the Asian Pacific American Law Students Association (APALSA) is likely involved. This multi-faceted and broadminded organization is a political, academic, community service, and social group dedicated to fostering a supportive atmosphere for Asian Pacific American students at Harvard Law School.

HLS Big Brothers Big Sisters

So many children can use the caring and attention of a mentor, and the Harvard Law School (HLS) students who become Big Brothers and Big Sisters make excellent role models. Sibling pairs meet at least once a week to play sports, go to the movies, do homework, bake cookies, or just hang out and talk.

HLS Democrats

Harvard Law School students who identify with the Democratic Party work to promote their party's interests through HLS Democrats. The group seeks to energize, amplify, and channel the political interests of Democratic law students by sponsoring community events, campaign events, and on-campus speaker events and discussions. Members have also given back locally by taking part in the community service-oriented Fall Fest.

HLS Lambda

HLS Lambda provides a voice for the concerns of the lesbian, gay, bisexual, and transgender (LGBT) community at Harvard Law School (HLS), while also playing a role in the national debate on LGBT civil rights. HLS Lambda seeks to educate the Law School and the Greater Boston community by increasing LGBT visibility and by raising awareness of issues concerning the community. It lobbies the administration to help make HLS a more open, hospitable, and welcoming environment and has hosted a LGBT gubernatorial debate, speaker events, social gatherings, and letter writing campaigns.

HLS One Day's Work

With one day's work you can vaccinate 560 people against deadly epidemic diseases. Or make a difference in the life of a homeless American. Or conserve natural and historic landscapes for future generations. In other words, you can do a lot. The HLS group One Day's Work works to promote a culture of giving among young professionals, in particular encouraging them to donate one day's earnings to charity. More broadly, the group aims to make giving second nature and simplifies the process of giving for HLS students by affiliating with a few noteworthy charitable organizations.

HLS Taxhelp

Preparing and filing taxes can be overwhelming, especially when that April 15 deadline looms large. Through the IRS's Volunteer Income Tax Assistance (VITA) project, Harvard Law School (HLS) students in HLS TaxHelp come to the rescue by providing low-income, elderly, and handicapped residents in Boston, Cambridge, and Somerville with free, confidential tax assistance in preparing their state and federal tax returns



HSPH Community based Youth programs

The Harvard School of Public Health (HSPH) maintains a strong presence in Mission Hill youth programs. HSPH collaborates with and sponsors a variety of neighborhood programs and events, with a number of local community-based programs, such as the Sociedad Latina Program, Mission SAFE, and the Mission Hill Youth Collaborative as well as area summer youth employment programs, and various health promotion and awareness campaigns. These programs rely on HSPH students, staff, and faculty.



HSPH Government and Community Program

This program serves as the Harvard School of Public Health's (HSPH) principal liaison to the local Mission Hill and Fenway neighborhoods. Established in 1985, it provides primary outreach for a number of the School's initiatives, helping HSPH keep its finger on the pulse of the community by maintaining contact with local public health and social service providers.

HSPH Senior Citizen Programs

Keeping active and busy contributes to overall wellbeing, and this is every bit as true for our senior citizens. The Harvard School of Public Health (HSPH) helps enhance the lives of Boston's senior population by collaborating with the Senior Citizens programs such as the Roxbury Tenants of Harvard Senior Center, the Back of the Hill Apartments senior program, and the ABCD Senior Center.

Just Democracy

Just Democracy (JD), as its name suggests, fights to protect that most basic of tenet of democracy: voting rights. As an independent, non-partisan, nonprofit organization founded by law students, Just Democracy counts among its members nearly 50 law school chapters from more than 30 states. Harvard Law School's chapter is one of those devoted to directing the skills and energies of the nation's law students towards ensuring fair and honest voting.



Kuumba Singers

Kuumba was founded in 1970 by two Harvard undergraduates, Dennis Wiley and Fred Lucas, both members of the class of '72. The name "Kuumba" was chosen because it allowed for all modes of Diasporic expression. In Swahili, "kuumba" roughly means creativity, though the literal meaning is more subtle: it is the creativity of leaving a space better than you found it.

La Alianza

Given the country's growing Latino population, La Alianza fills an important role in increasing a dialogue about and an understanding of the issues that face Latinos in the United States. Dedicated to providing support to Latino/a students at HLS, La Alianza has brought speakers to campus and organized social gatherings. La Alianza also sponsors conferences where Latinos/as from all over the country meet to discuss topics of importance to the U.S. Latino/a community.



Leadership Fellows Program

Through the Leadership Fellows Program, both nonprofits and Harvard Business School (HBS) students win. HBS gives a select group of graduating students the chance to make an impact in nonprofit and public sector organizations at a competitive salary for one year. HBS does all the set-up work: identifies top-tier organizations, works with them to develop high-value positions, supplements the salaries paid, and provides Fellows professional development and networking opportunities.



Legal Committee

Through the Legal Committee, Harvard undergraduates participate in meaningful public service law opportunities. PBHA's Legal Committee arranges and supervises internships in public service law and advocacy firms in the Boston area. Based on interests expressed in their applications, volunteers are assigned to a legal organization. Some of these organizations focus on immigration, others on housing, child welfare, civil rights, etc.

MBA Cares Summer Service Day

The staff of the Business School's MBA program give back each summer through "MBA Cares." This year, over 25 staff members participated in the community service day, cleaning up an alleyway, a park, and a street in Allston in the area surrounding the Brian Honan Apartments.

MBA program: Social Enterprise Field Studies

"Social Enterprise Field Studies" may be a Harvard Business School (HBS) course offering for students, but local organizations profit. Under faculty supervision, teams of second-year HBS Master in Business Administration students work on projects of strategic importance to local organizations, sharing the results so that groups can put them into action. The Business School and the partner organizations share funding responsibility for the projects.



Music Department

Department of Music Concert Series The Blodgett Chamber Music Series brings a nationally recognized string quartet to campus a few times each year and the department also produces several concerts by the Harvard Group for New Music, a student-run organization that presents the work of Harvard graduate and undergraduate composers. All concert series are free and open to the public.

Paine Concert Hall Harvard affiliated musical groups present concerts in Paine Hall from September through May.



Music in Hospitals and Nursing Homes Using Entertainment as Therapy (MIHNUET)

Harvard undergraduates cheer and entertain the elderly and the ill by bringing live music to them. MIHNUET is a student-run public service group that visits local hospitals and nursing homes twice per week in order to perform music for and form connections with the elderly and the ill.



Native American Youth Enrichment Program (NAYEP)

Native American children learn about their heritage and more in the Native American Youth Enrichment Program (NAYEP). PBHA's NAYEP is a 7-week summer program for Native American children ages 6-13. Unlike most summer programs, we are not geographically centered. NAYEP serves children of all tribal ancestries from all across the Boston area. Senior counselors each lead a group of 8-10 children between 9 am and 4 pm on weekdays. Our mornings are focused on curriculum; our afternoons are usually reserved for field trips and constructive recreation (such as swimming lessons).



New England Shelter for Homeless Veterans

The Harvard basketball team reaches out to the New England Shelter for Homeless Veterans (NESHV), which helps homeless veterans to fight their personal addictions and challenges, giving them the tools to work toward living unassisted. Harvard brings the veterans and the staff that care for them to Harvard for a special dinner accompanied by a home hoops game—a chance for the veterans to get out and have a good time, first mingling with students over dinner and then cheering them on the court.



Office for the Arts at Harvard Dance Program

The Office for the Arts Dance Program runs the High School Outreach program which provides high school students in the Boston and Cambridge area the opportunity to participate in dance technique classes with Harvard students. These classes are free of tuition to qualified high school students.



Peabody Museum of Archaeology and Ethnology

The Peabody Museum of Archaeology and Ethnology is one of the oldest museums in the world devoted to anthropology. The Peabody Museum preserves, interprets, exhibits and makes accessible anthropological objects for teaching, research and public education. The Peabody Museum also admits Boston and Cambridge school children for free and is free and open to everyone on Saturday mornings from 9 am to 12 noon.

Performance Measurement for Effective Management of Nonprofit Organizations

Over the course of three days, local nonprofit leaders learn to increase the effectiveness of their organizations through Performance Measurement for Effective Management of Nonprofit Organizations. First held in 2001, the program is designed to help leaders of Boston and Cambridge nonprofits use performance measurement to achieve their mission. The program is a joint collaboration of Harvard Business School's Initiative on Social Enterprise and Harvard University's Hauser Center for Nonprofit Organizations.

Prison Legal Assistance Project

Through the Prison Legal Assistance Project (PLAP), Harvard Law School students come to the aid of inmates in Massachusetts state prisons. Through this student-run clinical program, PLAP student attorneys argue at disciplinary hearings on behalf of prisoners charged with violating prison regulations. They also argue before the Massachusetts Parole Board for prisoners facing parole revocation or rescission.

Project on Wrongful Conviction

They're unsettling, those stories of men wrongfully and imprisoned for years before being exonerated. The Harvard Law School Project on Wrongful Convictions, a student organization, seeks to raise awareness of problems within the American criminal system that result in wrongful convictions every year. As part of its mission, the Project also assists the New England Innocence Project in evaluating claims of innocence based on DNA evidence.

Project Outreach

Both Harvard Business School students and faculty give back to the community through Project Outreach, as they provide volunteer assistance to a variety of human services organizations in Boston. Just a few of the places they've touched are the Hawthorne Youth and Community Center, Pine Street Inn, Year Up, Roxbury Prep Charter School, the Wellment Projects, and Second Step.

Radcliffe Institute Fellowship Program: Public Talks

Each year, approximately 50 women and men come to Radcliffe from all over the globe. These Radcliffe fellows form an energetic, multidisciplinary community of scientists, artists, historians, sociologists, economists, and literary scholars. During the year, the fellows pursue their personal scholarly or artistic projects within this community that challenges them to think and to communicate in transformative ways. Fellows share their work through public colloquia, exhibits, and concerts that are free and open to the public.

Rappaport Fellowships

Rappaport Public Policy Fellowships give graduate students from local universities the opportunity to learn more about how public policy is created and implemented in greater Boston. Students are selected and paid by HKS' Rappaport Institute for Greater Boston, but worked full time for federal, state, or local officials in the region. A university-wide entity housed at HKS, the Rappaport Institute strives to improve the governance of the region by strengthening connections between scholars, students, officials, and civic leaders.



RFK Children's Action Corp

Sports can be a powerful instruction tool, teaching children self-discipline and self-respect. So when the Harvard basketball team hosts a clinic for children and teens in the Robert F. Kennedy Children's Action Corps—which helps youths with significant emotional and behavioral problems deal with past hurts, develop self-esteem, and become contributing members of society—it can have a real impact.



Semitic Museum

The Semitic Museum presents special exhibitions using portions of its extensive archaeological collections from the Near East. The museum regularly conducts tours for schoolchildren, as well as for community and religious groups. A lecture series, free and open to the public, brings in speakers on topics related to the civilizations, history, and archaeology of the Near East.

Small Claims Advisory Service (SCAS)

PBHA's Small Claims Advisory Service (SCAS) helps advise individuals on their rights and options in small claims court through direct service, education, and advocacy. Many socio-economically-disadvantaged individuals are unaware of their rights, especially regarding consumer law, debt collection and landlord-tenant law. We believe that this disparity in information and access detracts from the legitimacy of our legal system.

Smith Field Baseball Diamonds

It's clear that youth sports benefit kids immensely. But to really play the game, they need good fields and good facilities. To give local kids a step up, with the best baseball experience possible, Harvard funded the reconstruction of the two baseball diamonds at Smith Field used by Allston-Brighton Little Leaguers and helps to maintain the fields in partnership with the Boston Parks and Recreation Department.

Social Enterprise One Day Community Programs

Harvard Business School's Initiative on Social Enterprise offers a number of one-day programs in the Boston area, including "Leading Change" for non-profit leaders, "Frontiers of Management" and "Evolve! Leadership for Change in a New Environment" for New England organizations and public officials, and a conference for New England Charter School leaders. The Business School provides fellowships to select public service and non-profit participants.

Social Enterprise Summer Fellowship program

To encourage MBA students to lend their skills to nonprofits, the Harvard Business School gives fellowships to current students who choose to work in nonprofit and public sector organizations during the summer between their first and second years of the MBA Program. Students gain significant practical experience while Greater Boston organizations—such as the Pine Street Inn, Year Up, Cambridge College, and Roxbury Prep Charter School—benefit from the expertise of future MBAs.

South Asian Law Students Association

Sponsoring events ranging from mango lassi parties to political discussions, the South Asian Law Students Association (SALSA) promotes an understanding and appreciation of South Asian political, legal, and social issues. SALSA has screened films pertaining to South Asian history, coordinated social events with South Asian students at the other Harvard graduate schools, put on cultural shows, and hosted South Asian dinners.

Sports Ticket Donations

Every year, Harvard donates tickets to University sporting events, like football, ice hockey (men's and women's), and basketball (men's and women's). It's a great way for Harvard to welcome neighbors to its home sports games and a great opportunity for local fans to cheer on the Crimson teams.

Strategic Perspectives in Nonprofit Management (SPNM)

Leading a nonprofit, especially in today's economic climate, requires a unique set of skills. Designed for CEOs and executive directors of non-profit organizations, the Strategic Perspectives in Nonprofit Management (SPNM) program helps participants develop the tools they need to face their individual challenges and better serve the public. During the intensive week-long program, CEOs and directors learn how to build a strategic perspective, apply strategic concepts to an organization, and actually implement real change.

Student Animal Legal Defense Fund

It's easy to forget that lawyers do not only defend people in court—they stand up for the rights of animals as well. The Animal Legal Defense Fund (ALDF) is a national organization of lawyers who engage in litigation and legislative efforts on behalf of animals and, in 1995, Harvard Law School (HLS) students founded their own chapter of the Student Animal Legal Defense Fund (SALDF).

Student Public Service Collaborative

The Student Public Service Collaborative is dedicated to integrating public service into the culture of Harvard Kennedy School, offering a continuum of service opportunities to students, and confronting obstacles that impede student engagement in public service. SPSC's aim is to encourage HKS students to positively effect change through involvement in public service during their time at the Kennedy School and beyond.

Student's Public Interest Network

As an institution, Harvard Law School (HLS) offers unmatched intellectual, social, and financial resources. The Student's Public Interest Network (SPIN) exists to encourage HLS students to learn how best to use those resources--and to want to use them—in the interest of public service. SPIN holds both social and career guidance events, connecting students as well as alumni with a wide choice of career paths in the public interest, from civil rights litigation and criminal prosecution to nonprofit work in international human rights and environmental class actions.

Supreme Court and Appellate Litigation Clinic

Students learn about practicing law in the highest court in the land—and in the state—in the Supreme Court and Appellate Litigation Clinic. This Harvard Law School clinic introduces students to Supreme Court and appellate practice, involving them directly in high-profile or high-impact Supreme Court, federal courts of appeal, or state Supreme Court cases.

Theological Lecture Series

Harvard Divinity School hosts a variety of free public lectures which offer perspectives on a wide range of religious, ethical, scholarly and theological topics. These include: • The Center for the Study of World Religions, which sponsors an annual lecture and colloquia

series. • Visiting research associates in the Women's Studies in Religion Program, who deliver lectures on their work during each spring term.

Veronica Smith Senior Center

Good administrative help is hard to come by but it has a big impact on how smoothly an organization runs. To give back to local seniors, the Harvard Business School provides the Veronica Smith Senior Center in Brighton with the financial support aimed at supporting ongoing education programs.

Voices of Public Intellectuals

This lecture series, sponsored by the Radcliffe Center for Educational Programs, explores a range of social topics. All six lectures are free and open to the public. The Voices of Public Intellectuals Lecture Series brings innovative, thought-provoking issues affecting civic life to a public forum.

W.E.B. Du Bois Institute for Afro-American Research

The W.E.B. Du Bois Institute is the nation's oldest research center dedicated to the study of the history, culture, and social institutions of African-Americans. Every year, the Institute sponsors two major lecture series that are open to the public and usually free of charge: the Nathan Huggins Lecture Series and the Alain Locke Lecture Series. These lecture series recognize persons of outstanding achievement who have contributed to better understanding of African American life, history, and culture.



Weatherhead Center for International Affairs

The Weatherhead Center for International Affairs co-sponsors a monthly seminar series with the Center for Middle Eastern Studies focusing on the Middle East peace process. Events are free and most are open to the public.



Wilmer Hale Legal Services Center

Since 1979, Harvard Law students have staffed the Wilmer Hale Legal Services Center (LSC), a general practice community law office in Jamaica Plain. The Center provides valuable clinical practice for lawyers-to-be and delivers high quality, civil legal assistance to clients throughout Boston and the region.

INVESTING IN INNOVATION

Harvard University's Impact on
The Economy of the Boston Area



January 2009



Introduction

As 2009 began, the Commonwealth of Massachusetts and the Boston metropolitan area, like the nation as a whole, were confronting the prospect of a lengthy and potentially severe recession. Throughout much of 2008, the economy of the Boston area had held up relatively well; total private employment in November was still higher than it had been a year earlier. But by year's end, the storm warnings were all too clear - weakening retail sales, rising office vacancy rates, declining orders in the manufacturing sector and a growing number of companies planning layoffs or freezing new hires.

As they seek to fashion an effective response to a complex set of economic problems, the Commonwealth and the region need to focus on two goals simultaneously - limiting the damage to the local economy in the near term, and at the same time ensuring that both Massachusetts and the Boston area are prepared to play a leading role in the next round of economic growth.

In that effort, the region's colleges and universities stand out as being among the Boston area's most valuable resources - because they are particularly well-equipped to help achieve both of these goals. As they have been during the last several recessions, they can be a source of stability at a time when many of the region's other leading industries are shedding jobs - and they are at the same time a vital source of the new talent, new knowledge, new ideas and new businesses that will drive the next round of growth.

This report briefly describes the contributions of one of these institutions, Harvard University, to the economy of the Boston area. It highlights a number of ways in which the University can help the region both to survive the recession and to prosper in its aftermath - both as a major regional enterprise in its own right, and through its mission of education, research, business development and service to the community.

Higher education is one of the Boston area's leading industries. In November 2008, private colleges and universities employed 92,300 people in the Boston metropolitan area - 6.0 percent of private payroll employment in the region.

Colleges and universities employed:

- More people than the region's banking, securities and investment industries combined (86,000);
- More people than all computer hardware, software and services businesses combined (81,000).

Comparing regional and national data further highlights the concentration of college and university employment in the Boston area. Private colleges and universities, as noted above, account for 6.0 percent of all private employment in the region - but less than 1.5 percent of all private employment nationwide.

Higher education has for the past two decades been one of the region's growth industries. Between 1990 and 2008, private payroll employment in the Boston area grew by 10.2 percent; during the same period, employment at private colleges and universities rose by 18.4 percent. The

pattern was similar at the state level, where total private employment grew during the same period by 10.6 percent - and private college and university employment by 21.2 percent.

Colleges and universities are notable not only for their contribution to employment growth, but for their relative stability. During past economic downturns they have tended to remain stable - and during some periods have kept growing - even as other leading industries were shedding jobs.

Between 2000 and 2003, for example, employment in financial services in Massachusetts declined by 4.9 percent - a loss of 6,600 jobs. The computer services industry was hit even harder - declining by 27 percent, with a loss of 16,500 jobs. But during the same period, employment at private colleges and universities in the Commonwealth grew by 5.7 percent, gaining 5,600 jobs.

Figure 1: Total Change in Higher Education Employment and Total Private Employment in Massachusetts, 1990 - 2008

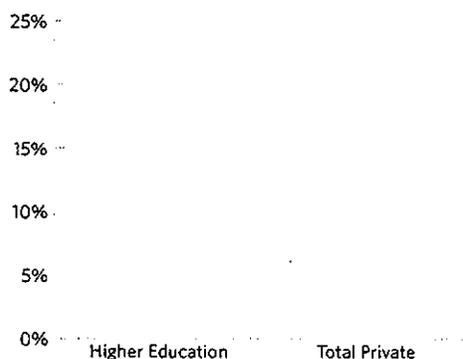
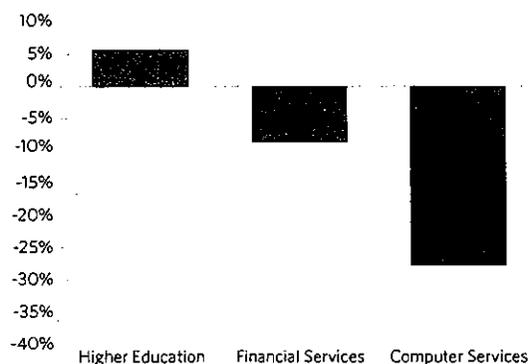


Figure 2: Change in Higher Education Employment and Financial and Computer Services Employment in Massachusetts, 2000 - 2003



The role of higher education in the region's economy, of course, goes well beyond its impact as a major employer. Boston-area colleges and universities are also a major source of the talent, knowledge and innovation that drive the growth of the region's - and the Commonwealth's - economy.

In part as a result of its concentration of colleges and universities, the population of the Boston area is among the best-educated in the U.S. In 2006, nearly 41 percent of all residents of the Boston metropolitan area age 25 or older had at least a four-year college degree; and nearly 18 percent had a graduate or professional degree.

Its concentration of universities also helps make the region, and the Commonwealth, one of the nation's leading research centers. Massachusetts ranks second among the states (just behind Maryland) in academic research spending per capita; and third (behind Maryland and New Mexico) in terms of the overall research-intensiveness of the state's economy (measured by total R & D spending as a percentage of state GDP).

The region's strengths in these areas are reflected in several recent studies that have put Massachusetts at the leading edge of science- and technology-based economic growth. In 2007, for example,

the Information Technology and Innovation Foundation found that:

The state farthest along the path to the New Economy is Massachusetts. Boasting a concentration of software, hardware and biotech firms, supported by world-class universities such as MIT and Harvard in the Route 128 region around Boston, Massachusetts survived the early 2000's downturn and has continued to thrive, enjoying the fourth-highest growth [among the 50 states] in per capita income.¹

In 2008, the Milken Institute released a similar study, aimed at presenting "a comprehensive picture of how well states are performing in this highly competitive knowledge based economy." The Milken study also ranked Massachusetts first among the fifty states, concluding that:

Massachusetts remains the gold standard for other states to consider when evaluating their own science and technology capabilities.²

1 Robert D. Atkinson, "Measuring Up: Assessing Economic Structure for Success in the New Economy," *Economic Development Journal*, Fall 2007.

2 Ross DeVol and Anita Charuwarn, *State Science and Technology Index: Enduring Lessons for the Intangible Economy*, Milken Institute, June 2008.

Harvard is widely recognized as one of the world's leading universities.

But for the Boston metropolitan area and the Commonwealth of Massachusetts, Harvard is also a major regional enterprise. Each year, the University brings billions of dollars from around the U.S. and the world into the Boston area, most of which is then spent within the region.

In the fiscal year ending June 30, 2008, Harvard's revenues totaled approximately \$3.5 billion - about 90 percent of which was derived from sources outside the Boston area (such as tuition paid by students who come from outside the Boston area, federal research grants, private donations and endowment earnings). During the same period, more than 70 percent of all University spending - \$2.6 billion in payroll, purchasing and construction - was concentrated within the region.

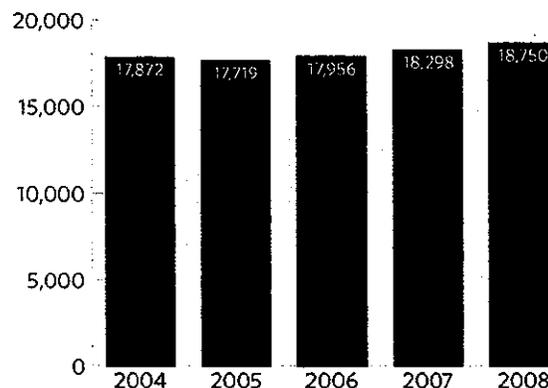
Harvard as an employer

In the fall of 2008, Harvard had 18,750 full- and part-time employees (excluding students). Of this total, about 18,350 worked in the Boston metropolitan area, making Harvard the region's second-largest private employer, behind Massachusetts General Hospital.

While it is not immune to the effects of the business cycle, Harvard - like the higher education sector generally - has during previous recessions been a source of stability for the local economy. Between 2000 and 2002, total employment in the Boston area declined by 3.3 percent. But in the same two-year period, employment at Harvard grew by 2 percent.

During the recovery that followed, the University continued its recent history of steady growth in employment. Between 2004 and 2008, employment at Harvard grew by 4.9 percent - an increase of about 880 full- and part-time jobs. During this period, the growth in university employment continued to outpace the overall growth (2.8 percent) of private employment in the Boston area.

Figure 3: Full- and part-time employment at Harvard (excluding students), 2004-2008



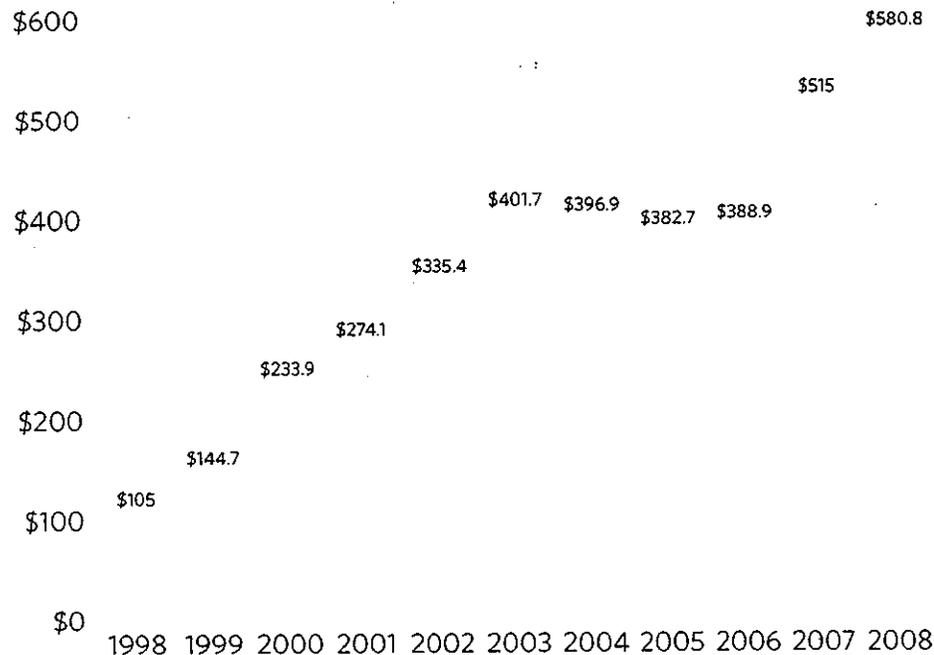
In addition to the people it employs directly, Harvard generates jobs and economic activity in the Boston metropolitan area through its purchases of goods and services from Boston-area businesses, and through its investments in University construction.

In fiscal year 2008, Harvard spent approximately \$1.7 billion on purchases of goods and services (excluding construction), of which about \$850 million was paid to companies located in the Boston area. We estimate that in fiscal year 2008, Harvard's purchases of goods and services directly supported approximately 6,400 full-time-equivalent jobs in the five-county Boston area.

Since the late 1990's, Harvard has greatly increased its investment in new facilities and in the modernization of existing plant. In just the past five years, Harvard has invested more than \$2.26 billion in new construction and renovation - including more than \$580 million in fiscal year 2008. We estimate that in fiscal year 2008, University construction directly supported approximately 2,700 FTE jobs with Boston-area contractors.

Some of what Harvard spends on purchasing and construction is paid to companies that are located in Massachusetts, but outside the five-county Boston area. When payments to these companies are added in, Harvard's payments to vendors and contractors throughout the Commonwealth (including the five-county area) totaled more than \$1.4 billion. We estimate that this spending directly supported approximately 10,165 jobs.

Figure 4: Construction spending, FY 1998 - FY 2008 (\$ millions)



Indirect and induced impacts

Beyond the direct impact of University spending on purchasing and construction, household spending by Harvard's employees, and spending within the Boston area by the University's suppliers and contractors - also generates jobs and economic activity.

We estimate that through this "multiplier effect," spending within the region by Harvard's employees, suppliers and contractors indirectly generated a total of \$1.8 billion in economic output in the five-county Boston area, and 12,880 full-time-equivalent jobs.

For the Commonwealth as a whole, spending by Harvard employees, suppliers and contractors indirectly generated more than \$2.2 billion in economic output, and 16,195 full-time-equivalent jobs.

Table 1 summarizes the impact of University spending on employment and output in the five-county area and in Massachusetts.

The impact of student spending

In addition to the impact generated by the University's own spending in the Boston area, off-campus spending by Harvard's 20,000 students also generates jobs and economic activity in the region. We estimate that in fiscal year 2008, Harvard's undergraduate and graduate students spent approximately \$289 million in Cambridge, Boston and other local communities for housing, food, transportation and other needs. After adjusting this amount to reflect wages Harvard pays to student employees (which are already included in our analysis of the impact of payroll spending), we estimate that students' off-campus spending directly and indirectly generated approximately \$349 million in economic output in the Boston area, and 3,710 full-time-equivalent jobs.

As with spending by the University itself, the indirect effects of off-campus spending by Harvard students extend beyond the five-county area. For the Commonwealth as a whole, we estimate that student spending directly and indirectly generated \$365 million in economic output, and 3,850 full-time-equivalent jobs.

Table 1: Economic impact of University spending on employment and output in the Massachusetts five-county area

	Direct University spending		Indirect and induced impact of spending by vendors, contractors and employees		Total impact
	Payroll	Purchasing / construction	Impact of employee spending	Impact of vendor and contractor spending	
5-County Area	\$1,298,604 18,350 jobs	\$1,326,300 9,125 FTE	\$1,021,215 7,095 FTE	\$826,697 5,791 FTE	\$4,472,816 40,361 FTE
Massachusetts	\$1,298,604 18,365 jobs	\$1,424,365 10,167 FTE	\$1,114,024 8,001 FTE	\$1,142,342 8,195 FTE	\$4,979,335 44,728 FTE

Table 2: Harvard's total employment impact in the Boston area and Massachusetts, 2008

	Boston area	Massachusetts
Direct University employment	18,350	18,365
Employment with Harvard suppliers and contractors	9,125	10,165
Jobs generated through the multiplier effect	12,885	16,195
Jobs supported by off-campus student spending	3,710	3,850
Jobs at selected companies with "Harvard DNA"	7,500	7,500
TOTAL	51,570	56,075

Putting it all together

When we combined the impact of Harvard's direct spending on payroll, purchasing and construction - the indirect impact of University spending - and the direct and indirect impact of off-campus spending by Harvard students - we can estimate that Harvard directly and indirectly accounted for nearly \$4.8 billion in economic activity in the Boston area in fiscal year 2008, and more than 44,000 jobs.

Statewide, Harvard directly and indirectly accounted for more than \$5.3 billion in economic activity and more than 48,500 jobs.

And if we add in people who are employed by companies with roots at Harvard

(companies started by Harvard faculty members, or started with the goal of commercializing new technologies first developed at the University, examples of which are discussed below) then we can estimate that Harvard accounts, directly or indirectly, for more than 51,500 jobs in the Boston area, and more than 56,000 throughout the Commonwealth.

Payments to state and local government

In a variety of ways, Harvard makes a significant contribution to state and local government finances. As shown in Table 3, we estimate that in fiscal year 2008, Harvard directly and indirectly generated more than \$225 million in revenues for the Commonwealth and its local governments.

Table 3: Taxes and fees generated directly and indirectly by Harvard, 2008

Type of tax/fee	\$ millions
State income taxes withheld	\$ 56.2
Unemployment insurance	\$ 0.4
Real property taxes	\$ 14.3
Voluntary payments in lieu of taxes	\$ 5.6
Fees and other payments	\$ 10.7
Taxes generated through the multiplier effect	\$ 158.6
GRAND TOTAL	\$ 225.8

Each year, thousands of talented students come to Cambridge and Boston from communities throughout Massachusetts, the U.S. and the world to study at Harvard. In the fall of 2007, more than 20,000 students were enrolled in Harvard's undergraduate and graduate degree programs.

Harvard is known worldwide for the quality of both its undergraduate and graduate programs; and in terms of enrollment, it is also the leading provider of graduate and professional education in the Boston area. The University's graduate and professional programs have grown steadily in recent years, with total enrollment rising by 12.5 percent between 1997 and 2007.

With its high-quality undergraduate programs and a diverse array of graduate and professional programs, Harvard is particularly well-equipped to prepare its graduates to work in the Boston area's leading knowledge intensive industries, including professional and business services, health care, education, information technology, the life sciences, finance and management.

Many of the thousands of students who earn degrees at Harvard each year stay in region after they graduate. In 2008, more than 40,700 Harvard alumni lived within 75 miles from Boston - about 17.5 percent of all University alumni who were living in the U.S.

Harvard also provides opportunities for Boston-area residents to enrich their education and develop their skills through the work of its Extension School - one of the region's largest providers of continuing education. In the fall of 2007 more than 6,400 people took courses at the Extension School - including 700 who were enrolled in career-oriented master's degree and certificate programs in fields such as biotechnology, computer science, museum studies and environmental studies.

Figure 5: Graduate/professional enrollment, fall 1997 and fall 2007

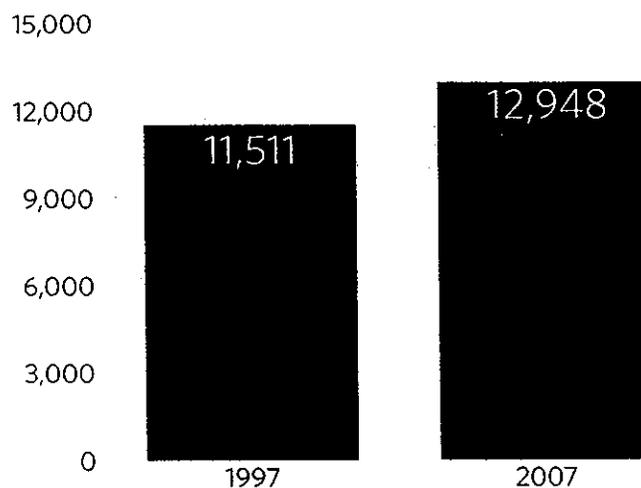
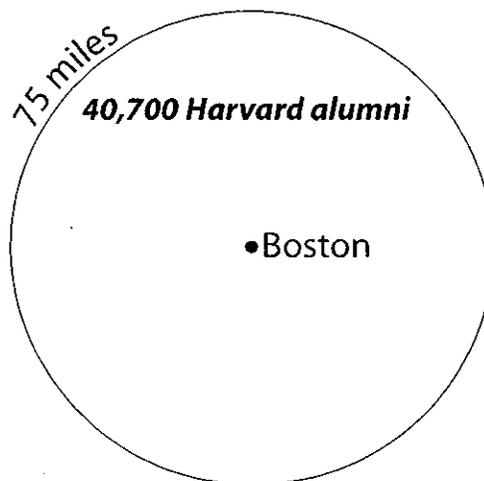




Figure 6: Harvard alumni living in the Boston area



Research conducted at Harvard contributes to the growth of the Boston-area economy in several ways.

It brings in hundreds of millions of dollars each year from federal agencies and other sources outside the Boston metropolitan area - most of which is spent within the region. It helps make the region a magnet for investment in corporate and non-profit research centers. And it is an important source of the new knowledge and new ideas that play a central role in the region's economic growth.

In fiscal year 2008, Harvard spent a total of \$660 million on research funded from external sources - an increase of 22.5 percent during the past five years. Federal agencies accounted for about 82 percent of this total; and corporations and foundations; for about 15 percent.

In fiscal year 2005 (the last year for which comprehensive national data are available) Harvard's affiliates brought in more than \$1 billion in federal research funding.

In 2007, Harvard and its affiliates accounted for 61 percent of all NIH funding awards in Massachusetts - a total of nearly \$1.4 billion. Together, they helped make the Boston metropolitan area one of the world's leading centers of biomedical research.

Harvard's position as one of the world's leading research centers is not simply a product of its long history. During the past decade, Harvard has invested heavily in the continued growth of its research enterprise. Between 2003 and 2008, for example, the total volume of research space at Harvard increased by more than 1 million square feet. Harvard has also invested in new faculty, new research initiatives - and in the technological infrastructure needed to support a growing and fast-changing research enterprise.

Figure 7: Research spending, FY 2003 - FY 2008 (\$ millions)



Figure 8: Research expenditures, by source, FY 2008 (\$ millions)

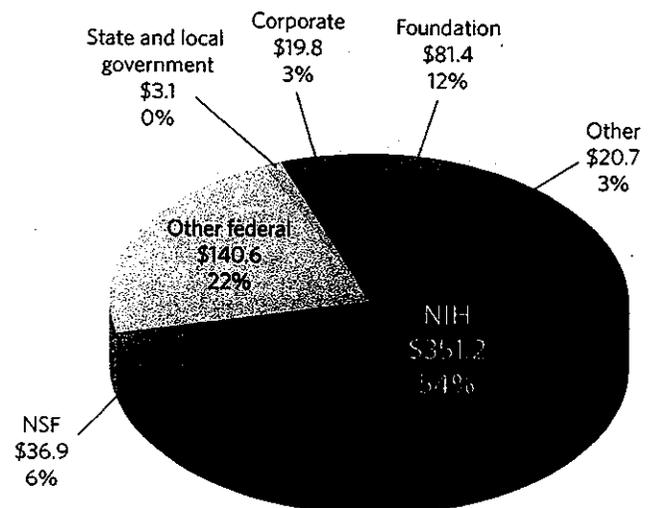


Table 4: Science & engineering research funding, Harvard affiliates, FY 2005

Affiliate	Research funding (\$ thousands)	U.S. Rank
MA General Hospital	\$ 312,358	1
Brigham and Women's Hospital	\$ 250,949	3
Beth Israel Deaconess Medical Center	\$ 125,781	8
Dana-Farber Cancer Institute	\$ 112,519	10
Children's Hospital (Boston, MA)	\$ 101,561	11
McLean Hospital	\$ 36,490	43
Joslin Diabetes Foundation Inc.	\$ 25,195	58
Massachusetts Eye and Ear Infirmary	\$ 16,593	86
Schepens Eye Research Institute	\$ 14,599	92
Forsyth Institute	\$ 10,892	-
Harvard Pilgrim Health Care Inc.	\$ 9,179	-
Cambridge Health Alliance	\$ 2,023	-
Spaulding Rehabilitation Hospital	\$ 1,563	-
Judge Baker Children's Center	\$ 1,259	-
GRAND TOTAL	\$ 1,020,961	

Source: National Science Foundation

The research funding that Harvard and its affiliates attract each year directly and indirectly supports thousands of jobs throughout the Boston area. But even more important, current spending on research represents an investment in the region's future. Harvard's strengths in areas such as genomics, neuroscience, stem cell research, bioengineering and nanotechnology are helping to create a foundation for the region's continued economic vitality.

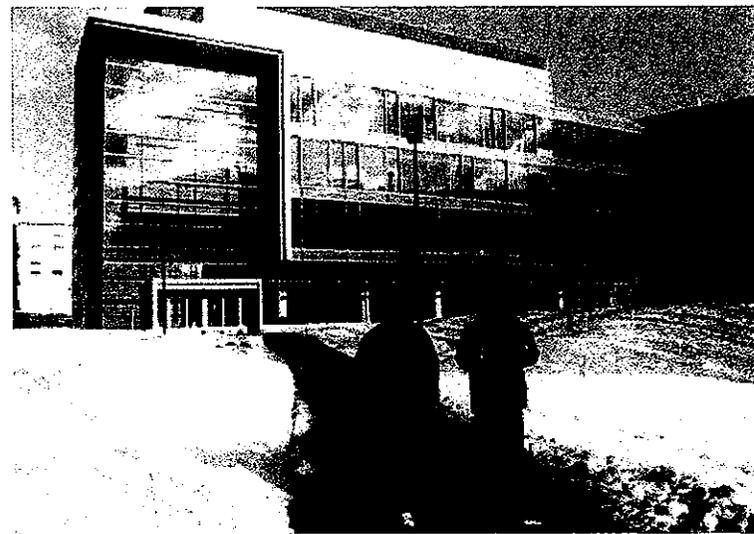
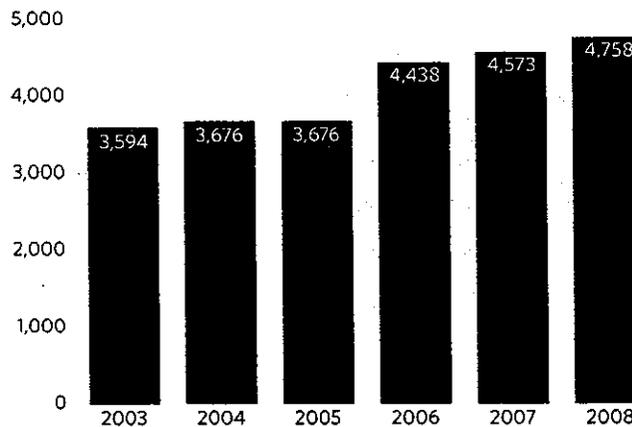


Figure 9: Harvard's growth in total lab and studio space, 2003 - 2008 (thousands of sf)



By providing a steady stream of talent, knowledge and ideas, Boston-area colleges and universities are helping to ensure that the region is well-prepared to participate successfully in the next wave of economic growth.

Moreover, many of the region's leading universities - Harvard among them - have in recent years become more actively engaged in supporting the creation and development of the new businesses that could in the years ahead be an important source of growth.

In 2007, for example, Harvard established a new Technology Accelerator Fund, to support the kind of applied research that is so often critical to the first stages of moving new technologies from the lab to the market place. In its first year the fund, which is administered by the University's Office of Technology Development, allocated \$1.3 million to six projects that were judged to have significant potential not only for commercial development, but for benefiting society as well.

Harvard's increased focus on innovation, entrepreneurship and technology transfer is translating into new businesses, new investment and new jobs in the Boston metropolitan area.

In the past two years alone, for example, two dozen young Boston-area companies with roots at Harvard¹ - working in areas as diverse as biotechnology, medical devices, nanotechnology, defense and Internet services - have collectively secured more than \$280 million in venture capital and other private equity financing. As of December 2008, these 24 companies - almost all of which are less than 5 years old - collectively employed a total of about 500 people. Table 5 highlights several notable examples.

Most of these companies are still small. But just as Biogen - launched 30 years ago by Professor Emeritus Walter Gilbert and several colleagues - has grown into one of the region's largest biotech firms, with more than 1,500 employees, any of these more recent start-ups could turn out to be the growth companies of tomorrow.

¹ Including companies created to commercialize technologies first developed at Harvard - or founded by Harvard faculty members, or by Harvard graduates - or by some combination of the three.

Table 5: Notable start-up companies associated with Harvard

Company	Location	Founded	Type	Employees
Surface Logix	Brighton	2000	Pharma	45
Pulmatrix	Lexington	2003	Biotech	35
RainDance Technologies	Lexington	2004	Nanotech	55
Codon Devices	Cambridge	2005	Biotech	22
Aileron Therapeutics	Cambridge	2005	Pharma	21
SiOnyx	Beverly	2008	IT	20
Crimson Hexagon	Cambridge	2008	Internet	12

The prosperity that the Boston area has enjoyed in recent years can bring challenges as well as benefits.

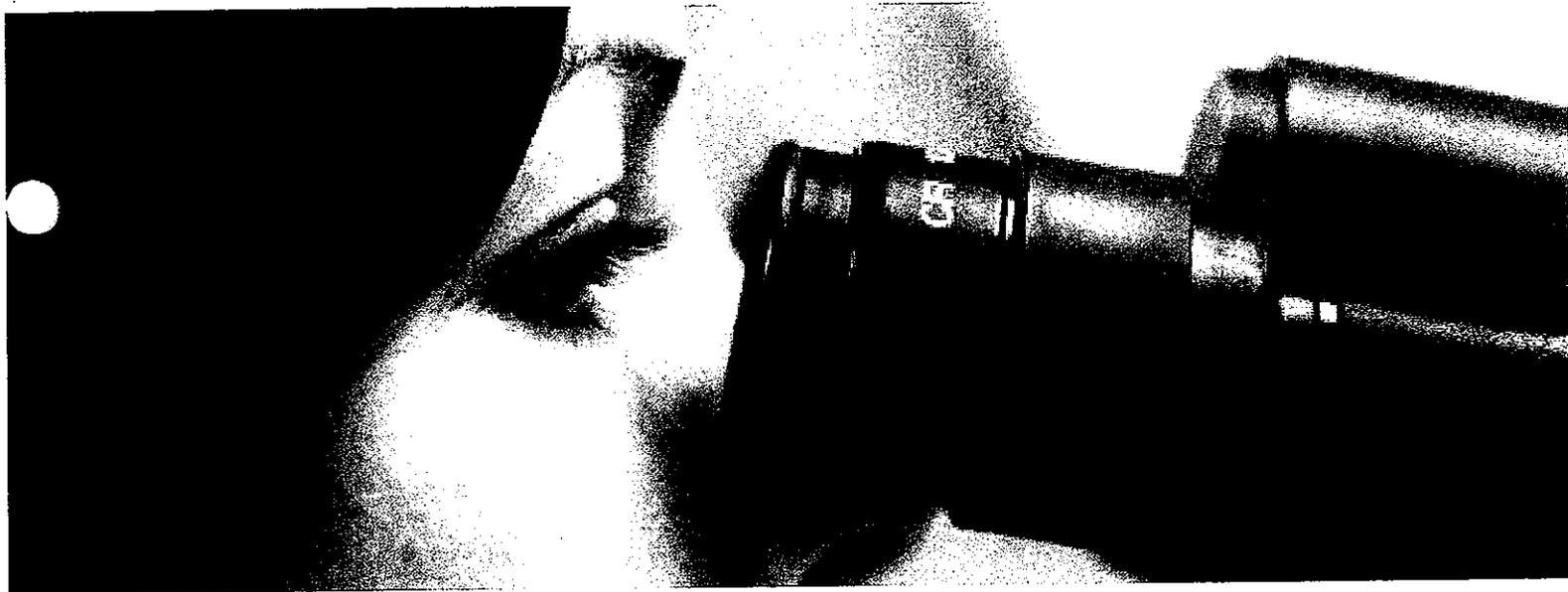
People who lack the skills required for employment in the region's knowledge-intensive industries can find themselves falling farther and farther behind. The high cost of housing can impose real burdens on low- and moderate-income households.

Harvard has sought in several ways to help Boston-area communities cope with such challenges. A recent study estimated that during 2005-06, more than 400 students from Harvard's Graduate School of Education worked as student teachers in Boston-area schools; and 1,000 Harvard student volunteers worked in after-school programs, as tutors and in other educational enrichment programs. During the same year, at least 8,500 elementary and secondary school students from the Boston area participated in a wide range of enrichment programs at Harvard.

The University has also sought to help local agencies and community organizations increase the supply of affordable housing. Since 2000 Harvard has invested more than \$26 million in the development of affordable housing in Boston and Cambridge.

In times of economic difficulty, of course, the strains felt by local communities can get even worse, with growing numbers of residents facing the loss of their jobs, health care coverage, and even their homes. Here too, the University offers resources that can be used to address community needs. In 2008, for example, several students at Harvard Law School launched a new non-profit group called No One Leaves to provide information, advice and legal assistance to Boston-area tenants who have been threatened with eviction as a result of foreclosure proceedings against their landlords.





Harvard's endowment: fueling the University's contributions to the region's economy

Discussions of the role that Harvard plays in the economy of the Boston area often turn, sooner or later, to the subject of the University's endowment. Harvard's critics (and indeed, many of its friends as well) suggest that, given the size of its endowment, Harvard should be devoting more of its resources to serving the public interest – locally, nationally and globally. What friends and critics alike may not fully recognize, however, is the extent to which Harvard's endowment is already dedicated to serving the broader public interest.

In fiscal year 2008, funds distributed for operating purposes from the endowment accounted for 34 percent of Harvard's total operating revenues. Between 1998 and 2008, allocations from the endowment to University operations grew by an average of 12 percent annually; they now represent the single largest source of support for the University's ongoing operations.

Endowment earnings, for example, have played an essential role in the University's ongoing effort to ensure that all students who qualify for admission can take advantage of the opportunity Harvard offers, regardless of their economic status. Since 1998, financial aid provided by the University has nearly tripled, from \$125 million to \$363 million.

In the face of declining government support for many types of research, the endowment has also ensured vitally-needed stability and flexibility in the funding of University research. Endowment funds have helped finance the hiring of new faculty in critical areas, as well as investments in new facilities.

Many of the most promising new research initiatives at Harvard are also made possible by major gifts from alumni and other supporters. In 2008, for example, Hansjorg Wyss (MBA '65) donated \$125 million to help fund creation of a new Institute for Biologically-Inspired Engineering. Wyss's gift will allow Harvard to expand greatly its work in bioengineering – an area that had already been identified as one of the University's top research priorities.

Harvard's endowment is thus a vitally important source of investment in the University's future, and in the future of its students – and as a result, in the future of the Boston-area economy.



Alleviating today's problems – creating tomorrow's opportunities

As a major employer, a buyer of goods and services and a sponsor of construction projects, Harvard - along with other colleges and universities - can help the Boston area weather the current economic storm. And as a source of new talent, new knowledge and new businesses, Harvard can also help the region prepare to take advantage of the next round of economic growth.

The relationship between the University and the Boston area is, of course, not a one-way street. Just as the region's colleges and universities have helped make the Boston area what it is today, the reverse is also true: The communities in which they operate have helped the region's educational institutions sustain a long tradition of excellence. Maintaining that partnership is likely to be one of the keys to the region's future.

BEYOND THE YARD

Community Engagement at Harvard



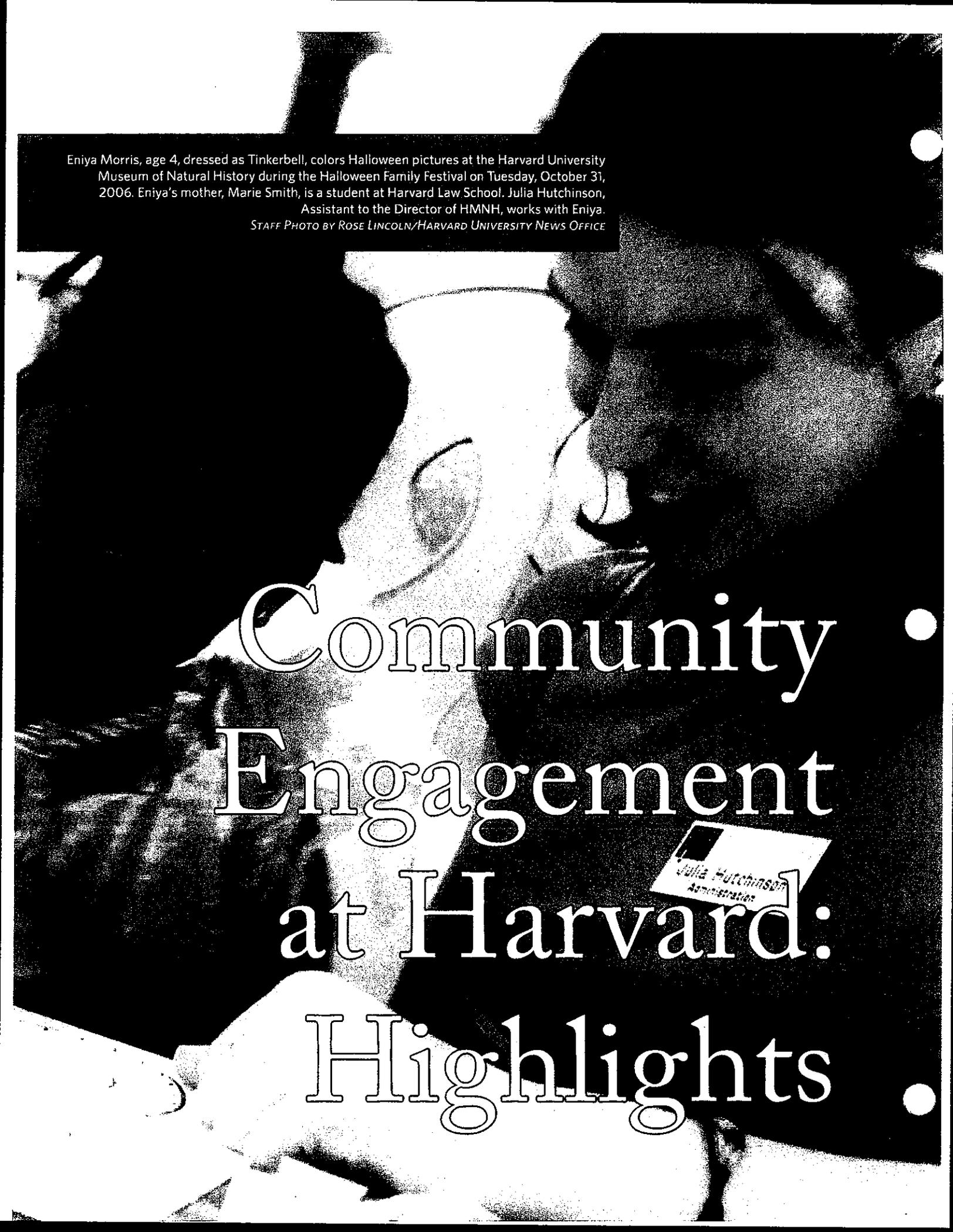


The Harvard Chapter of Strong Women Strong Girls brings 90 third- through fifth-graders to Harvard Yard for a Global Girls Day. The girls gather outside of Sever Hall to do a Strong Women Strong Girls cheer before departing for the afternoon.
STAFF PHOTO STEPHANIE MITCHELL/HARVARD UNIVERSITY NEWS OFFICE



Table of Contents

Community Engagement at Harvard: Highlights	4
Introduction	12
Part One: Education and Achievement	16
Part Two: Health and the Environment	28
Part Three: Affordable Housing	36
Part Four: Civic Life and Culture	42
Part Five: Economic Opportunity	52
Conclusion	58



Eniya Morris, age 4, dressed as Tinkerbell, colors Halloween pictures at the Harvard University Museum of Natural History during the Halloween Family Festival on Tuesday, October 31, 2006. Eniya's mother, Marie Smith, is a student at Harvard Law School. Julia Hutchinson, Assistant to the Director of HMNH, works with Eniya.
STAFF PHOTO BY ROSE LINCOLN/HARVARD UNIVERSITY NEWS OFFICE

Community Engagement at Harvard: Highlights



Universities serve the societies that sustain them in two principal ways. As educational institutions, they provide opportunities for both young people and adults to acquire the knowledge and skills they will need to navigate a rapidly-changing world – as citizens, professionals, entrepreneurs and community leaders. And as centers of basic and applied research, they play a leading role in creating the new knowledge that enables us to address more effectively society's most pressing needs.

There is also, however, a third way in which great universities serve society – through direct engagement in efforts to meet the needs of the communities in which they operate. At Harvard, service to the community has been integral to the life of the University for more than a century. Engagement with the community beyond the campus takes several forms:

- The work that thousands of Harvard students provide – either as volunteers in hundreds of community programs, or through “service learning” courses, in which service to the community is formally integrated into the curriculum.
- Volunteer work performed by Harvard faculty and staff.
- Programs through which the University makes its educational, cultural and other resources available to community residents.
- Engaged scholarship – the involvement of Harvard faculty and students in research that relates to community needs, and in the translation of research findings into programs and policy initiatives that directly address those needs.
- Direct investment by the University in community programs and projects aimed at addressing critical needs.

This report describes Harvard's engagement with Boston-area communities in five broad program areas:

- Education and achievement;
- Health and the environment;
- Affordable housing;
- Civic life and culture; and
- Economic opportunity.

The scale and scope of the University's engagement with Boston-area communities across these five areas is by several measures impressive.

Approximately 7,000 Harvard students collectively performed more than 900,000 hours of community service work in Boston-area communities in 2005-06, either as volunteers or through service learning programs, in the five areas listed above.

The total number of hours worked by Harvard students in volunteer and service learning programs is the equivalent of having more than 450 people employed full-time, year-round in the provision of

community services.

- Approximately 8,500 Boston-area elementary and high school students participated in educational and cultural enrichment programs at Harvard.
- Approximately 6,400 people – mostly Boston-area residents – took courses at Harvard’s Extension School;
- Throughout the University, Harvard faculty members, researchers and graduate students are actively engaged in scholarly work aimed at addressing the needs of Boston-area communities.
- Since 2000, Harvard has invested more than \$26 million in the development of affordable housing in Boston and Cambridge.

Moreover, as new needs emerge and new problems are identified, the University’s engagement with the community is continuing to grow – and is likely to keep growing in the future.

Here we highlight just a few examples of Harvard’s engagement with Boston-area communities in the five program areas cited above.

Education and achievement

No issue is more critical to a community’s ability to respond to the challenges of a rapidly-changing world than the quality of its schools, and the opportunities available to its young people. Harvard is engaged in multiple ways in efforts to strengthen local schools in Boston, Cambridge and beyond, to expand educational opportunity for residents of these communities, and to eliminate barriers to student achievement.

Whether as volunteers, student teachers or interns, Harvard students play a major role in these efforts.

- In 2005-06, more than 400 students in the **Graduate School of Education** spent nearly 100,000 hours in student teaching and internships in Boston, Cambridge and other nearby communities.
- More than 1,000 other undergraduate and graduate students also served as volunteers in Boston-area schools and in community-based education programs. For example:
 - Harvard College students who participate in the **ExperiMentors** program teach a weekly science class to students in grades 1 through 6 in Cambridge public schools. In 2005-06, 23 volunteers taught science classes for approximately 600 Cambridge students.
 - Harvard Business School students serve as mentors and tutors for students at the **Gardner Elementary School** in Allston. In 2006, 75 HBS students provided approximately 4,500 hours of volunteer work at Gardner.



The University also offers Boston-area elementary, middle and high school students a wide range of opportunities to enrich their education. For example:

- Through programs such as Harvard Medical School's **Project Success** and the School of Public Health's **Minority Research Apprenticeship Program**, high school students with an interest in science can spend the summer working side-by-side with University researchers.
- The **Cambridge Harvard Summer Academy** offers a six-week program of free remedial and enrichment courses, taught by teams of "mentor teachers" and teaching interns from the Harvard Graduate School of Education. In 2006, approximately 350 Cambridge students enrolled in the program.
- Over the course of three successive summers, Harvard's **Crimson Summer Academy** offers 90 talented students from low-income families in Boston and Cambridge an intensive, full-time program that seeks to prepare them for success in college and afterward.
- **Design Initiative for Youth**, offered by the Graduate School of Design, is a Saturday program for eighth-grade students from Roxbury and Dorchester, aimed at introducing them to the field and the careers it offers.

Through these and many other programs, we estimate that in 2005-06, approximately 8,500 Boston-area students participated in educational enrichment programs at or sponsored by Harvard.

Harvard faculty members and students have also sought to address critical issues in education and youth development through "engaged scholarship." Examples include:

- The **Trauma and Learning Policy Initiative**, a joint program of Harvard Law School and Massachusetts Advocates for Children that documented how exposure to domestic violence affects children's performance in school, and identified ways in which schools can help these children succeed academically. In 2005, the work by Harvard Law faculty and students, in collaboration with MAC, led directly to new state legislation and funding aimed at helping traumatized children learn.
- **Three to Third**, a collaboration between the Graduate School of Education and the Boston Public Schools that seeks to ensure that all children learn to read by the third grade.

Health and the environment

Throughout the U.S., communities, families and individuals are faced with a complex set of challenges to their collective health and well-being – challenges that range from childhood obesity and a growing incidence of diabetes to the spread of infectious diseases to a lack of health insurance. Three of Harvard's professional schools – Harvard Medical School, the School of Dental Medicine and the School of Public Health – offer a combination of clinical, intellectual and human resources that is particularly well suited to helping Boston-area communities address these issues.

In 2005-06, about 1,200 students in HMS, SDM, SPH and Harvard College performed more than 150,000 hours of community service work through service learning and volunteer programs designed to meet health needs of Boston-area communities. Examples include:

- **Project Health**, through which students work as volunteers in the pediatrics department at Boston Medical Center. In 2005-2006, 129 Harvard students worked as Project Health volunteers; they averaged 6 hours per week over the course of the year.
- Harvard Medical School's **Primary Care Clerkship**, in which 140 third-year students each work 4 to 5 hours per week in Boston-area primary care facilities. Collectively, Harvard students participating in the program see about 21,000 patients each year.
- The **Family Van**, which provides health education, disease prevention, screening and referral services to residents of Roxbury, Dorchester and Mattapan. In 2006-07, 56 students from the

Medical School, the School of Dental Medicine and the School of Public Health – as well as 11 interns and 12 residents – served as volunteers on the Family Van, working a total of approximately 5,500 hours

- **Harvard School of Dental Medicine's** requirement that all fourth-year students complete a three-month, full-time clinical rotation at a Boston-area community health center. In 2005-06, 34 students worked more than 500 hours each as part of their community rotation, providing approximately 20,000 patient visits.

Faculty members at Harvard also have a long history of collaboration with Boston-area communities on research aimed at finding solutions to some of their most pressing health problems. For example:



- **Play Across Boston**, a project of the Harvard Prevention Research Center on Nutrition and Physical Activity, has conducted extensive research on the impact of neighborhood factors on whether children in Boston get enough exercise. Based on the project's findings, Play Across Boston is working with local agencies to improve access to recreational programs and facilities in several of the city's neighborhoods.
- The School of Public Health's **Youth Violence Prevention Center** works with city agencies, the Boston Public Schools and eleven community organizations to collect and analyze data on youth violence in Boston, and to devise and implement strategies for reducing it.

Affordable housing

The high cost of housing has long been one of the Boston area's most intractable problems. High housing costs undermine the region's ability to attract and retain the talented people on whom its economy depends – erode the living standards of working families – and impose a particularly heavy burden on low-income households and the elderly.

Harvard supports local efforts to address the problem of affordable housing in several ways.

- To date, the most notable of the University's housing initiatives has been the **Harvard 20/20/2000** program. Launched in 2000, the program committed \$20 million from Harvard's endowment to support the development of affordable housing in the two Boston and Cambridge. The heart of the program is a revolving fund through which the University has lent 20/20/2000 funds to three Boston-area non-profit organizations at an interest rate of 2 percent; they in turn use these funds to provide low-cost financing to community-based housing developers.

Borrowers can use 20/20/2000 loans to finance property acquisition, to cover "pre-development" costs such as project planning and environmental studies, for short-term construction financing, and as "last dollar" funding that allows a local developer to complete financing for a project, or for other related purposes.

As of the end of 2005, the three intermediary organizations had closed 108 20/20/2000 loans totaling \$20.65 million, including \$12.97 million for projects in Boston and \$7.81 million for Cambridge projects. These loans have helped finance development of 2,343 new and rehabilitated units in Boston and Cambridge, with total development costs of nearly \$407 million.

- In addition to the revolving loan program, 20/20/2000 has provided \$1 million in one-time grants to local housing organizations to support the development of innovative approaches to alleviating the problem of affordable housing. In 2000, the **Harvard Housing Innovations Program** awarded grants totaling \$746,000 to sixteen Boston organizations, and \$215,000 to five Cambridge organizations.
- Harvard has also invested directly in several affordable housing projects. In 2003 the University committed \$2.8 million to construction of the 50-unit **Brian J. Honan Apartments** in Allston. In Cambridge, Harvard worked with the city to convert the historic Switch House into 33 units of owner-occupied moderate-income housing.

Harvard students are also engaged in efforts to address problems of housing and homelessness in the Boston area. For example:

- In 2005-06, approximately 180 Harvard students volunteered at the **Harvard Square Homeless Shelter**, a 25-bed shelter operated by Harvard students in partnership with the University Lutheran Church in Cambridge.
- In 2005-06, 100 Harvard students worked through the Harvard chapter of **Habitat for Humanity** on the development of affordable housing in the Boston area.
- Harvard Law School's **Tenant Advocacy Project** represents residents of publicly-subsidized housing in proceedings before local housing authorities. In 2005-06, 40 students worked with approximately 300 clients.
- Several research centers at Harvard have also worked with local officials, community organizations and others in the Boston area to analyze problems related to affordable housing, and to develop new solutions. For example, the **Rappaport Institute for Greater Boston** has done extensive research on the impact of local land use regulations on housing costs.

Civic life and culture

Harvard also seeks to strengthen communities in the Boston area by making its cultural resources available to these communities - through programs designed to strengthen community organizations and defend the rights and interests of local community residents - and in some cases by direct investment in community improvements. In the cultural arena, for example:

- Under a long-term lease with the City of Boston, Harvard manages the **Arnold Arboretum**, a 265-acre woodland in Jamaica Plain. One of the city's largest green spaces, the Arboretum draws approximately 200,000 visitors each year. It offers guided tours, exhibits, and classes in horticulture, botany and landscaping. The Arboretum also offers a free field study program for Boston children in grades 3 to 6; the program hosts approximately 2,500 local students each year.
- Since 1994, Harvard's **Arts First** festival has celebrated arts activities in the community with more than 225 dance, theatre, music, visual arts, and film events. Featuring the work of over 2,000 Harvard students, Arts First is a four-day festival of predominantly free events for the public.
- The **Harvard Museum of Natural History** has developed a strong partnership with Cambridge public schools. In 2004, nearly 2,000 students from twelve Cambridge elementary schools participated

in programs at the Museum. The Museum staff has worked closely with teachers to ensure that their program is linked to what children are learning in the classroom.

Several schools at Harvard programs designed to build the capabilities of Boston-area community organizations. For example:

- Harvard Business School's **Volunteer Consulting Organization** matches MBA students with Boston-area non-profit organizations that need assistance in addressing "mission-critical issues." VCO projects usually involve teams of four to six students working with a client organization for a period of four to five months. In 2005-2006, 130 VCO volunteers worked a total of approximately 4,000 hours on 28 consulting projects
- Students in the Ministerial Studies program at Harvard Divinity School learn the "**arts of ministry**" through a combination of classroom work and field placements. Sites at which students are placed include community organizations and agencies such as the Pine Street Inn, the Fenway Community Development Corporation, and the Catholic Charities Refugee Resettlement Agency. Students enrolled in the program perform about 32,000 hours of community service work each year.

Harvard - in particular, Harvard Law School - is also a valuable source of advocacy services for Boston-area communities and their residents. In 2005-06, more than 700 Law School students performed more than 240,000 hours of clinical work - much of it in programs that directly serve Boston-area communities. For example, through the **Harvard Legal Aid Bureau**, a student-run non-profit organization, Law School students represent low-income clients in a variety of civil matters - divorce cases, landlord-tenant disputes, hearings on eligibility for government benefits, etc. To join HLAB, students must be prepared to commit at least 20 hours a week to its clinical practice during their second and third years.

Harvard Law School requires students to complete at least 40 hours of pro bono work before graduating. Most students commit much more than is required; during their three years at the Law School, members of the graduating class of 2008 reported that they had performed more than 290,000 hours of pro bono work. Some of this work is done through formal clinical programs, such as those described above, for which students receive academic credit. Other pro bono work, however, is done on a volunteer basis - much of it in the Boston area. For example, Street Law, a program of the Black Law Students Association, sends BLSA members into schools, community centers, juvenile detention facilities and other locations in Boston and Cambridge to discuss legal issues, student rights and educational opportunities.

Harvard undergraduates are also engaged in advocacy on behalf of local residents. For example:

- Through the Phillips Brooks House Association's **Small Claims Advisory Service**, Harvard College students help low-income people use the legal system to protect their interests as consumers and tenants. SCAS volunteers operate a telephone information service; provide face-to-face counseling at the offices of Greater Boston Legal Services; and make presentations to community groups, designed to help people understand the system. In 2005-06, 94 Harvard students aided 1,150 constituents through SCAS.
- Under the auspices of the Phillips Brooks House Association's **Chinatown Committee**, Harvard College students conduct classes aimed at helping immigrants prepare for the U.S. citizenship test. In 2005-06, 225 Chinatown residents participated in the program, working with 35 student volunteers.

From its own resources, and through the efforts of its students and faculty, Harvard also supports specific community improvement projects in the Boston area. For example:

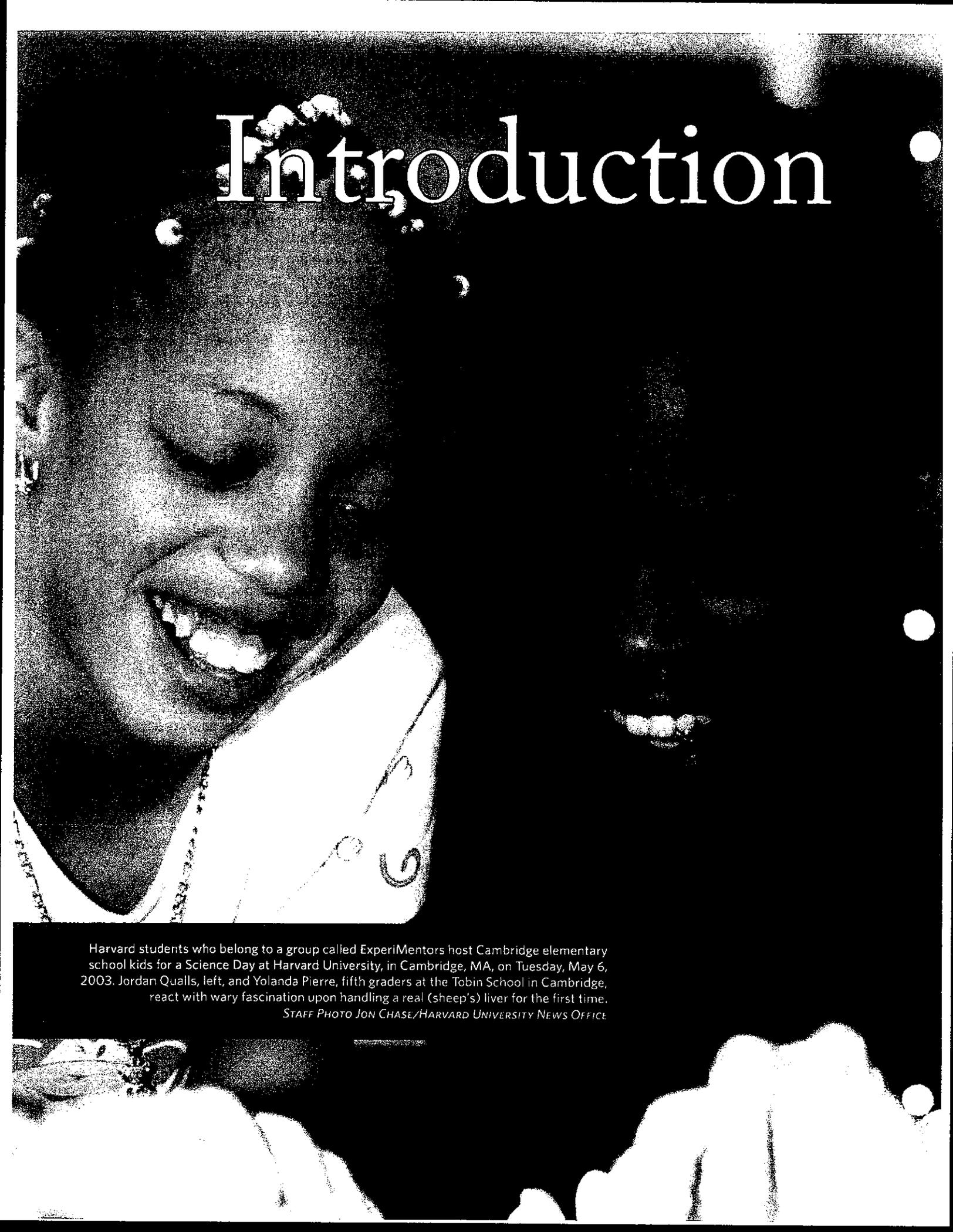
- In 2004, at the request of Mayor Thomas Menino, Harvard provided \$250,000 to finance a series of improvements to the **John Harvard Mall**, a public park in Charlestown named for the University's founder. They included new fencing and gates, lighting and a new playground.
- Together with the City of Cambridge, faculty and students in the School of Engineering and Applied Science have undertaken a project called **CitySense**, in which 100 sensors installed on street lights throughout the city are being used to monitor air quality and climate conditions.
- The Graduate School of Design's **Community Service Fellowship Program** provides financial support for students to work for ten weeks during the summer on community projects such as development of affordable housing and design of community facilities. During the past few years the program has focused primarily on projects in the Boston area – for example, with the Somerville Development Corporation on the redevelopment of a former church property for housing, community space and open space.

Economic opportunity

Harvard also helps residents of Boston-area communities acquire the skills and resources they need to take advantage of the opportunities that a rapidly changing economy presents. For example:

- Through the Phillips Brooks House Association, student volunteers from Harvard College teach **ESL classes** in Boston's Chinatown neighborhood. In 2005-06, 55 Harvard students participated in the program, which served 250 adult learners.
- The **Harvard Extension School** offers Boston-area residents several options for acquiring skills and knowledge that will help them either in their current jobs or in switching careers. Students can enroll in individual courses – or earn graduate certificates in areas such as environmental management and publishing and communications – or pursue master's degrees in fields such as biotechnology, information technology, journalism and museum studies. In the fall of 2007, more than 6,400 people took courses at the Extension School, including 700 who were enrolled in graduate degree or certificate programs.
- The **Graduate School of Education** offers a wide range of programs that provide opportunities for teachers, principals and other professionals to develop their skills and advance in their careers.
- At the **Wilmer Hale Legal Services Center**, Harvard Law School students provide legal assistance to established small businesses, start-ups and aspiring entrepreneurs in areas such as forming a business entity, obtaining needed permits, contracting and financing. The Center also assists individual employees on issues such as workplace discrimination and labor law enforcement.
- Harvard faculty members are also engaged in research on topics relating to poverty and economic opportunity, and in the translation of their findings into action. At Harvard Business School, for example, Professor Peter Tufano's work on strategies for helping build their financial resources led him in 2000 to found the **Doorways to Dreams Fund, Inc. (D2D)**, a non-profit organization based in Boston's Dudley Square neighborhood. Working with financial institutions, community-based organizations and public agencies, D2D seeks to develop and promote low-cost, easily-accessible ways for low-income households to save and invest.

Today, Harvard's century-old commitment to community service is alive and thriving; and by several measures – such as the number of community service programs or the number of service-learning courses offered – it has in recent years grown stronger. The University, its students and Boston-area communities all benefit from that commitment.



Introduction

Harvard students who belong to a group called ExperiMentors host Cambridge elementary school kids for a Science Day at Harvard University, in Cambridge, MA, on Tuesday, May 6, 2003. Jordan Qualls, left, and Yolanda Pierre, fifth graders at the Tobin School in Cambridge, react with wary fascination upon handling a real (sheep's) liver for the first time.

STAFF PHOTO JON CHASE/HARVARD UNIVERSITY NEWS OFFICE

Universities in the United States have long been viewed as having a three-part mission:

- Education of undergraduate, graduate and professional students;
- Research that builds our common store of knowledge; and
- Use of the university's human and intellectual resources to serve the wider community (which depending on the circumstances, can be defined in local, regional national or even global terms).

The last two decades have seen growing interest - among trustees and administrators, students and faculty, public officials and community leaders - in the public service mission of colleges and universities. For example:

- Campus Compact, a national coalition of college and university presidents whose mission is to "advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility," has seen its membership grow from just over 113 institutions in 1986 to 1,045 in 2006.
- Based on surveys of its member institutions, Campus Compact estimates that between 2001 and 2006, the percentage of all students at its member colleges and universities who engaged in some form of community service during the year rose from 28 to 32 percent.¹
- The opportunities for community service that an institution offers have for many high school students become an important factor in their choice of colleges. To help them, the Princeton Review in 2005 published *Colleges with a Conscience*, a guide to 81 schools it rates as being among the leaders in this area.
- A growing number of colleges and universities now include community service among the factors on which faculty members are evaluated. Campus Compact reports that between 2001 and 2006, the percentage of its member institutions that consider community engagement in their tenure and promotion decisions rose from 16 percent to 34 percent.
- In 2006 the Carnegie Foundation for the Advancement of Teaching, which in the 1970's created the classification system that still defines the basic taxonomy for America's educational institutions, launched a new effort to classify colleges and universities according to depth and quality of their engagement with the community.

At Harvard, service to the communities of Boston and Cambridge has been part of the daily life of the University for more than a century.

- In January 1900, Harvard opened Phillips Brooks House - a new building that for the first time provided a permanent home for religious and charitable organizations. Four years later, Harvard students founded the Phillips Brooks House Association, to provide a focal point for student engagement in the community beyond the campus - placing student volunteers with Boston-area settlement houses, organizing clothing drives, supporting the work of missionaries around the world. (One of the earliest Phillips Brooks House volunteers was a young Harvard College student named Franklin Roosevelt.) Today, PBHA still provides a physical and organizational base for more

1 Campus Compact, 2006 Service Statistics.

than 70 community service programs.

- In 1909, President A. Lawrence Lowell created the Harvard Extension School to serve the “many people in our community who have not been to college, but who have the desire and aptitude to profit by as much of a college education as, amid the work of earning a living, they are able to attain.” Ninety-nine years later, the Extension School is still one of the leading providers of adult continuing education in the Boston area.
- In 1913, a group of students at Harvard Law School founded the Harvard Legal Aid Bureau to provide free legal services to low-income clients in Middlesex and Suffolk counties. It is today the oldest student-run legal services organization in the country.

Today, the tradition that was born a century ago is alive and well at Harvard – at Phillips Brooks House Association, at the Extension School, at the Harvard Legal Aid Bureau and in hundreds of other organizations and programs. Every year, thousands of students, faculty members and employees from virtually every part of the University provide a wide range of services to Boston-area communities, and collaborate with community organizations on projects of mutual interest.

Yet while it is relatively easy to measure educational activity at Harvard (the number of students enrolled, the number of degrees granted), or to quantify the scale of the University's research



enterprise (annual research spending, number of patents awarded) it is not easy to capture the scale and scope of community engagement at Harvard. This is in part because community activities at Harvard are highly decentralized – divided not only among eleven separate schools and faculties, but among hundreds of separately-managed programs and projects.

Like many other large universities, moreover, Harvard has not in the past sought in any systematic fashion to collect data from all of the organizations, student groups and academic programs on its campus that engage in various types of community activities. As a result, it is easy to miss the full extent of the University's

services to, and partnerships with, communities in Boston, Cambridge and elsewhere in the Boston metropolitan area.

In order to begin developing a more comprehensive view of community engagement, Harvard's Office of Community Affairs asked Appleseed – a consulting firm with extensive experience working with universities – to help OCA document the scale and diversity of community programs across the University, and where possible, to provide information on their impact on the community.² This report summarizes the initial results of Appleseed's research.

² As noted previously, the definition of “community” can vary depending on the context. As a major research university, with a range of scholarly inquiry that extends around the world, Harvard is part of not only a local community, but a national and even global community as well. This report, however, focuses primarily on the local dimension of community engagement – Harvard's involvement in and impact on Boston, Cambridge and other Boston-area communities.

Organization of the report

Part One of the report describes programs through which Harvard is helping to enhance the quality of primary and secondary education in the Boston area, to expand educational opportunity, and to raise the level of student achievement. Part Two examines programs at Harvard that are focused on meeting the health needs of Boston-area communities and their residents.

Part Three looks at Harvard's investments in affordable housing in Boston and Cambridge, and at other ways in which the University is helping to address issues of housing and homelessness in the region. Part Four describes a broad array of programs that contribute in various ways to the enrichment of Boston-area communities.

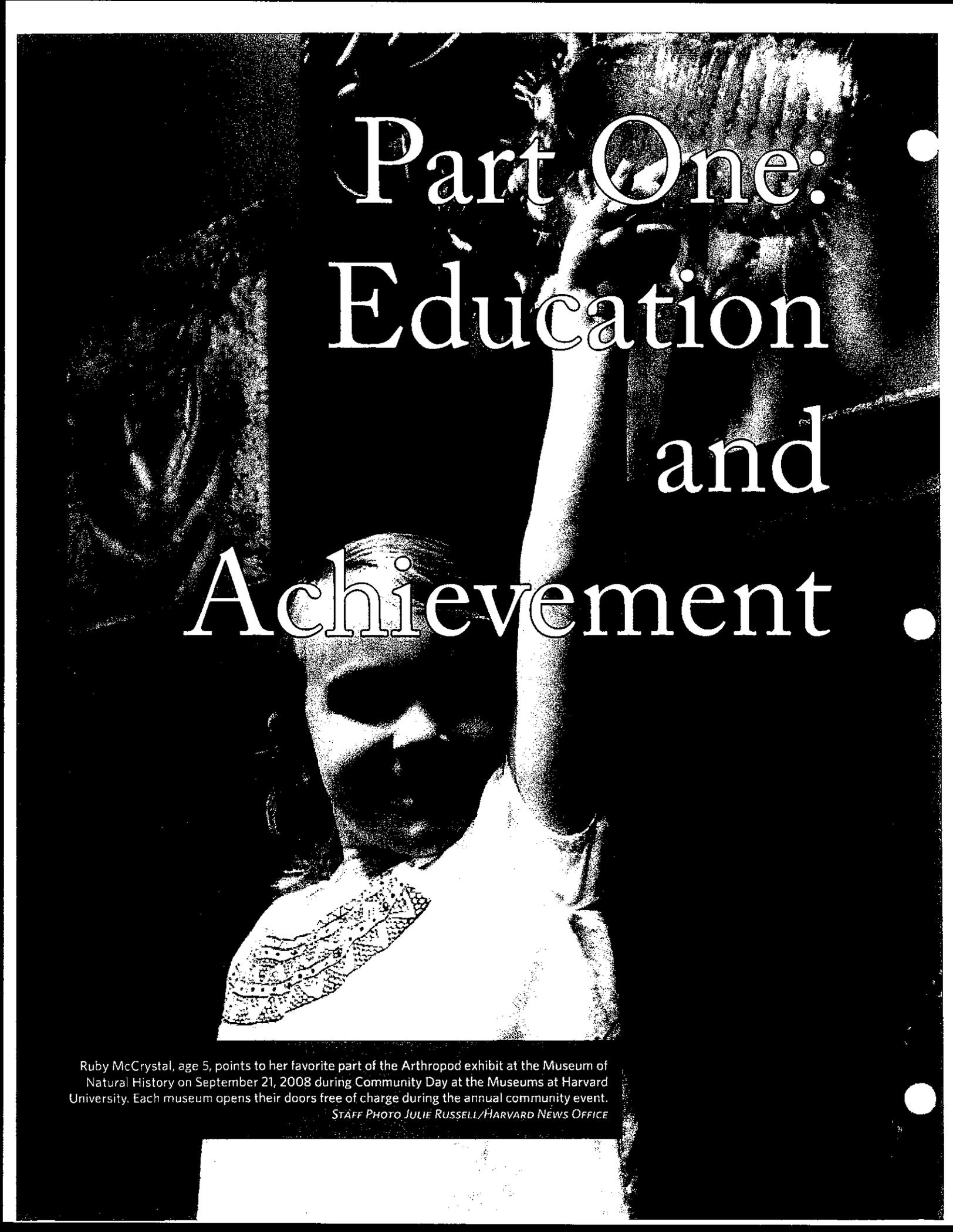
Part Five discusses Harvard's contributions to expansion of economic opportunity in the local community; and Part Six offers some concluding comments and observations.

Acknowledgments

This report could not have been completed without the active collaboration and support of dozens of members of the Harvard community. We would especially like to thank Mary Power, Chief of Community Affairs and Executive Director of Community Initiatives, for her continuing support and assistance.

Others who have provided information and insight into various forms of community engagement at Harvard include: Jim Barrows, Jennifer Bennett, Karina Chamorro, Eugene Choi, Sarah Chute, Keith Collar, Gene Corbin, Lisa Dealy, Roger Dempsey, Margot Dushin, Brina Einstein, Glenda Giron, Meryl Glatt-Rader, Oren Gutlerner, Jean Hess, Ronda Jackson, Mary Ann Jarvis, Belva Brown Jordan, Todd Johnson, DeWitt Jones, Dr. Harry Katz, Judith Kidd, Jarshen Lin, Paige Lewin, Michael Mason, Michael Nakkula, Kristin O'Connor, Dr. Nancy Oriol, Natasha Onken, Deborah Prothrow-Stith, Maxine Rodburg, Julie Russell, Bruce Smith, Dr. Joan Reede, Alicia Rodriguez, Amanda Sonis Glynn, Lynn Stanton, Dr. David Urion, Marni Weil, and Louise Wills.

We would also like to thank Julie Russell for her assistance in obtaining the photos seen throughout the report.



Part One: Education and Achievement

Ruby McCrystal, age 5, points to her favorite part of the Arthropod exhibit at the Museum of Natural History on September 21, 2008 during Community Day at the Museums at Harvard University. Each museum opens their doors free of charge during the annual community event.

STAFF PHOTO JULIE RUSSELL/HARVARD NEWS OFFICE

No issue is more critical to a community's ability to respond to the challenges of a rapidly-changing world than the quality of its schools, and the opportunities available to its young people. As a major university, Harvard offers a broad array of resources that can help improve the quality of education in neighboring communities, and help young residents of those communities prepare for the future.

This part of our report describes the multiple ways in which Harvard students, faculty and the University itself are engaged in efforts to strengthen local schools in Boston, Cambridge and beyond, to expand educational opportunity for residents of these communities, and to eliminate barriers to student achievement.

Preparing tomorrow's educators, and strengthening today's schools

Harvard's Graduate School of Education (not surprisingly) plays a central role in the University's engagement with elementary and secondary schools and students in the Boston area. Most of HGSE's graduate degree programs combine classroom work with practical experience in Boston-area schools or community organizations. In 2005-06, more than 400 HGSE students spent more than 96,000 hours in student teaching or internships in Boston-area schools or other community agencies. Some of the major programs for which service learning is required at HGSE are described below. These programs are also listed in Table 1.

- The Graduate School of Education's ***Teacher Education Program*** is a one-year master's degree program that is designed for college-educated professionals who want to become teachers. The program combines academic work with teaching internships in urban schools. In the summer of 2005-06, 40 TEP interns participated in the Cambridge Harvard Summer Academy program (described below); and in addition to their course work, each served a minimum of 575 hours during the fall and spring semesters at one of 13 schools in Boston and Cambridge.
- GSE's ***Risk and Prevention Program*** focuses on the training of professionals to work in prevention of psychological and social problems and promotion of healthy development. "The program offers students practical experiences in prevention, intervention, counseling, applied research, program development and policy implementation through partnerships with school- and community-based health and social service agencies." Over the course of an academic year, students working toward a master's degree are required to complete at least 480 hours of field work.
- The ***Language and Literacy Program*** offers students the opportunity to prepare for state licensure as reading specialists. Those who choose this option are required to perform at least 150 hours of field work, usually in a local public school.
- The ***School Leadership Program*** similarly offers students the option of preparing for licensure as principals. The "Principal Licensure Strand" of the program requires that students complete at least 400 hours of field work under the supervision of a principal or similar executive.

- Not all degree programs at GSE require some type of service learning. Nevertheless, GSE seeks to accommodate and encourage students' interest in service learning, even where it is not required. The **Field Experience Program** is a for-credit internship program, open to all students who are working toward degrees at GSE. It "provides the opportunity to apply theory to practice, develop new skills, explore new kinds of work, and do research related to dissertation topics."

Students who enroll in the program must work as interns a minimum of 8 hours each week at a school, a community organization or some other site related to their field of study. They must also participate in five two-hour seminars. Each year, approximately 100 GSE students work for one or two semesters as FEP interns.

- In addition to offering graduate degrees, GSE also offers a course of study for Harvard's undergraduates interested in becoming teachers. Through the **Undergraduate Teacher Education Program** (UTEP), Harvard seniors can take four courses at GSE and during the spring semester work at least 450 hours as student-teachers in one of several Boston-area schools. In 2005-06, 10 Harvard College students completed the program.
- In 2005-06, the **Data Wise** program brought eight students from the Graduate School of Education together with principals and other professionals from eight Boston Public Schools to determine how to effectively work with each school's respective MCAS scores. GSE students help the schools interpret their MCAS data, which alone can be an intimidating process, and observe classroom instruction and evaluation practices.

While it will take several years to determine what impact this effort has on the students' scores, principals say it has already helped improve the use of MCAS data in their schools.

We were analyzing our data, but we weren't doing it in an efficient manner. This course has allowed us to become much more focused and refined in not just how we look at data, but in identifying the next steps once the data is analyzed.

Since the program's inception in 2002, 45 Boston schools have participated in Data Wise.

A SUMMER OPPORTUNITY FOR CAMBRIDGE HIGH SCHOOL STUDENTS

The **Cambridge Harvard Summer Academy** is a partnership between Harvard's Graduate School of Education and Cambridge Rindge and Latin High School. The program was launched in 2001, with a five-year commitment of \$5 million from Harvard; and in 2005, was extended for another five years. The six-week program offers free summer remedial and enrichment courses in English, math, history and science to students from CRLHS and other schools in Cambridge. Classes are held each morning for two hours; each class is taught by a team that includes a veteran "mentor teacher" and two to four teaching interns from GSE's Teacher Education program. In the afternoon, the interns take graduate-level courses that are part of the Teacher Education program.

The Academy can be especially valuable for students who have not been performing up to their potential. As one of the mentor teachers noted in 2005:

I think the academy gives them something probably don't get during the school year...they have four adults working with them constantly, and so it's very difficult for them to fall through the cracks. They're also exposed to the enthusiasm of the Harvard interns, and they respond very quickly to this new kind of energy they're seeking.

In 2007, 350 Cambridge students attended classes at the Academy, and worked with 40 GSE teaching interns.

Table 1. Selected self-/free learning programs at HGSE

Program	Number of students	Hours required	Estimated total hours
Teacher Education Program	39	575	22,425
Cambridge Summer Academy	39	120	4,680
Risk and Prevention Program	79	480	37,920
Field Experience Program	100	120	12,000
Cross-cohort Program	24	240	5,760
Principal licensure track	24	400	9,600
Language and literature licensing track	8	150	1,200
Data Wise	25	100	2,500

In addition to programs offered through the Graduate School of Education, the Harvard Extension School (described in Part Five of the report) offers two master's degree programs for either current or aspiring teachers:

- The graduate program in **Mathematics for Teaching** prepares students to teach mathematics at both middle and high school levels;
- The graduate program in **Educational Technologies** aims to help students understand how new technologies can be used to enhance learning. For students preparing for state licensure in instructional technology, the program includes a required 300-hour practicum.

Volunteer programs in education

In addition to HGSE students who worked as student teachers or interns, more than 1,000 other undergraduate and graduate students served as volunteers in Boston-area schools and community-based education programs. A number of volunteer programs with a focus on education are organized, staffed, and managed by Harvard College students and run through the Phillips Brooks House Association (PBHA), the College's leading community service organization (described below).

The following examples provide a sense of the range and diversity of PBHA's education and student achievement programs.

- Among the largest of the programs affiliated with Phillips Brooks House Association is a cluster of services provided to residents of Boston's Chinatown neighborhood through PBHA's **Chinatown Committee**. Education programs offered through the Committee include an after-school program, a big brothers/big sisters program, and tutoring for Chinatown students. In 2005-06, 199 Harvard students participate in these programs, which together served 590 Chinatown residents.
- **Boston Refugee Youth Enrichment (BRYE)**, founded in 1987, works with Southeast Asian refugee children age 6 through 16. The program, located in Dorchester, has several components - after-



Table 2: PBHA education and student achievement programs/Selected examples

Program	Location	Student volunteers	Program volunteer hours/year	Total residents served/year
Mission Hill After School Program	Mission Hill	175	16,800	57
Chinatown Programs	Chinatown	199	10,000	590
Boston Refugee Youth Enrichment	Dorchester	60	3,390	68
Summer Urban Program	Boston, Cambridge	125	30,955	935
ExperiMentors	Cambridge Public Schools	23	920	600

school English and science enrichment classes for elementary school students, a Saturday afternoon enrichment program for a multi-ethnic group of immigrant teens, mentoring and tutoring. In 2005-06, 60 students worked in BRYE programs, serving 86 children and teenagers.

- Harvard students who participate in the **ExperiMentors** program teach a weekly science class to students in grades 1 through 6 in Cambridge public schools. Teams of two Harvard students prepare lesson plans and teach each class. The program emphasizes hands-on learning, fostering a spirit of inquiry and understanding of the scientific method. In 2005, 23 PBHA volunteers taught science classes for approximately 600 Cambridge students.
- One of PBHA's newest programs, the **David Walker Program**, created in 2006, seeks to greater historical awareness and cultural pride among African-American boys in the Boston area. In 2006-07, 4 Harvard students participated in the program, serving 30 boys.

In total, PBHA sponsors more than 40 programs aimed at enriching the education of Boston-area students, and expanding the opportunities available to them. Table 2 highlights several of these programs, and provides data on the number of Harvard students involved, and the number of Boston-area students served.

Volunteer programs through which Harvard students work with Boston-area schools and students are not limited to those sponsored by PBHA. For example:

- The Harvard College Athletics Department has in recent years striven to make community service an integral part of the culture of Harvard's athletics teams. The **Harvard Student Athletic Partnership**, has since 1998 sought to develop ongoing relationships with local elementary and middle schools. It is currently active in the Gardner Elementary School in Allston and the King School in Cambridge. Harvard student-athletes help fill a variety of needs at these schools, working as classroom aides, monitoring students during recess, and serving as tutors or homework aides in after-school programs. In 2005-06, 57 students participated in the program, providing a total of approximately 1,900 hours of volunteer work
- Each week during the academic year, **CityServe**, provides both literacy training and tennis lessons to 35 students from two Allston-Brighton middle schools. In 2006-07, 25 Harvard students participated in the program.
- **CityStep** offers a year-long program of instruction in dance as a creative form of self-expression for students in Cambridge public schools. About 80 Harvard student volunteers participate in the program each year, working with about 120 Cambridge students, in fifth-grade classes and in an after-school program for sixth and seventh-grade students. Each year, the program culminates in the annual CityStep show, choreographed by (and with original music by) Harvard students. In

2005-06, CityStep's Harvard volunteers averaged about 10 hours per week, with the program's student leaders putting in 20 to 30 hours per week.

- **COACH** is a volunteer program based at the Kennedy School of Government. Each year, 24 student coaches and six student administrators work with 160 students at Charlestown High School and Boston's PATH schools. Coaches meet with the participating students each Friday during the academic year, exploring the options available to them after high school and careers they might be interested in pursuing, and helping them through the college application process. Over the course of the year, each coach typically commits approximately 80 to 100 hours to the program; and student administrators 10 to 20 hours per week.
- Harvard Business School students serve as mentors and tutors for students at the **Gardner Elementary School** in Allston. In 2006, 75 HBS students provided approximately 4,500 hours of volunteer work at Gardner.



Along with Harvard students, many University employees also work as volunteers in local schools, or in other programs that serve young residents of the Boston area. For example:

- HGSE's Office of School Partnerships sponsors a **Reading Buddies** program at the Amigos School, a bilingual school in Cambridge. Each Thursday during the school year, HGSE staff volunteers meet with Amigos students for reading and conversation.

PHILLIPS BROOKS HOUSE ASSOCIATION: A CENTURY OF STUDENT SERVICE

Built in 1900 as a memorial to the Reverend Phillips Brooks, a local preacher (and Harvard graduate) with a deep commitment to social action, Phillips Brooks House has for more than a century provided a home for student volunteer programs at Harvard College. In 1904, six student groups came together and created the Phillips Brooks House Association (PBHA) to serve as an umbrella organization for a wide range of religious and community service programs. Since then, the nature of PBHA's programs (and the level of student participation in those programs) has continued to evolve.

For most of its existence, PBHA's relationship to Harvard was largely informal and unstructured – and a periodic source of tension between student groups and University administrators. In the 1990's, PBHA's leaders restructured the organization, and for the first time entered into a formal agreement with the University. This helped stabilize the administration and financing of PBHA programs, and created a more stable base from which to pursue outside funding.

PBHA provides a home for more than 70 student-run service programs. The Association is formally governed by a board of trustees, which hires PBHA's executive director. On a day-to-day basis, however, much of the direction of PBHA is set by its student leaders – a "cabinet" that includes representatives of all of the affiliated programs, and student officers (a president, vice president, secretary, treasurer, development officers, etc.).

During 2005-06, more than 1,900 students provided services to more than 9,000 people in the Boston area.

- Assistant coaches and other Athletic Department staff regularly participate in community programs and events such as the annual **Allston-Brighton Youth Hockey Clinic**.
- Harvard employees also engage in volunteer work with independent, community-based organizations such as **Cambridge School Volunteers**.

Harvard as a resource for learning

In addition to programs through which student teachers, interns and volunteers work with students in local schools, Harvard's schools and faculties sponsor a variety of programs that use the University's resources to expand the opportunities available to Boston-area students. Several of these programs are designed to interest young Boston-area residents in careers in science - to build their research skills and their understanding of the scientific method - and to help them prepare to study science in college and beyond.

- **Explorations** is a one-day program, offered each October, that brings 6th, 7th and 8th grade students from twelve Boston and Cambridge schools to Harvard Medical School labs for an introduction to biomedical research and one-on-one "shadowing" of faculty members and post-doctoral researchers. In 2005, approximately 250 students participated.

The spring component of the program, **Reflection in Action**, brings students together for a day of discussions on health problems affecting their communities, and on how they can - both through their individual career choices and through civic engagement - help address those problems. A

CRIMSON SUMMER ACADEMY

Launched in 2004, the Harvard's Crimson Summer Academy seeks to help academically talented high school students from low-income families in Boston and Cambridge prepare successfully for college. Each year, the Academy admits a cohort of 30 students to a program that continues for three summers.

For the first summer, students live on campus Monday through Friday for four weeks; during the second summer, for six weeks. The course of study includes writing; public speaking and debate; quantitative reasoning; science and technology; digital photography; and college planning and preparation. The program also includes field trips and a variety of community and cultural activities. In their third year, students earn college credits by taking eight-week courses offered through the Harvard Summer School, while continuing to take part in other Crimson Academy activities.

Crimson Scholars, as they are called, come from diverse backgrounds. Of the 30 students who entered the program in 2005, 16 were immigrants, who came to the U.S. from 14 different countries; almost all of the others were children of immigrants. Their average family income at admission was \$22,000. While they are at Harvard, the Scholars receive a \$200-a-week stipend; and at the end of their third summer, a grant of \$3,000 toward the cost of college.

The first class of "Crimson Scholars" graduated from high school in 2007. All 30 gained admission to college - including two who in September of 2007 joined Harvard's Class of 2011.

While the program is too new to be judged in terms of its long-term impact, the Crimson Scholars themselves have responded very positively - a response that is reflected in the fact that to date the program has had a 100 percent retention rate.

unique feature of the program is that in the weeks leading up to the event, students engage in projects that address health issues in their communities through the arts - music, dance, dramatic presentations and the visual arts. The results are presented at Harvard Medical School as part of the Reflection in Action program. Dr. Joan Reede, HMS Dean for Diversity and Community Programs, says that:

By engaging students in thinking about their own health and the health of their communities, RIA provides a foundation on which students begin to understand the connections among health, education, training, career paths and making a difference in their world.

In the spring of 2006, more than 300 students participated.

- **Mentoring for Science** is an eight-week after-school program (one afternoon per week for 8th and 9th grade students, two afternoons a week for 10th-graders) in which students from Boston Public Schools are assigned to work for a semester with faculty, post-docs and graduate students in HMS labs. Approximately 60 students participate in the program each year.
 - **The Program for Research and Investigation in Science and Math (PRISM)** is an intensive three-week summer program for disadvantaged and minority students who will be entering the ninth grade in Boston Public Schools. The program uses a "case-based learning" approach, combining classroom lectures, lab and computer work and field trips, and emphasizes the development of critical thinking and analytic skills. Two three-week sessions are held each summer - one co-ed and one for male students. About 30 students participate in the program each year.
 - **Project Success** is an eight-week, paid summer research internship for disadvantaged and minority students in Boston and Cambridge High schools who have shown an interest in and aptitude for science. In addition to doing hands-on research work at HMS and its affiliate institutions, Project Success interns participate in seminars on science careers, visit local biotech firms, and learn how to present the results of their work both in written reports and oral presentations. About 25 students participate in the program each year.
- Since the program was launched in 1993, 99 percent of all Project Success graduates have been accepted at four-year colleges - including 10 percent who became Harvard undergraduates. In 2005 the program reached a notable milestone when Karlene Boswell became the first Project Success graduate to complete medical school.
- The Medical School also offers several programs designed to enrich high school students' experience in AP biology courses. The **Bridge to AP Biology** is an intensive, seven-day program launched in 2006; each summer, it helps 25 "rising seniors" from public high schools in Boston prepare for the AP courses. During the academic year, 13 AP students and their teachers come to the campus once each month for a combination of hands-on lab work and preparation for the AP test. The program also has a professional development component, which is discussed below.
 - Each summer, 10 minority teens participate in the School of Public Health's **Minority Research Apprenticeship Program**. Since 1983, the program has invited Boston-area students, predominantly



from the Mission Hill and Fenway neighborhoods, to apprentice at research institutions within the School of Public Health. For six weeks, youths pursue an independent research project and engage in discussion groups, special lectures, and field trips to Harvard research facilities. At the end of the program, students present their findings in a written scientific paper and a multimedia presentation to an audience of peers, supervisors, coworkers, and families.

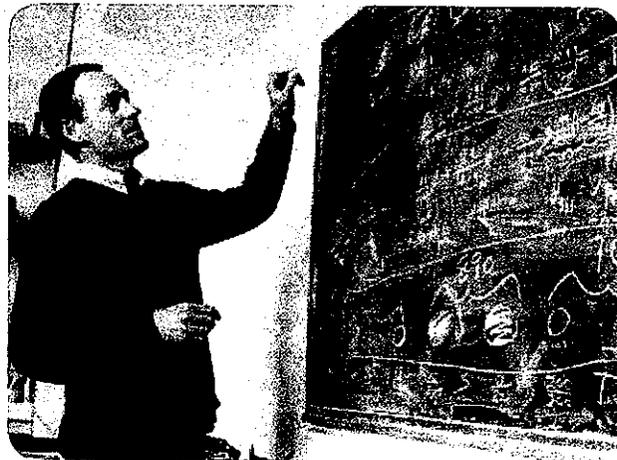
- **Design Initiative for Youth**, offered by the Graduate School of Design, is a Saturday program for eighth-grade students from Roxbury and Dorchester, aimed at introducing them to the field and the careers it offers - and ultimately at increasing diversity in the design professions. Each year, 10 to 12 eighth-graders participate in the program.

Through these and many other programs (including several cultural enrichment programs that are described in Part Three of the report), we estimate that in 2005-06, approximately 8,500 Boston-area students participated in educational enrichment programs at or sponsored by Harvard.

Strengthening local school systems

Harvard also sponsors several programs that seek to help superintendents, principals and other school leaders make their schools - and local school systems - more effective.

- Organized in 1997, the **Greater Boston Superintendents' Roundtable** provides a forum in which 20 Boston-area superintendents and other professionals meet with representatives from Harvard's Graduate School of Education and other Harvard faculty 7 to 9 times each year. The Roundtable provides an opportunity for school district leaders to learn about current research and discuss issues of common concern.
- GSE's **Principals Center** offers executive education programs, ranging in length from two days to two weeks, for superintendents, principals, assistant principals and other involved in formulating and implementing school policy. Programs offered in 2005-06 dealt with topics such as early childhood education, special education, learning differences and school leadership.
- Each year, the **Boston Public Schools Leadership Development Network** brings together a group of educators from Boston schools for a series of professional development workshops on topics such as organizational change, curriculum development and adult learning. Sessions are held on Saturdays throughout the academic year, with 50 to 60 school leaders participating each year.
- Through a collaboration among the Graduate School of Education, the Kennedy School and Harvard Business School, the **Executive Leadership Program for Educators** works with several state education departments and local school districts to bring high-quality teaching and learning to scale. Massachusetts participants include the Boston, Chelsea, Worcester and Springfield school districts and the Massachusetts Department of Education.



Engaged scholarship in education

Harvard faculty members and students have also sought to address critical issues in education and youth development through "engaged scholarship" - a combination of research, program design and problem-solving that "simultaneously fulfills the campus mission and goals, as well as community needs..." Engaged scholarship seeks to "connect the intellectual assets of higher education institutions, including faculty expertise and high-quality graduate and undergraduate students, to public issues such as community, social, cultural and economic development."³ Below we describe two examples of how engaged scholarship at Harvard is helping to address problems of educational opportunity and student achievement.

Focusing on children from age three to third grade

Lecturer Richard Weissbourd of the Graduate School of Education has for many years emphasized the importance of success in the early grades as a key to children's success throughout their school years. In the mid-1990's, he worked with Boston Mayor Thomas Menino to create Boston Reads, a program aimed at improving literacy in the city's public schools. Later he helped start a "pilot school" in Boston, the Lee Academy.

- Weissbourd's newest initiative, **Three to Third**, started in 2007 in two public schools in Boston. The program combines early literacy with social and emotional development, an after-school program, and active parent involvement. Weissbourd notes that if children are not able to read well by the time they leave the third grade, they will rapidly fall behind in all other areas as well.

The achievement gap is big in kindergarten. It gets even bigger as kids progress through school. Then at third grade, the roads dramatically diverge.

³ Campus Compact/Tufts University, *New Times Demand New Scholarship: Research Universities and Civic Engagement* (2006), p. 9.

INVESTING IN AN AFTER-SCHOOL SYSTEM - AND BEYOND

Since the mid-1990s, after-school programs have increasingly come to be seen as an essential element in America's efforts to help children achieve success in school. In 2001, Harvard signed on as a partner in an ambitious effort launched by Mayor Thomas Menino called Boston's After School for All Partnership, bringing together public and private institutions that would work together to expand and improve after-school programming for Boston Public School students. Over five years, in concert with the Partnership, the **Harvard After School Initiative** (HASI) invested \$5 million in grants and other resources in more than 60 neighborhood-based programs to support the learning and healthy development of children and youth. Through training, curriculum development, investment in facilities, and grants, HASI helped strengthen the capacity and quality of program delivery among nonprofit afterschool providers.

Since 2006, HASI - now the **Harvard Achievement Support Initiative** - has broadened its work to reach the youngest of Boston's citizens - babies, toddlers and preschoolers. HASI's extensive work with Boston is centered around two lead programs: SmartTALK, which helps prepare after-school staff to help kids develop their academic skills in out-of-school time by creating a positive learning environment and providing students with standards-aligned, games-based activities to support homework time; and Mind in the Making, a national program that translates the science of how children learn for real-world practice in early care and education.

The program seeks to get parents actively involved in early learning. They are asked to sign "contracts" in which they commit to reading to their children at least four times a week for 30 minutes, and engage in other activities that will help build their children's language skills.

The goal of Three to Third is not simply to demonstrate a more effective way to help young children learn - it is to have that approach adopted city-wide. Weissbourd and his colleagues are working with school administrators in Boston to develop "practices that are affordable, replicable and sustainable, as well as the infrastructure and accountability systems necessary for those practices to take hold."

Helping traumatized children succeed in school

In 2004, Massachusetts Advocates for Children and Harvard Law School's Hale and Dorr (now Wilmer Hale) Legal Services Center launched the Trauma and Learning Policy Initiative, a project aimed at ensuring Massachusetts schools recognize and are responsive to the needs of children who have been exposed to domestic violence. Law students working at the Legal Services Center regularly provide representation to such children and their families. Their work on these cases has provided a wealth of information on the traumatic effects of domestic violence on children, and how such trauma affects their ability to learn.

In 2005, the initiative produced a report on *Helping Traumatized Children Learn* that presented detailed recommendations on how schools can better serve these children, and ensure that they have an opportunity to succeed academically. David Driscoll, the Massachusetts Commissioner of Education, responded positively:

"Helping Traumatized Children Learn" is a useful and timely report. It lists practical steps that educators can take to recognize the signs of trauma and help children who are affected by it.

In May 2006, Commissioner Driscoll hosted a conference attended by more than 250 teachers, administrators and mental health and social service professionals that focused on the report's recommendations, and how they can be used to improve school services to children affected by violence.

Harvard Law School students also worked with Massachusetts Advocates for Children to bring the problem to the attention of state legislators. Representative Alice Wolf led a successful effort to create a state-funded grant program that is helping to create trauma-sensitive learning programs in 20 school districts throughout the state. Representative Wolf notes that:

"Helping Traumatized Children Learn" opens up the conversation on how best to help the students who have been victims or witnesses of violence. Removing their roadblocks can give them the opportunity to become active and enthusiastic learners.

After graduation: creating new opportunities for learning

Given the extensive involvement of Harvard students in programs aimed at expanding educational opportunity for young Boston-area residents, it is perhaps not surprising that for some, the commitment to education continues well beyond graduation. Several Harvard graduates have played leading roles in the creation of new Boston-area schools and other educational programs. For example:

- Dorchester's **Epiphany School**, co-founded in 1998 and now headed by Harvard graduate Rev. John

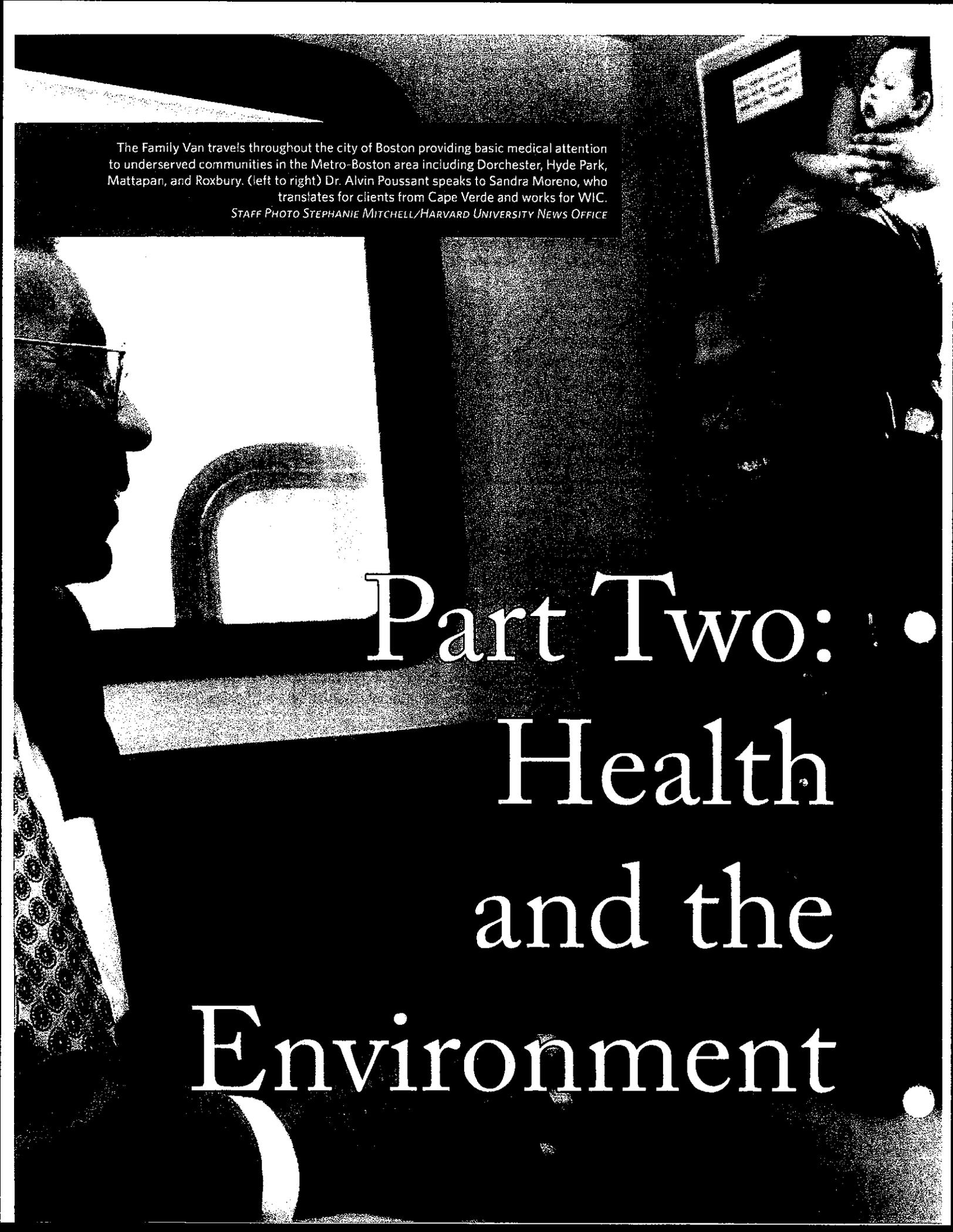
Finley, serves 85 students in grades 5 through 8. The independent school operates 12 hours a day, 11 months a year. Its goal is "to be everything a family needs," providing comprehensive health care, setting money aside for students who need counseling or mental health services, and requiring parents to spend at least 2 hours each week volunteering at the school. Epiphany also continues to provide support and services to its graduates, during their high school years and beyond.

- **Boston Collegiate Charter School**, co-founded by Harvard graduates Brett Peiser and Susan Fortin, focuses on teacher quality, high academic standards, and college preparation. The Academy serves more than 450 students from grades 5 through 12, and receives close to 2,500 applications from Boston families per year. For the past five years, 100 percent of the school's graduates have been accepted into college.
- **Strategies for Children**, founded in 2001, is a non-profit organization committed to bringing high-quality education to all children (ages 3-5) in Massachusetts. Through a statewide policy initiative known as Early Education for All (EEA), Harvard graduate Margaret Blood and her team worked to build public awareness, involve communities and secure the commitment of state and local officials. The EEA campaign culminated in 2008 in the enactment of legislation creating a universal pre-K program and increasing state funding for early childhood education.
- The **BELL Foundation**, which provides mentoring and academic enrichment to elementary school children in low-income and under-resourced communities, was co-founded by Harvard Law students Andrew Carter and Earl Phalen. BELL is now a national organization with programs in Boston, New York, Baltimore, and Washington DC.



The results of BELL's program have been impressive. The Foundation reports that:

- 81 percent of all BELL scholars (as participating students are called) achieve "proficient" or "advanced" levels on standardized tests;
 - Of all the Bell scholars who enter the program at the "failing" level, 100 percent advance to a higher level of performance by the program's end;
 - 100 of BELL's first class of scholars are either enrolled in or have graduated from college.
- Begun at Phillips Brooks House and later converted into an independent non-profit organization, **Peace Games** is now a national program founded by Harvard graduate Eric Dawson. The program forms long term partnerships with schools and school communities through a weekly K-8 curriculum and Peacemaking Projects. Since its inception, **Peace Games** has reached over 20,000 elementary and middle school students, recruited and trained over 2,100 college and community volunteers, and worked with nearly 9,000 family members to encourage the extension of peacemaking to the home. Data from a recent student survey indicates that 94 percent became more positively involved in civic engagement and service learning projects after the program; 91 percent improved academics; and 84 percent improved school attendance. Principals in all schools reported improvements in student behavior at school.



The Family Van travels throughout the city of Boston providing basic medical attention to underserved communities in the Metro-Boston area including Dorchester, Hyde Park, Mattapan, and Roxbury. (left to right) Dr. Alvin Poussant speaks to Sandra Moreno, who translates for clients from Cape Verde and works for WIC.
STAFF PHOTO STEPHANIE MITCHELL/HARVARD UNIVERSITY NEWS OFFICE

Part Two: Health and the Environment

Throughout the U.S, communities, families and individuals are faced with a complex set of challenges to their collective health and well-being - challenges that range from childhood obesity and a growing incidence of diabetes to the spread of infectious diseases to a lack of health insurance. Three of Harvard's professional schools - Harvard Medical School, the School of Dental Medicine and the School of Public Health - offer a combination of clinical, intellectual and human resources that is particularly well suited to helping Boston-area communities address these issues; and faculty and students from other parts of the University are also engaged in this work. We estimate that in 2005-06 more than 1,200 Harvard students performed more than 150,000 hours of health-related community service work.

The social context of medicine

Since the beginnings of the medical profession, clinical training has been integral to the education of physicians. In the third and fourth years of medical school, students "learn the practice of medicine by practicing [their] skills in real-world clinical settings." Since the 1980's, however, when the New Pathway curriculum was first introduced at Harvard Medical School, the focus of medical education has broadened to include "locating modern medical practice in its social context."

This evolution took a further step in 2002 with the creation of the Division of Service Learning within HMS. The Division is charged with the development of courses and other programs that integrate service to (and collaboration with) the community into the Medical School curriculum. Director David Urien, a professor of neurology at Children's Hospital, describes creation of DSL as signaling the transition of community service at the Medical School "from extracurricular to paracurricular to full curricular status."

- Among the programs developed by the Division is a course called ***Physician in Community***. Each spring semester, about 35 second-year students participate in a program of classroom and tutorial work in which they learn about health issues of concern to local communities, how to conduct neighborhood needs assessments and the basics of community organizing. With the assistance of faculty members, students then develop a community project they will undertake during the summer. In the fall, students analyze and reflect on the results of their summer projects.

In 2005, for example, three HMS students initiated a project called Girls Achieving in Life and Science (GALS) at the Hennigan School in Jamaica Plain. The program provided science lessons for 9- and 10-year-old girls, focusing on health-related topics such as DNA and how the brain functions. Another team of HMS students developed and ran workshops for refugee families at the Chelsea Health Center.

- Harvard Medical School's ***Primary Care Clerkship***, which is required for all third-year students, is a

community-based program designed to complement the hospital-based learning that is the core of clinical education at HMS. Each week, students participating in this nine-month program spend 4 to 5 hours working at a Boston-area primary care facility, typically serving 5 to 8 patients at each session. Students are also required to serve at least one patient (called the "longitudinal patient") on an ongoing basis.

Students' experiences at primary care sites are reinforced by an HMS tutorial class, which meets five times during the course of the Clerkship.

These tutorials require that students write portfolio entries—reflective or medically-focused case studies—from their primary care experiences and discuss potential responses with fellow classmates.

Each year, approximately 140 third-year students complete Primary Care Clerkships. The program allows students to form long-term relationships with both patients and medical professionals at Boston-area primary care facilities. Studies on the program demonstrate persistent follow-up with longitudinal patients; 83 percent of all students saw their patients at least three times; half telephoned their patients, with a mean of 2.4 times; and 16 percent visited patients at home.



- In 2005, HMS also began to offer a new two-month elective course in conjunction with the Primary Care Clerkship. Called **Community-Oriented Care**, the course gives students the option to work on a community-based project at the same primary care facilities where they served their clerkships. One student, for example, produced a video in Creole to help her Haitian patients learn how to manage diabetes more effectively. In 2005-06, 12 students participated in this program.
- **Bridging the Gap**, launched in 2000, pairs HMS students working at the MGH/ Chelsea Community Health Center with local refugee and immigrant families. Each student meets regularly with a family, not only to help them deal with health and medical issues, but to help them get access to other needed services. Students also work with the Center's regular staff, and participate in a series of seminars on refugee and immigrant health care issues, case management and patient advocacy. In 2005-06, 20 HMS students participated in the program.
- Through the **Manville Mentoring** program, students at Harvard Medical School have since 1995 been serving as mentors to children age 5 through 15 who attend the Manville School – a school for children with emotional, behavioral and learning disorders operated by the Judge Baker Children's Center. Each HMS student commits to meeting one-on-one with a Manville student, once a week

THE VALUE OF SCREENING AND REFERRAL

Research conducted at the national level has repeatedly demonstrated that by helping to prevent disabling diseases, or by providing early diagnosis and prompt treatment, screening and referral programs such as those offered by the Family Van offered can be enormously cost-effective. Screening for glaucoma, for example, costs about \$20. For those who test positive for this condition, treatment can cost several thousand dollars. But if glaucoma goes undiagnosed, it can lead to blindness – with costs to society that easily exceed \$10,000 per year.

for at least a year. To help the HMS mentors (many of whom have an interest in child psychiatry) connect their experience to their academic work, HMS Professor Alvin Pouissant created a course called *Mentoring At-risk Children in a Therapeutic Day School*. In addition to spending two hours a week with their Manville students, second-year medical students participate in bi-weekly seminar sessions at HMS, and meetings with the program director at Manville.

As a formal part of the HMS curriculum, **Manville Mentoring** is a one-year program. It is perhaps a sign of the program's success that 90 percent of the HMS students who take the course continue to serve as mentors even after the course is completed. In 2005-06, 26 Harvard students served as Manville mentors - 19 from HMS, one from the School of Public Health, and six from the Business School.

- Fourth-year students at the **Harvard School of Dental Medicine** are required to complete a three-month, full-time clinical rotation at a Boston-area community health center. Sites at which students are placed include, for example, Boston Health Care for the Homeless, the Joseph Smith Community Health Center in Allston, and the Dimock Community Health Center in Roxbury. In 2005-06, 34 students worked more than 500 hours each as part of their community rotation.
- At the School of Public Health, candidates for the MPH degree are required to complete a semester-long "practice course." The field-work component of these courses can vary, depending on the students' area of concentration. For example, those who are concentrating in Family and Community Health are required to take a course called **The Practice of Family and Community Health**. Teams of students undertake practical problem-solving projects for local client organizations and agencies.

Volunteering to meet community needs

In addition to their engagement with the community through service learning, Harvard students (both professional and undergraduate) as well as faculty members are actively involved as volunteers in meeting the health needs of Boston-area communities.

- **Project Health** was founded in 1996 by ten Harvard undergraduates, working in collaboration with a group of pediatricians at Boston Medical Center. It has since been replicated at universities in Providence, New York City, Baltimore, Washington DC and Chicago. Project Health serves low-income families through several programs.
 - The **Family Help Desk**, located in the pediatrics department at Boston Medical Center, provides information, assistance in getting services, referrals to programs such as WIC for parents who bring their children to the Medical Center.
 - **Project Baby** provides information and advocacy for women giving birth at BMC and their families.
 - The **Adolescent Resource Center** provides information and counseling on a wide variety of topics - job opportunities, health insurance, birth control, child care, parenting, etc. - to teenagers who come to BMC to get health care.

In 2005-2006, 129 Harvard students worked as Project Health volunteers; they averaged 6 hours per week over the course of the year.

- Founded in 1992 by HMS Professor Nancy Oriol, the **Family Van** provides health education, disease prevention, screening and referral services to residents of Roxbury, Dorchester and

Mattapan. The van (actually a 35-foot-long RV) is staffed by a combination of paid staff and volunteers, typically with a team of three or four people working each shift. Its services include testing for hypertension, diabetes, HIV/AIDS and glaucoma; counseling on the prevention and treatment of these and other diseases; and referrals to local health care and social service providers.

In 2006-07, 56 students from the Medical School, the School of Dental medicine and the School of Public Health - as well as 11 interns and 12 residents - served as volunteers on the Family Van, working a total of approximately 5,500 hours.

- **ABC/BABIES** pairs students at Harvard Medical School with pregnant Latina teenagers from Roxbury, Jamaica Plain and Dorchester. HMS student volunteers meet regularly with the young mothers-to-be during their pregnancies, and for at least six months after their babies are born. In 2001, ABC/BABIES was one of six student-initiated service programs nationwide to win a "Caring for Community" grant from the American Association of Medical Colleges. In 2005-06, 45 HMS students worked with 50 young mothers.
- Since 2002, **Health NOW!** (Helping Education and Literacy through Health) has coupled literacy tutoring with the discussion of medical issues for non-English speakers. Through a collaborative with the Adult Literacy Resource Institute in Boston, 15 student volunteers provide over 1,600 hours of service a year to residents of Jamaica Plain, Chinatown, Dorchester, Cambridge and Somerville. Health NOW! trains medical, dental, and public health students to become community health instructors at ESOL (English for Speakers of Other Languages) classes. Health NOW! supports immigrant communities, where language barriers and an alien health care system often prevent them from pursuing or receiving proper medical services. In 2005-06, Health NOW! reached more than 100 Boston-area residents.
- Each year, 30 to 35 students from the Harvard School of Dental Medicine work as volunteers at **Project Bridge**, a Boston-based program that serves homeless teenagers. Working under the supervision of a Harvard faculty member, SDM students provide both patient care and education in dental health. In 2005-06, SDM volunteers served approximately 400 homeless young people through Project Bridge.
- Student volunteers from the **School of Public Health** work with senior programs in Roxbury, engaging in a wide variety of activities for the neighborhood's older residents, such as tai chi classes, walking groups, discussions on health topics, and organizing several annual social events.



As in education, Harvard faculty and staff also work as volunteers with organizations that seek to enhance the health of Boston-area residents. For example:

- Each year, the Dean's Community Service Awards program honors faculty members, staff and students at Harvard Medical School for their contributions to the community. Award winners in 2008 included an HMS associate professor who was honored for her work with Shawmut Garden, a community garden in Dorchester that specializes in plants with medicinal value.

- University employees are also active in efforts to raise funds for health related organizations. The annual Daffodil Days campaign, for example, raises funds for the American Cancer Society. In 2007, the campaign raised more than \$45,000 through sales to members of the Harvard community.

Improving the health of Boston-area communities: engaged scholarship

Just as they contribute to the process of improving schools and expanding educational opportunity, Harvard faculty members and researchers also seek through their scholarly work to address the health needs of Boston-area communities. Below we highlight several examples.

Improving children's health through nutrition and exercise

It is now widely recognized that healthy eating and regular exercise are vitally important not only to the health of today's children, but to the long-term health and well-being of the adults they will become. Translating that recognition into action, however, has proven to be a difficult task.



The *Harvard Prevention Research Center on Nutrition and Physical Activity* (HPRC), founded in 1998, is one of 33 prevention research centers nationwide that are funded by the Centers for Disease Control. The mission of HPRC - one of 19 research centers within the School of Public Health - is "to work with community partners to design, implement and evaluate programs that improve nutrition and physical activity, and reduce overweight and chronic disease among

children and youth." Virtually all of the Center's programs involve some type of collaboration with communities in the Boston area.

One of these programs, started in 1999, is called *Play Across Boston*. While much research on child nutrition and exercise focus on individual and family factors, Play Across Boston focuses primarily on factors in the neighborhood environment that affect whether children are getting enough exercise. Working with the Center for Sport and Society at Northeastern, HSPH Professor Steven Gortmaker has created a detailed data base on, and a system for mapping, recreational resources and programs throughout Boston. He has also analyzed patterns in the use of these resources - by neighborhood, age, sex, ethnicity and other factors; and surveyed non-users about the barriers that they perceive to participation in such programs.

Based on the results of its research, Play Across Boston is now working with several City agencies and community organizations to improve access to active recreation programs in several Boston neighborhoods.

Addressing the problem of youth violence

Between 2002 and 2007, the number of shooting victims in Boston who were 17 or younger nearly tripled. As a result of this increase, children and youth accounted for 21 percent of all shooting victims in the city.

Since 2000, the *Harvard Youth Violence Prevention Center* has been working with city agencies (including the Boston Police Department), local schools and eleven community groups to reverse the escalation of gun violence. Its work is "based on the premise that effective prevention evolves from synergy between researchers, community members and policy makers." The Center, which is based in the School of Public Health has sought to define and measure the problem; use data to identify risk factors; develop violence prevention strategies; and work with community organizations to ensure widespread adoption of those strategies. .

The Center's activities have included:

- Biennial surveys of youth and adults in Boston neighborhoods;
- Integration and mapping of data on youth violence from multiple sources;
- Development of an anti-violence curriculum for elementary schools; and
- Violence prevention training.

Exploring the environmental dimensions of health

The health of individual and communities is affected not only by social and behavioral factors, but by the physical environment in which they operate. The School of Public Health's Center for Environmental Health works with communities in the Boston area and throughout New England to address the impact of environmental conditions on human health.

The Center has, for example, conducted regional workshops on the impact of endocrine disruptors; and provides training for Boston-area teachers, aimed at helping their students gain a clearer understanding of connections between health and the environment.



Early Head Start Teacher, Norma Suarez Of Dimock Early Head Start massages the toes of her young charge, while Harvard Medical School students measure the child's height. The child was being weighed and measured as part of FUNC, a program that introduces Harvard Medical School students to community service.
STAFF PHOTO ROSE LINCOLN/HARVARD UNIVERSITY NEWS OFFICE



The Auburn Street Apartments Open House Ceremony celebrated the redevelopment/renovation of 196 Auburn St. which includes seven affordable apartments for low-income individuals. The project, celebrating its opening on August 19, 2003, was funded with assistance from the 20/20/2000 Initiative.

STAFF PHOTO KRIS SNIBBE/HARVARD UNIVERSITY NEWS OFFICE

Part Three: Affordable Housing

The high cost of housing has long been one of the Boston area's most intractable problems. High housing costs undermine the region's ability to attract and retain the talented people on whom its economy depends – erode the living standards of working families – and impose a particularly heavy burden on low-income households and the elderly. Harvard supports local efforts to address the problem of affordable housing in several ways.

Investing in the development of affordable housing

Harvard has sought in several ways to help Boston and Cambridge respond to the need for affordable housing. To date, the most notable of the University's housing initiatives has been the **Harvard 20/20/2000** program. Launched in 2000, the 20/20/2000 program committed \$20 million from Harvard's endowment to support the development of affordable housing in the two cities. The heart of the program is a revolving fund through which the University has lent 20/20/2000 funds to three Boston-area non-profit organizations at an interest rate of 2 percent; they in turn use these funds to provide low-cost financing to community-based housing developers.

Borrowers can use 20/20/2000 loans for a variety of purposes – to finance property acquisition, to cover "pre-development" costs such as project planning and environmental studies, for short-term construction financing, and as "last dollar" funding that allows a local developer to complete financing for a project.

As of the end of 2005, the three intermediary organizations had closed 108 20/20/2000 loans totaling \$20.65 million, including \$12.97 million for projects in Boston and \$7.81 million for Cambridge projects. These loans have helped finance development of 2,343 new and rehabilitated units in Boston and Cambridge, with total development costs of nearly \$407 million. Hundreds of other units are now in various stages of development. Table 3 highlights the types of projects for which 20/20/2000 loans have been used.



On average, loans provided under the 20/20/2000 program thus represent about 5.1 percent of total project cost. In many cases, however, the significance of 20/20/2000 financing cannot be measured solely in terms of the program's share of total cost. Harvard's loan program provides funding at low cost and on flexible terms to cover up-front costs, such as site acquisition and planning, for which financing might not otherwise be available. It thus helps community-based developers advance their projects to a point where they can secure financing from other sources. For other projects, the program provides "last-dollar" financing – the final piece that, when combined with financing from other sources, makes it possible for financing to move forward.

Table 3: Use of 20/20/2000 Loans, by City and Project Type, through 2005

	Units	Total cost (\$000s)	20/20/2000 (\$000s)	20/20/2000 % of total
Boston				
Affordable homeownership	313	66,225	6,082	9.20%
Cooperatives	196	12,115	2,370	19.60%
Low-income rental	1,174	228,100	3,178	1.40%
Elderly	172	25,190	795	3.20%
Special needs	107	2,300	309	13.40%
Artists' live-work housing	97	23,525	238	1.00%
Subtotal	2,059	353,455	12,972	3.70%
Cambridge				
Affordable homeownership	40	9,444	2,970	31.40%
Cooperatives	12	20	4	20.00%
Low-income rental	128	28,984	3,563	11.60%
Elderly	71	10,840	750	6.90%
Special needs	11	1,684	510	30.30%
Artists' live-work housing	22	2,468	84	3.40%
Subtotal	284	53,440	7,681	14.40%
Total	2,343	406,895	20,653	5.10%

The flexibility that Harvard's investment provides is one of the keys to its effectiveness. In Cambridge, for example, 20/20/2000 funding enabled a local non-profit to acquire a dilapidated building that had long been used as an informal rooming house, which it then renovated. Without the flexibility that 20/20/2000 funding provided, the organization would not have been able to afford the purchase price (and work its way through a lengthy acquisition process) and still keep the building's nine renovated units affordable.

In Boston, the Allston-Brighton Community Development Corporation was able to acquire a property it had at a favorable price, because the flexibility of 20/20/2000 funding allowed it to move very quickly.

DeWitt Jones, President of Boston Community Capital (one of the three intermediaries that manage 20/20/2000 funds), notes that the program's impact goes beyond that of the projects it has funded directly. Since Harvard invested in BCC, its lending capacity has grown from \$20 million to \$60 million. "This was the first large investment that really allowed us to grow," says Jones - by providing a base of flexible, patient capital, and because it helped in attracting other investors.

The wisdom of Harvard was to create a program that has the flexibility to respond to changes in the market. In fact, their money has allowed not just to respond, but to anticipate changes... There are at least three or four CDC's that have taken on projects they would not have considered otherwise, because they knew we would be able to stand behind them.

Harvard's 20/20/2000 program is not the University's only commitment to helping meet housing needs in its home communities.

- In 2003, Harvard invested \$2.8 million in the development of the **Brian J. Honan Apartments**, 50 units of affordable housing located in Allston - the first affordable housing to be developed in Allston in nearly fifteen years. Harvard's investment represented nearly 20 percent of total project cost.
- In October 2003, the Cambridge City Council approved zoning changes that allowed Harvard to proceed with the development of housing for 500 graduate students (as well as some employees) in the City's Riverside neighborhood. As part of its agreement with the City, Harvard agreed to convert the historic **Switch House** into 33 low- and moderate-income homeownership units. The project was completed in 2007.
- **Harvard@Trilogy**, completed in 2006, is located near the Longwood Medical Area in Boston. The complex includes 171 apartments - 154 for tenants affiliated with the University, and 17 affordable units set aside for income-eligible Boston residents.

Addressing homelessness and other housing needs

In addition to the University's investments in affordable housing, several programs at Harvard seek to address the needs of the homeless, as well as other housing needs.

- The **Harvard Square Homeless Shelter** is a 25-bed shelter for homeless adults, operated by Harvard students in collaboration with the University Lutheran Church in Cambridge. In addition to basic shelter, breakfast and dinner, the program provides referrals to social services and assists people in making the transition to independent living.

The Shelter is open every night from 6:45 PM to 8:30 AM, from November 15 to April 15. It is typically staffed by teams of six students, working shifts of varying lengths. In 2005-06, 180 Harvard students participated in the work of the Shelter - as members of its board of directors, as supervisors and as volunteer staff members.



- The **St. James Summer Shelter** is a student-run transitional program for twelve homeless men and women. This program provides a stable, comfortable, and friendly environment for the guests providing them with three meals a day and a permanent bed for the duration of a seven-week program. Volunteers help homeless men and women find housing and employment.
- The **Housing Opportunities Program** is a student volunteer program, funded entirely from donations, that provides low-interest loans to those who are threatened with eviction from their homes, or to those who are looking for permanent housing in the greater Boston area.
- In 2005-06, 100 Harvard students worked through the Harvard chapter of **Habitat for Humanity** on the development of affordable housing in the Boston area.
- Harvard Law School's **Tenant Advocacy Project** represents residents of publicly-subsidized housing in proceedings before local housing authorities. In 2005, 40 students worked with approximately

300 clients.

Engaged scholarship: developing longer-term solutions to the region's housing problems

Like their counterparts in the fields of education and health, Harvard faculty members have sought to help state and local officials understand the underlying causes of the Boston area's housing problems, and develop more effective ways to address them.

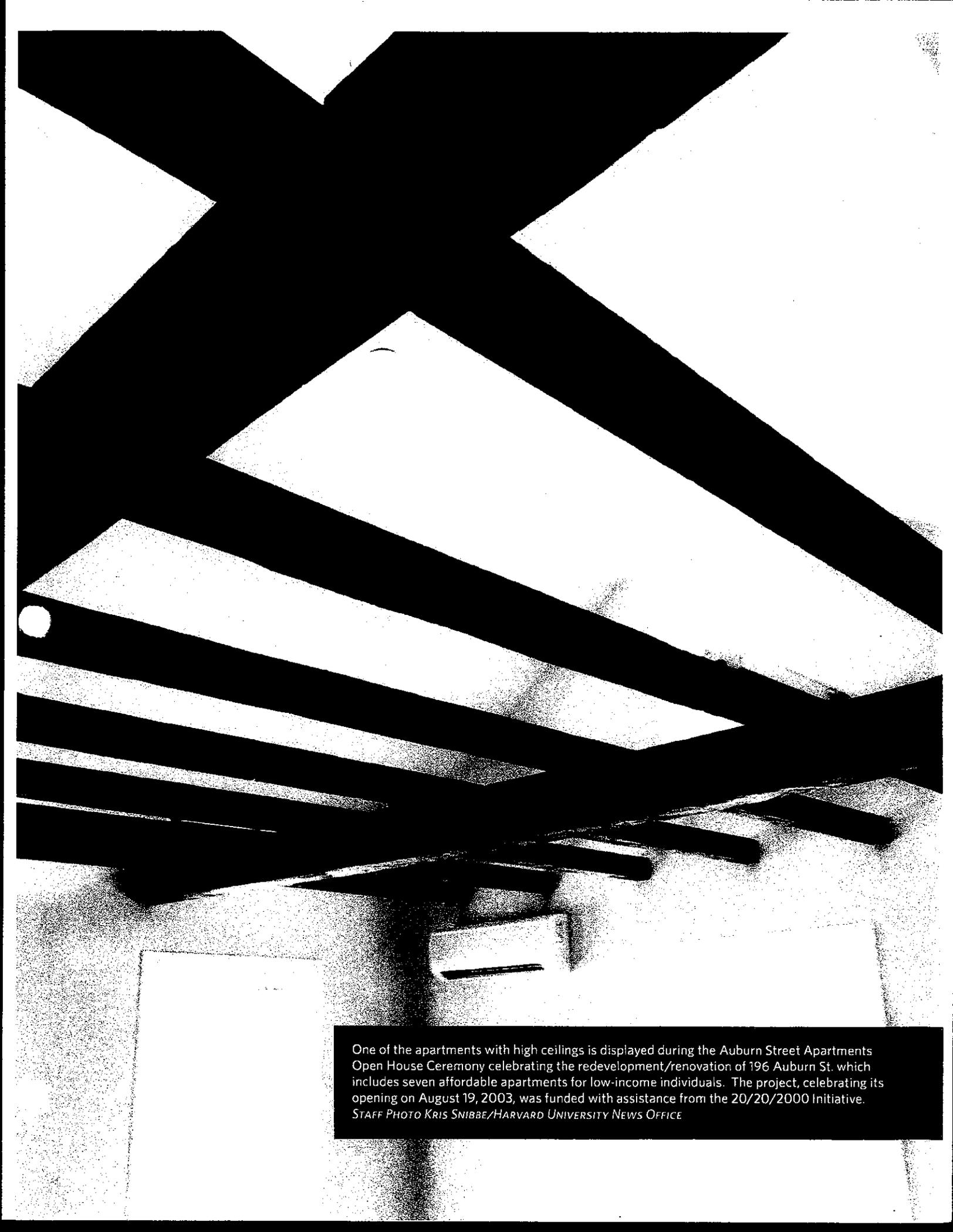
During 2005-06, for example, the Kennedy School's Rappaport Institute for Greater Boston collaborated with several partners in an extensive program of research on factors contributing to the rapid increase in housing prices in the Boston area. In January 2006, the Institute published a paper by its director, Professor Edward Glaeser, Jenny Schuetz and Bryce Ward that highlighted a pattern of very slow growth in region's housing stock. Glaeser and his co-authors attributed this lack of production to zoning policies and other local government regulations that strictly limit new residential development, especially in the region's suburbs.

In May 2006 the Institute, Northeastern University's Center for Urban and Regional Policy and the Federal Reserve Bank of Boston sponsored a conference on Housing and the Economy: Trends, Impacts and Potential Responses. The event included a series of presentations showing that "housing costs are an important, independent factor in economic development....If home prices and rents continue to rise in Massachusetts, we can expect to see further job erosion, more outmigration and a real challenge to the Commonwealth's prosperity."

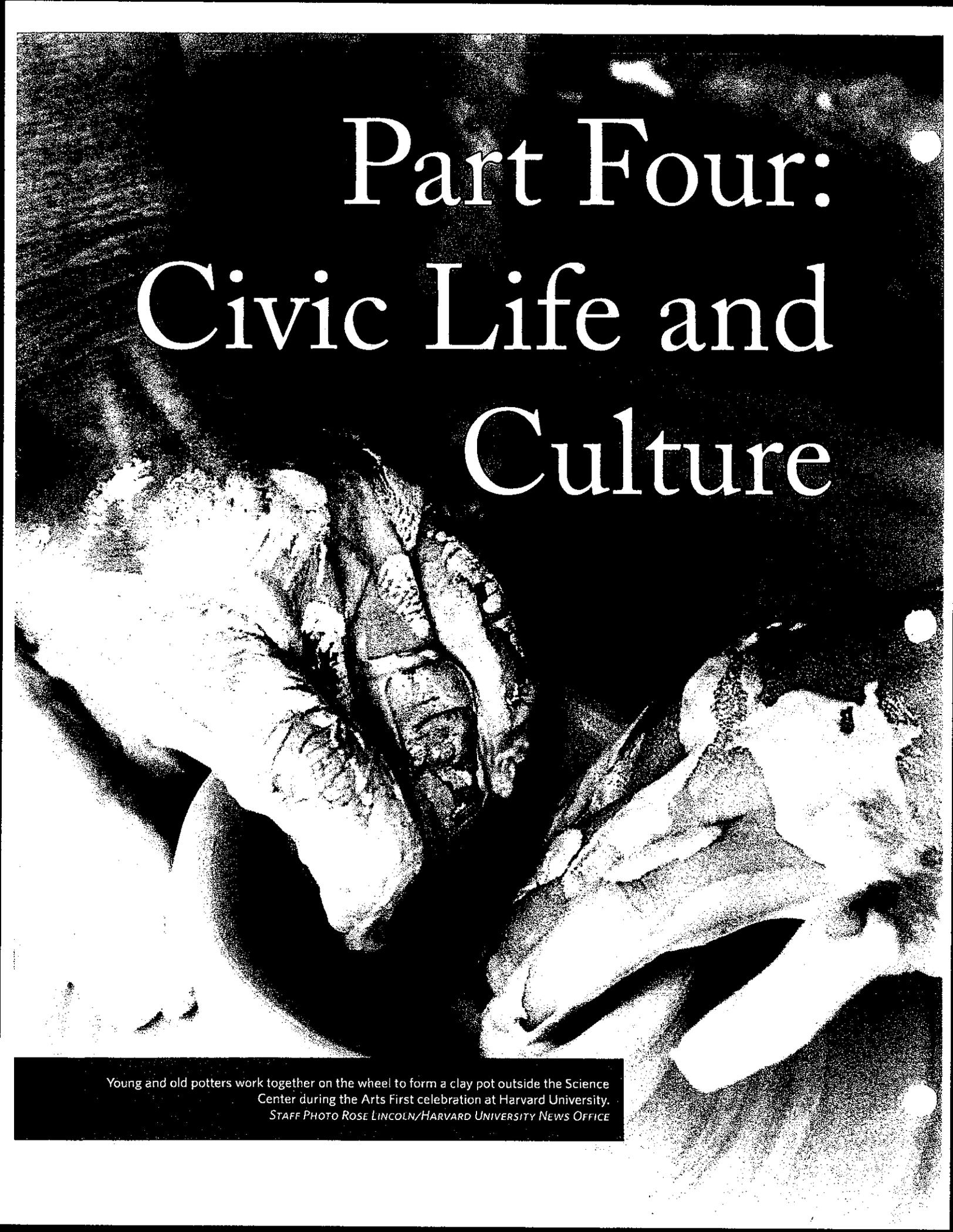
Scholars associated with the Institute have continued to focus on issues related to affordable housing. Recently, for example, the Institute published a study by MIT Associate Professor Lynn Fisher of the Massachusetts Chapter 40B program, which allows developers to bypass local restrictions on development of new residential projects that include affordable housing. Through a review of more than 400 projects, the study sought to identify the characteristics of affordable housing projects that get built with little controversy, versus those that are significantly delayed - or don't get built at all.

After graduation: helping women address the causes and consequences of homelessness

As in other area, many students who became engaged with issues of housing and homelessness during their years at Harvard have continued to work on those issues after they graduate. For example, ***On the Rise***, founded by Harvard graduate Katya Fels Smith, helps women cope with the various obstacles and problems associated with homelessness or risk of homelessness. Rather than focusing on homelessness itself, *On the Rise* helps women address a variety of issues that lead to homelessness, including mental illness, domestic violence, and substance abuse. In 2007, the program served an average 98 women per month.



One of the apartments with high ceilings is displayed during the Auburn Street Apartments Open House Ceremony celebrating the redevelopment/renovation of 196 Auburn St. which includes seven affordable apartments for low-income individuals. The project, celebrating its opening on August 19, 2003, was funded with assistance from the 20/20/2000 Initiative.
STAFF PHOTO KRIS SNIBBE/HARVARD UNIVERSITY NEWS OFFICE



Part Four: Civic Life and Culture

Young and old potters work together on the wheel to form a clay pot outside the Science Center during the Arts First celebration at Harvard University.
STAFF PHOTO ROSE LINCOLN/HARVARD UNIVERSITY NEWS OFFICE

Harvard also seeks to strengthen communities in the Boston area by making its cultural resources available to these communities - through programs designed to strengthen community organizations and defend the rights and interests of local community residents - by working with community organizations, local residents and local governments to find solutions to community problems - and in some cases by direct investment in community improvements.

Harvard as a cultural resource

Harvard offers residents of Boston-area communities access to a wide range of cultural resources and activities - many of them at low or no cost. For example, while their primary mission is academic, the University's museums, also serve as a resource for the community.

- The **Harvard Museum of Natural History** has developed a strong partnership with Cambridge public schools. In 2004, nearly 2,000 students from twelve Cambridge elementary schools participated in programs at the Museum. The Museum staff has worked closely with teachers to ensure that their program is linked to what children are learning in the classroom. As one Cambridge science teacher has observed:

It works to give us a terrific field trip and extends what we are learning in the classroom...Students get a unique perspective. They see things that they never would have seen any place else. They see things in a larger context.

In three years, the number of local students served by the museum quadrupled.

- The **Harvard University Art Museums** are open to the public at no cost on Wednesday and Saturday mornings. They also offer a variety of programs that serve the community. The Museums, for example, have an ongoing partnership with three Cambridge public schools. Students visit the Museums eight times each year, with each visit organized around a particular theme, such as Picasso and his impact on modern art. "The goal," says Lynn Stanton, director of public education for the Museums, "is to get the kids who would never come here on their own." In 2005-06, approximately 200 students participated in this program.

The Art Museums offer other programs for children as well - a series of sketching lessons and a storytelling series, for example. The Museums also run three or four workshops each year for teachers.

Harvard also offers a variety of other cultural opportunities to the community.

- Since 1994, Harvard's **Arts First** festival has celebrated arts activities in the community with more than 225 dance, theatre, music, visual arts, and film events. Featuring the work of over 2,000 Harvard students, Arts First is a four day festival of predominantly free events for the public. Highlights from 2006 include the Harvard Powwow—a celebration of Native American song and dance, coed a cappella concerts, Japanese tea ceremony demonstrations, and outdoor art

installations.

- The **American Repertory Theatre** is the University's professional theatre in residence. ART typically presents seven to twelve productions, with a total of more than 200 performances, each year. ART serves in several ways as a cultural resource for the community.
 - Boston and Cambridge public high school students can attend at reduced or no cost, either through discount tickets to regular performances, or at special student matinees. In 2005-06, 16,044 students attended performances at ART.
 - On Saturdays, ART's *Pay What You Can* program sets aside 50 matinee tickets for community residents to pay any price they can afford. In 2005-06, the program distributed 642 tickets to community residents.
 - The theatre also conducts 25 free pre-performance discussions on their productions each season; on 4-5 nights per year, free Monday night symposia discuss current productions with the community.
 - One ART play, *The Island of Anyplace*, brings Boston and Cambridge K-6 students to the theatre, either free of charge or at discount. The show is designed to teach students about theatre production. The theatre also provides teachers with free study guides for use with the play. In 2005-06, ART gave four performances of the play before 1,555 students, 775 of whom were from Boston and Cambridge schools.
 - In 2005-06, ART introduced "College Night," in which students from colleges throughout the Boston area are invited to attend a free performance. In its first year, College Night drew 400 students.



ARNOLD ARBORETUM: GREEN SPACE IN THE HEART OF THE CITY

Under a long-term lease with the City of Boston, Harvard manages the **Arnold Arboretum**, a 265-acre woodland in Jamaica Plain, as a center for the study of trees and woody plants. One of the city's largest green spaces, the Arboretum draws approximately 200,000 visitors each year. It offers guided tours, exhibits, and classes in horticulture, botany and landscaping.

The Arboretum also offers a field study program for school children in grades 3 to 6; the program, which is free to all children in Boston schools, covers such topics as flowering, fruit formation, seed dispersal, and how the native populations once used Arboretum land. It hosts approximately 2,500 local students each year.

In 2005, the Arboretum piloted a nature walk program for Head Start children in the community. Summer training sessions engaged Head Start teachers in the planning process, and Arboretum staff collaborated with them to determine how to best serve the special needs of children on these trips. After the two-year pilot phase, the Arboretum expects to have engaged 300 children in the project.

Strengthening community organizations and institutions

The University also contributes to the quality of civic and community life in the Boston area through its work with a wide range of community organizations and institutions.

- The **Volunteer Consulting Organization** – one of about seventy student clubs at Harvard Business School – matches MBA students with Boston-area non-profit organizations that need assistance in addressing “mission-critical issues.” VCO projects usually involve teams of four to six students working with a client organization for a period of four to five months.

In 2005-2006, 130 VCO volunteers worked a total of approximately 4,000 hours on 28 consulting projects for a wide range of clients, including:

- The Brookline Community Center for the Arts, which offers instruction in dance, music, theater and the visual arts;
- CityKicks, a Boston organization that operates after-school soccer and youth development programs for girls;
- Paige Academy, an alternative school in Roxbury; and
- Year Up, an organization that provides IT training to disadvantaged young adults.

The value of VCO’s services is perhaps most evident from the fact that many of the organizations it serves are repeat customers. The CEO of Year Up, for example, wrote that:

It was a pleasure to work with the VCO team and I think that HBS deserves more recognition for doing this. It is an enormous help for a non-profit organization, and we truly appreciate it. We are looking forward to continue our good relationship with VCO teams in the future.

- Run and administered entirely by Business School students, the **Harbus Foundation** has provided grants to Boston-area non-profits since 1997. Each year, 35 to 40 students work in teams to select four to eight non-profits working in the areas of education, literacy and community journalism for grants of about \$10,000 each. The foundation also awards one year of free consultation services to selected grant recipients. This “venture philanthropy” approach contributes to the ongoing development of the recipient organizations, while also giving Business School students practical experience working with non-profit organizations.

During its first ten years, the Foundation provided \$800,000 in grants to Boston-area organizations, and involved more than 400 HBS students in its work. Recipients in 2006 included the Association of Haitian Women, Project Think Different, the Edward W. Brooke Charter School and Fenway High School. Other recipients have included the Boston Chinatown Neighborhood Center, the Allston-Brighton Community Development Corporation, the South Boston Harbor Academy and the BELL Foundation.

- During their second year, students who are working toward a master’s degree in public policy at the Kennedy School must complete a **Policy Analysis Exercise** (PAE), analyzing a specific issue or problem identified by a client organization, and formulating recommendations that the client can implement. In 2005-06, 20 MPP students completed 17 PAE projects for Boston-area clients. Examples included:
 - For the Boston Public Schools Department, development of a strategy for increasing the number of low-income graduates of Boston schools who are able to attend college at no cost;

- For the Fenway Community Development Corporation, analysis of how Boston's development approval process might be used to secure increased investment in affordable housing;
 - A strategic planning exercise for the Mayor's Office for New Bostonians;
 - For the Boston Health Care for the Homeless Project, a study of local emergency preparedness planning as it affects the city's homeless population.
- Harvard Business School's **Social Enterprise Initiative** is designed to "prepare... students for leadership roles in non-profit organizations and other social enterprises." The program includes several service-learning courses:
 - **Social Enterprise Field Study**, an elective option for second-year MBA students, matches students (some working individually, some in teams) with CEO's and other senior managers at non-profit organizations. Students work for a semester on "projects of strategic significance" that are selected and supervised by HBS faculty and the host organizations. In 2005-06, 89 students worked on 42 projects with a wide range of clients, including seven in the Boston area.
 - **Entrepreneurship in the Social Sector** combines classroom work with a field study project at a Boston-area non-profit organization or institution. Teams of MBA students typically spend six to eight weeks analyzing an issue identified by the host organization, and then prepare recommendations on how the issue can most effectively be addressed. In 2003-04, approximately 70 MBA students completed projects for 17 Boston-area organizations, including Boston Community Capital, the Dudley Street Neighborhood Initiative and Year Up.
 - Many Harvard Law students spend their summers working in "public interest" jobs. The Law School's **Summer Public Interest Funding (SPIF) Program** provides funding to approved public-interest organizations to support the hiring of HLS students. SPIF students are required to work full-time in their public interest jobs for ten weeks. In 2007, Harvard provided SPIF funding (typically about \$5,500 per student) for 373 Harvard students.

SPIF students are employed by public-interest organizations throughout the U.S. and overseas. Each year, however, a significant number choose to remain in the Boston area. In 2007, approximately 60 SPIF students worked in a variety of community settings in the Boston area.

ASSISTING BOSTON-AREA NON-PROFITS: HBS ALUMNI ASSOCIATION'S COMMUNITY ACTION PARTNERS

Starting and leading non-profit enterprises is not the only way in which Harvard graduates serve Boston-area communities. In 1993, the Harvard Business School Alumni Association of Boston founded Community Action Partners, a volunteer organization that offers HBS graduates opportunities to work with Boston-area non-profits. Each year, approximately 80 HBS alumni work in teams with 12 to 15 Boston-area non-profits in areas such as strategic planning, marketing, finance and organizational development.

Since its founding, 700 HBS alumni have worked as CAP volunteers, providing assistance to 123 Boston-area non-profits. Organizations with which CAP volunteers have worked include ACCION, the Boston Center for the Arts, the Boston Public Library, Crittenton Hastings House, Roxbury Youthworks, Save the Harbor/Save the Bay and the Somerville Homeless Coalition.

- In addition to their studies of religion and scripture, students in the Ministerial Studies program at Harvard Divinity School learn the **"arts of ministry"** through a combination of classroom work and field placements. Among the areas of ministry in which students can elect to do field placements are "pastoral care and counseling" and "public leadership, community organizing and planning." Sites at which MDiv students are placed include community organizations and agencies such as the Pine Street Inn, the Fenway Community Development Corporation, Casa Nueva Vida (a shelter for homeless Latina women in Jamaica Plain) and the Catholic Charities Refugee Resettlement Agency. In 2005-06, 151 students enrolled in the ministerial studies program each spent 350 to 400 hours in field work.
- Professor Linda Bilmes teaches a course at the Kennedy School on **Applied Budgeting** that is aimed at helping students learn how to put into practice the concepts and techniques of financial management learned in other KSG classes. In 2004, Somerville Mayor Joseph Curtatone enlisted Professor Bilmes and her 60 students to assist in a top-to-bottom review of the city's troubled budget. Teams of four students were assigned to help various city agencies understand the real cost of their services, and determine how they could be delivered more efficiently. At the end of the 2005 academic year, Mayor Curtatone estimated that Professor Bilmes's class had given the city the equivalent of \$100,000 in free consulting work. Since then, Professor Bilmes's classes have continued to work with the city - most recently, for example, focusing on opportunities to reduce costs and improve cost-effectiveness in Somerville's public schools.

Supporting community improvement projects

Harvard has also worked with local officials and community organizations on a variety of community improvement projects. In some cases the University has provided funding for such projects - in others it has provided intellectual and human capital - and in some cases all three. We cite here just a few examples.

- In 2004, at the request of Mayor Thomas Menino, Harvard provided \$250,000 to finance a series of improvements to the **John Harvard Mall**, a public park in Charlestown named for the University's founder. They included new fencing and gates, lighting and a new playground.
- Harvard has also renovated two baseball diamonds at Smith Field in Allston; the fields are regularly used by the Allston Little League.
- As part of its agreement on the construction of new University housing in the Riverside neighborhood, Harvard is creating an acre of public open space at the corner of Western Avenue and Memorial Drive.
- The Graduate School of Design's **Community Service Fellowship Program** provides financial support for students to work for ten weeks during the summer on community projects such as development of affordable housing and design of community facilities. During the past few years the program has focused on projects in the Boston area. In 2007, for example, six of the ten projects selected for the program were located in the Boston area. They included, for example:
 - Working with the Somerville Development Corporation on the redevelopment of a former church property for housing, community space and open space.
 - Working with Just A Start, a community-based developer, to develop new housing in Cambridge and Somerville.

- Working with the Community Design Resource Center in Boston, helping communities develop high-quality design solutions to local problems.
- In the spring of 2007, Professor Margaret Crawford of the Graduate School of Design introduced a new course called **101 Urban Salvations**, in which 11 GSD students worked with residents of Cambridge to identify specific local problems and develop practical solutions – ranging from attracting a grocery store to Harvard square, to creating a bike lane on Massachusetts Avenue, to a proposal to add up to 1,600 units to the city's housing stock by encouraging property owners to add floors to existing buildings, where the City's zoning permits.

Advocating for communities and residents

Harvard offers a variety of programs that provide advocacy for Boston-area communities and their residents. Many of these programs are based at Harvard Law School, and are integral to its work.

Clinical programs at Harvard Law School

Among the various schools and faculties at Harvard, the Law School has perhaps the most clearly articulated commitment to integration of community service into its curriculum. On its website, HLS emphasizes the value of clinical work in preparing students for the practice of law.

Taking direct responsibility for clients in a realistic practice setting produces intense motivation to learn. Students are active and engaged; they are required by the situation to synthesize, to bring many aspects of their law school education to bear, not as an exercise or test, but because there will be real consequences for real clients.

In 2005-06, Harvard Law School offered 45 clinical courses, as well as 10 workshops for students offered at the Legal Services Center. More than 700 of Harvard's 1,700 J.D. students took at least one clinical course during the year, and received credit for a total of 242,080 hours of clinical work.⁴

Many of the clinical options available to Harvard students are focused on providing services to residents of Boston-area communities. Community-oriented clinical programs include:

- **The Wilmer Hale Legal Services Clinic**, a full-scale general-practice law office, located in Boston's Jamaica Plain neighborhood. In addition to offering HLS students hands-on education in the practice of law, the Legal Services Center seeks "to harness the energies and efforts of those law students to meet the legal needs of a diverse urban clientele." The Center's services cover areas as diverse as family and children's law, health care, housing law, consumer protection, employment law and representation of small businesses.
- **The Criminal Justice Institute**, which helps students become "effective, ethical and zealous" defense attorneys by providing experience in representing indigent clients before the criminal and juvenile courts in Boston. While its primary mission is educational, it is "very much a legal practice," providing representation to both adult and juvenile clients from arrest through disposition. Students work under a team of experienced defense attorneys who work as clinical instructors.

⁴ This figure probably understates the actual number of hours worked; some students formally report only the minimum number of hours required to gain clinical credit for their work in a particular program, even though they actually work a significant number of hours beyond the minimum.

Table 4: Selected clinical programs at Harvard Law School, 2006 by the numbers

	Location	Number of students	Total number of hours worked	Number of clients served
Wilmer Hale LSC	Jamaica Plain	139	25,020	1,500
Criminal Justice Institute	Roxbury, Dorchester	68	17,680	162
Harvard Legal Aid Bureau	Suffolk, Middlesex	117	21,000	348
Harvard Immigration and Refugee Clinic	Multiple Boston area locations	36	8,640	630

- **The Harvard Legal Aid Bureau**, which is unique among the major clinics in that it is a separate, student-run non-profit organization. Its student members are specially qualified under Massachusetts state law to represent low-income clients in a variety of civil matters - divorce cases, landlord-tenant disputes, hearings on eligibility for government benefits, etc. To join HLAB, students must be prepared to commit at least 20 hours a week to its clinical practice during their second and third years.
- **The Harvard Immigration and Refugee Clinic**, a joint program of Harvard Law School and Greater Boston Legal Services, which represents refugees seeking asylum in the United States, as well as immigrants involved in family reunification proceedings or facing deportation.

In addition to major clinical programs such as these, individual clinical courses offer placements with a wide variety of Boston-area organization. Through a course on "Gender Violence, Law and Social Justice," for example, 10 students in 2006-07 worked with Jane Doe, Inc., the Boston Area Rape Crisis Center and the Trafficking Victims Outreach and Service Network. Clinical credit may also be available for students' work with the "student practice organizations" described below.

Table 4 highlights the number of students involved in several of the Law School's community-oriented clinical programs, the number of clients served and the total number of hours students engaged in clinical work. In 2004-05, 360 Harvard students devoted more than 72,000 hours to the work of these four clinics, and served a total of 2,640 clients.



Volunteer programs

Harvard Law School requires students to complete at least 40 hours of pro bono work before graduating - and most students commit much more time to pro bono services. During their three years at the Law School, members of the graduating class of 2008 reported that they had performed more than 290,000 hours of pro bono work. Some of this work is done through formal clinical programs, such as those described above, for which students receive academic credit. Other pro bono work, however, is done on a volunteer basis - much of it in the Boston area. Below we highlight several notable examples of programs through which students at Harvard Law serve residents of Boston-area communities.

Among the options for community service available to students at Harvard Law School are four "student practice organizations;" these are student-run organizations, through which law school students, working under the supervision of a practicing attorney, are authorized to represent clients in administrative and court proceedings in Massachusetts.

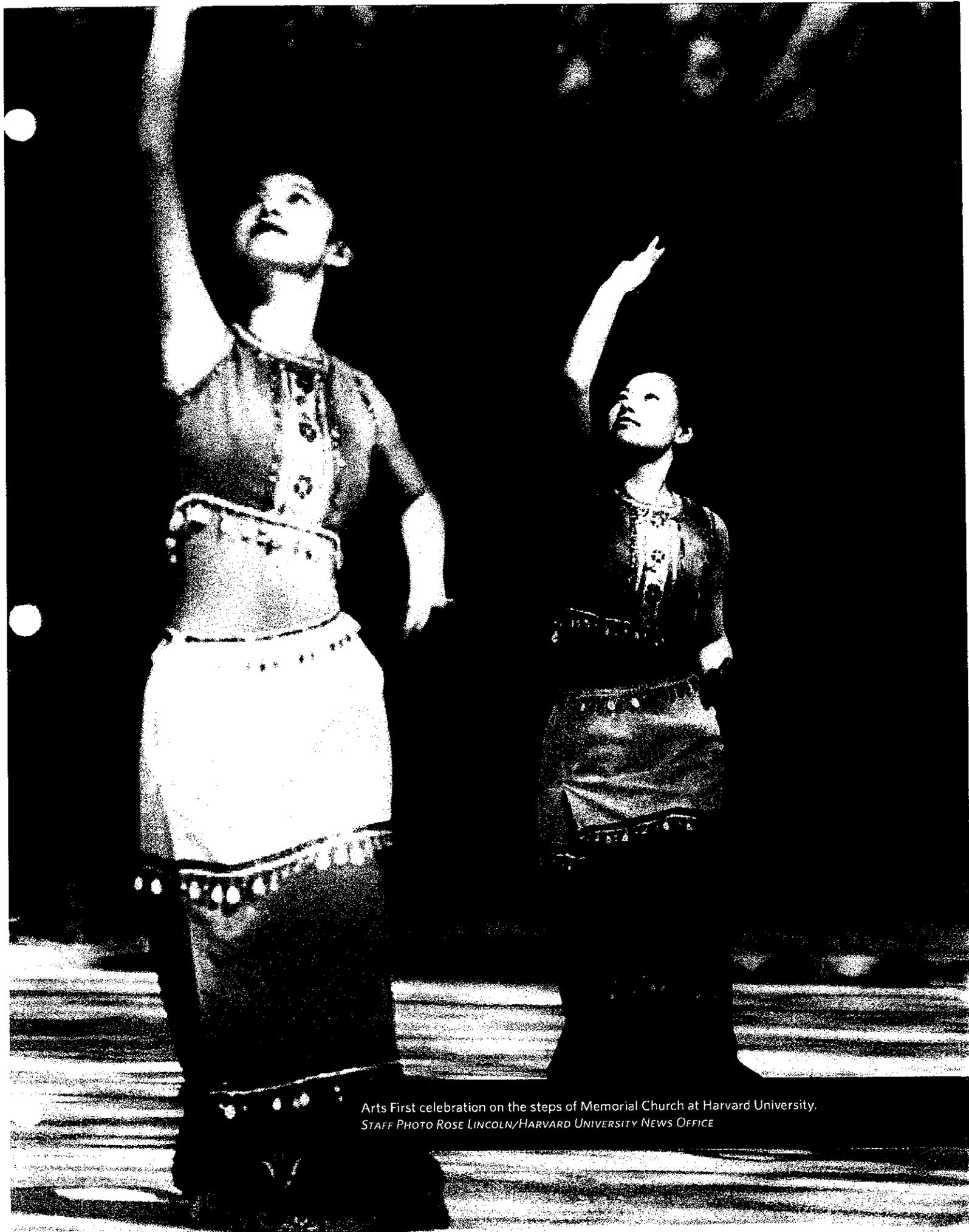
- **Harvard Defenders**, founded in 1949, provides legal representation in criminal show-cause hearings and in welfare fraud hearings. In 2006, 75 HLS students working through Harvard Defenders handled 69 cases, and also provided information and referrals to more than 1,000 people seeking legal help.
- **Harvard Mediation Program** provides mediation services in parent-child, landlord-tenant, small claims and other civil cases in six Boston-area district courts. Student mediators are required to undergo 32 hours of training in mediation skills before they begin taking on cases. In 2005, 50 Harvard students handled 256 mediation cases. More experienced student mediators also provide training in mediation techniques to local community organizations.
- **The Prison Legal Assistance Project** represents inmates in disciplinary hearings, and may also represent parolees in parole revocation cases. In 2005, 30 Harvard students assisted 297 inmates and parolees.

Law School students participate in a variety of other programs as well. For example:

- **Child and Youth Advocates**, an organization founded and run by HLS students, serves Boston-area children through three programs:
 - **Advocates for Education** - students assist local school reform and advocacy groups with legal research, and serve as "second chair" in school-related and juvenile justice cases;
 - **Kids in the Court** - teaches children in Boston-area middle schools about the law and constitutional rights through mock trials, with middle-school students acting as litigants, lawyers and witnesses;
 - **Court-Appointed Special Advocates** - students act as advocates for children involved in child welfare and other proceedings.
- **Street Law**, a program of the Black Law Students Association, sends BLSA members into schools, community centers, juvenile detention facilities and other locations in Boston and Cambridge to discuss legal issues, student rights and educational opportunities. During the school year, law students participating in the program visit an average of four sites each month.

HELPING BOSTON-AREA RESIDENTS PURSUE SMALL CLAIMS

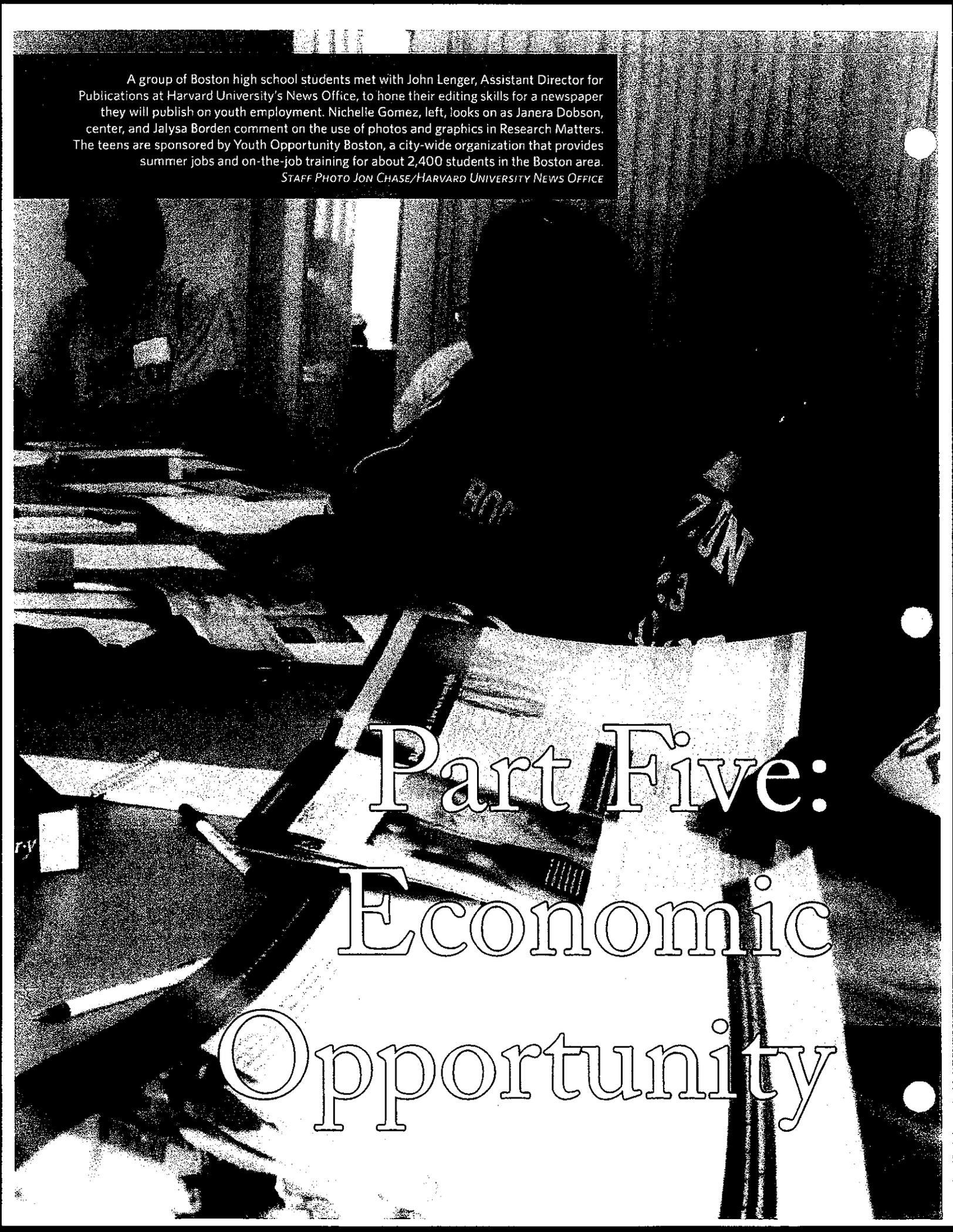
While Harvard Law School naturally plays a central role in advocacy on behalf of Boston-area residents, Harvard College students are involved as well. The Phillips Brooks House Association's **Small Claims Advisory Service** helps low-income people use the legal system to protect their interests as consumers and tenants. SCAS volunteers do this in several ways - through a telephone information service that operates from Phillips Brooks House; through face-to-face counseling, provided at the offices of Greater Boston Legal Services; presentations to community groups; and the publication of brochures and other materials designed to help people understand the system. In 2005-06, 94 Harvard students aided 1,150 constituents through SCAS.



Arts First celebration on the steps of Memorial Church at Harvard University.
STAFF PHOTO ROSE LINCOLN/HARVARD UNIVERSITY NEWS OFFICE

A group of Boston high school students met with John Lenger, Assistant Director for Publications at Harvard University's News Office, to hone their editing skills for a newspaper they will publish on youth employment. Nichelle Gomez, left, looks on as Janera Dobson, center, and Jalysa Borden comment on the use of photos and graphics in Research Matters. The teens are sponsored by Youth Opportunity Boston, a city-wide organization that provides summer jobs and on-the-job training for about 2,400 students in the Boston area.

STAFF PHOTO JON CHASE/HARVARD UNIVERSITY NEWS OFFICE



Part Five: Economic Opportunity

As one of the region's leading universities, Harvard offers a variety of resources that can help Boston-area communities and their residents respond to the challenges – and take advantage of the opportunities – that a fast-changing (and often unpredictable) economy presents. Many of these programs help area residents – from unemployed young people to mid-career professionals – develop the skills and knowledge they need to succeed. Others are aimed at addressing both individual and systemic barriers to economic growth and opportunity in low-income communities.

Acquiring skills and getting jobs

Harvard also offers or supports a number of programs aimed at helping low-income Boston-area residents acquire basic skills and obtain jobs.

- Through the Phillips Brooks House Association, student volunteers from Harvard College teach **ESL classes** in Boston's Chinatown neighborhood. In 2005-06, 55 Harvard students participated in the program, which served 250 adult learners.
- Another PBHA program, **Partners for Empowering Neighborhoods**, offers ESL and computer classes for economically disadvantaged recent immigrants at three sites in Boston and one in Cambridge.
- The **Prisoner Education Program** provides tutoring for inmates in four Boston-area correctional facilities – Houston House, a correctional facility for incarcerated women who are pregnant or have small children; the Suffolk County House of Correction, a South Boston correctional facility with 1,800 prisoners; the Connelly Center (for incarcerated teenagers); and Rediscovery House, a Watertown facility that helps its residents make the transition to independent living. In the 2005-2006 academic year, 90 Harvard volunteers participated in the Prisoner Education Program, serving 146 residents of these facilities.
- Through the **Mission Hill Jobs Collaborative**, the Harvard School of Public Health, Mission Main Resident Services Corporation, Somali Development Center, and other Longwood-area medical and academic institutions have collaborated to develop a job-readiness and skills training program that will prepare individuals with skills needed to compete for and maintain life sustaining employment. The program provides a 12-week internship, mentoring and job shadowing, and placement assistance into career building employment.
- The **Cambridge Student Partnership** – the local chapter of a national student-run organization – seeks to assist low-income Cambridge residents in finding jobs and getting access to social services.
- Each summer, the **Harvard Summer Youth Employment Program** hires nearly 100 young residents of Boston and Cambridge for six-week summer jobs at Harvard – as office workers, lab assistants,

library assistants and in various other positions. In addition to earning wages and gaining valuable experience, these summer employees – all of whom are between 16 and 18 years old – participate in weekly seminars and lectures, aimed at preparing them both for the world of work and for further education.

The Extension School: A college for the community

Harvard's earliest effort to allow community residents to take advantage of the University's intellectual resources was the Extension School, founded by Harvard President Abbot Lawrence Lowell in 1909. By many measures, it is still among the most significant.

The Extension School offers more than 600 courses in 65 different fields of study. Many are taught by faculty members who teach similar courses at Harvard College; others are taught by other Harvard professionals, or faculty from other Boston-area institutions. The School is flexible enough to meet a wide range of student needs. Many people take individual courses, either for personal enrichment or for career-related purposes. Others seek to earn associate or bachelor's degrees. The School also offers highly-regarded graduate certificate programs in several fields, including environmental management and publishing and communications; and master's degrees in several fields, including biotechnology, computer science, journalism, museum studies and the teaching of mathematics.



In the fall of 2007, more than 6,400 people took courses at the Extension School, including 700 who were enrolled in career-oriented certificate and master's degree programs.

The average age of Extension School students in 2006 was 33. The great majority of students are Boston-area residents, with more than a third coming from either Boston or Cambridge. For many the School offers a relatively inexpensive educational opportunity; tuition charges range from \$800 to \$1,975 per course.

Professional development programs

Several of Harvard's schools and faculties offer programs that help teachers and other professionals build their skills. We cite here just a few examples:

- Since 2001, the Medical School's ***Teacher Research Intern Program*** has sponsored 4 teachers each summer for an intensive five-week research experience. Each participating science teacher is from a Middle School or High School in the Boston-area. These teachers work as active members of a research team with Harvard Medical School faculty, and develop mini case studies and lesson plans to share with their students and home schools.

- The **Teacher Resource Connection** was initiated in 2001 to boost the connection between Boston-area teachers and Harvard Medical School resources. The program allows teachers to access library materials and science curricula, and to recruit faculty members and others from the Medical School community as guest speakers, science fair judges, etc.
- The Medical School offers professional development opportunities to AP Biology teachers. The **AP Summer Institute** is a week-long program that each year helps 25 biology teachers from the Boston Public Schools prepare to teach AP biology; and a "call-back" program brings teachers in once each month during the fall and spring semesters.
- The School of Engineering and Applied Sciences offers **Research Experience for Teachers**, in which high school science teachers are paired with Harvard scientists or engineers on research projects typically lasting six to eight weeks.
- In the Faculty of Arts and Sciences, the **Department of Molecular and Cell Biology** conducts a program of after-school lectures and workshops for Boston-area teachers. In the fall of 2005, 75 teachers participated in the program. The Department also conducts a more intensive two-week summer program for area teachers; in 2005, 18 teachers participated.
- **The James Bryant Conant Fellowship** was established in 1986 to support outstanding teachers and administrators in Boston and Cambridge public schools for one year of full-time study at Harvard's Graduate School of Education. The awards provide full tuition, and require that fellows remain in their school systems for at least one year after receiving an advanced degree. This year, the Conant Fellowship honored teachers from Charlestown High School and the Graham and Parks School. In addition to the fellowship program, the James Bryant Conant Professional Development Fund provides support for teachers and administrators from Boston and Cambridge public schools to participate in workshop and institute programs offered by the Graduate School of Education.
- The Divinity School's **Minister in the Vicinity** program allows full-time ministers, priests, rabbis and other clergy from within a 50-mile radius of the Harvard campus to enroll in as many as four HDS courses (either for credit or on a non-credit basis for half the normal tuition or audit fee).



Overcoming barriers to economic opportunity

Through "engaged scholarship," Harvard faculty and students have also been active in efforts to address on a more systemic level the barriers to economic opportunity that many residents of low-income communities confront.

For example, by the late 1990's, Peter Tufano's work on the mutual fund industry and on corporate financial engineering had made him one of the world's leading authorities on financial innovation. He then began to focus on a different question - how the techniques of financial innovation might be used to meet the needs of low-income families, especially by helping them accumulate assets. His groundbreaking work in this area has since made Tufano, a professor of finance at Harvard Business

School, one of the nation's leading authorities on – and a leading advocate for – asset-building as a way out of poverty.

Tufano's work on asset building soon led him from research and writing to action. In 2000, he founded the **Doorways to Dreams Fund, Inc.** (D2D), a non-profit organization based in Boston's Dudley Square neighborhood. Working with financial institutions, community-based organizations and public agencies, D2D seeks to develop and promote low-cost, easily-accessible ways for low-income households to save and invest.

D2D's first product was *Online IDA*, a web-based system for marketing and managing "individual development accounts." By making such accounts much easier (and less costly) to use and administer, D2D sees Online IDA as having the potential not only to induce more eligible households to open such accounts, but also to draw major financial institutions into the business of providing them. D2D's first test of the product was conducted in Boston in 2003, in collaboration with the Allston-Brighton Community Development Corporation and Fleet Bank; it is now conducting a larger-scale pilot project in several sites nationwide.



D2D also developed *Refunds to Assets* (R2A), a program that encourages low-income households to have at least part of their tax refunds direct-deposited into asset-building accounts. An evaluation of R2A conducted by Tufano and several others at HBS helped convince the Internal Revenue Service to introduce a "refund-splitting" option on federal tax returns, starting in 2007.

In addition to serving as chairman of D2D's board of directors, Professor Tufano is still searching for ways to help poor people save and invest. He is currently focusing on ways to

"reinvent" U.S. savings bonds as low-cost, easy-to-use savings instruments for low-income households – everything from allowing taxpayers to buy them through a check-off on their tax returns to having them sold at Wal-Mart.

In 2007, D2D and H. & R. Block collaborated on a pilot project in which tax professionals in 20 H. & R. Block offices in Boston offered clients the option of using refunds to purchase U.S. savings bonds; among clients who were offered this option, 5.9 percent used at least part of their refunds to buy bonds.

Looking to the future, Professor Tufano has noted that:

The federal government spends \$350 billion each year on asset support policies that benefit the top 20 percent of the American population. What we're talking about is a little re-plumbing of the IRS code and the Bureau of Public Debt to help the remaining 80 percent of American families to save. That strikes me as a relatively small investment to make for a relatively large number of individuals.

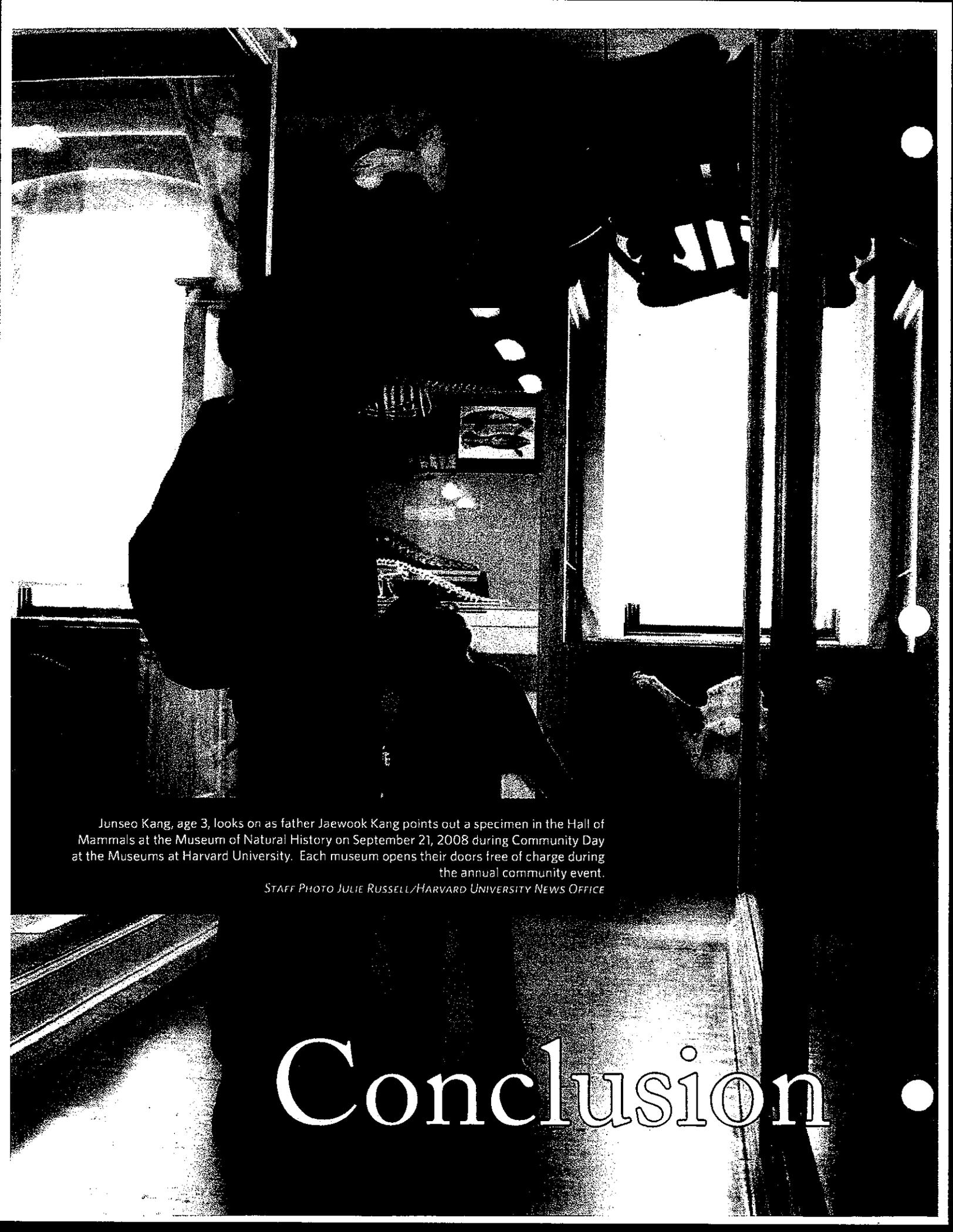
After graduation: expanding economic opportunity

Just as some Harvard graduates are helping to improve schools, strengthen community organizations and address other community problems, others are working to expand economic opportunity for Boston-area residents.

For example, Year Up, founded in 2000 by Gerald Chertavian, a Harvard Business School graduate, provides training for jobs in information technology to disadvantaged young people age 18 to 24. The year-long program combines formal classroom training (including some for college credit) and corporate apprenticeships. Its results to date have been impressive.

- 100 percent of **Year Up** students placed in apprenticeships;
- An 83 percent retention rate;
- 87 percent of those who complete the program placed into jobs, at an average of \$15.00 per hour.

From its original locations in Boston and Cambridge, Year Up has expanded into Providence, Washington D.C., New York City and San Francisco; and will start in Atlanta in 2009. Enrollment in 2009 is expected to reach 800.



Junseo Kang, age 3, looks on as father Jaewook Kang points out a specimen in the Hall of Mammals at the Museum of Natural History on September 21, 2008 during Community Day at the Museums at Harvard University. Each museum opens their doors free of charge during the annual community event.

STAFF PHOTO JULIE RUSSELL/HARVARD UNIVERSITY NEWS OFFICE

Conclusion •

The data presented in this report provide a sense of the scale and scope of Harvard's engagement with Boston-area communities.

- Approximately 7,000 Harvard students collectively performed more than 900,000 hours of community service work in Boston-area communities in 2005-06, either as volunteers or through service learning programs aimed at enhancing the education of the region's young people, meeting the health needs of local residents, addressing issue of affordable housing and homelessness, enriching the life of the community or expanding economic opportunity.
- The total number of hours worked by Harvard students in volunteer and service learning programs is the equivalent of having more than 450 people employed full-time, year-round in the provision of community services.
- Harvard faculty and staff similarly work as volunteers in a wide range of community programs throughout the Boston area.
- Approximately 8,500 Boston-area elementary and high school students participated in educational and cultural enrichment programs at Harvard.
- Approximately 6,400 students - most of whom were Boston-area residents - took courses at Harvard's Extension School in the fall of 2007.
- Throughout the University, Harvard faculty members, researchers and graduate students are actively engaged in scholarly work aimed at addressing the needs of Boston-area communities.
- Since 2000, Harvard has invested more than \$26 million in the development of affordable housing in Boston and Cambridge.

Harvard's engagement with the community is thus substantial; and by several measures - the number of community programs and initiatives, the number of service learning courses offered, the hours of pro bono work performed by students at Harvard Law School, and student interest in social entrepreneurship, for example - it has in recent years been growing.

Moreover, the University's increasing engagement with the community isn't simply a matter of growth in numbers. Harvard has also launched a number of new initiatives aimed at addressing critical needs in a more comprehensive fashion - at making University resources more accessible to the community - and at addressing emerging needs. For example:

- In July 2008, the University opened the Harvard Allston Education Portal, a new center in Allston that will house a number of educational programs and services for neighborhood residents - and that will also provide a single location where they can gain access to the much broader array of educational resources and programs that Harvard offers.
- In the spring of 2008, student volunteers from Harvard College began working in an after-school program at the Marshall Elementary School in Dorchester. In addition to the work of the student volunteers, the University is providing a including program materials geared to helping students meet state learning standards, on-site coaching and support for after-school staff, and professional development opportunities for Marshall staff.
- Harvard is a founding member of Step UP, an innovative collaboration among five Boston-area universities and ten Boston public schools that is working to support student achievement. Since the 2006-07 academic year, Harvard, Northeastern, Boston University, Boston College, and

Tufts have been delivering holistic, coordinated services in four key areas: Health and Wellness, Professional Development and Academic Support, Family and Community Engagement, and Extended Learning Opportunities.

- At the Graduate School of Education, the faculty members and graduate students involved in the Charter Schools: Chartering Practice Project are working school leaders, teachers, parents and others at five high-performing charter schools in Boston to identify understand the factors that have made them successful, and to define practices that can be replicated in charter schools throughout Massachusetts.
- In the fall of 2007, two students working at the Harvard Legal Aid Bureau launched a new initiative aimed at helping Boston-area tenants threatened with eviction as a result of foreclosure proceedings against their landlords. Their work quickly grew into a new organization called No One Leaves, with dozens of Harvard Law students, as well as other student volunteers - educating tenants about their rights in foreclosure situations; helping some tenants fight eviction through the courts; and working with groups such as the Massachusetts Alliance Against Predatory Lending to promote legislation designed to protect tenants and homeowners.
- In 2007-08, students participating the Law School's Environmental Law and Policy Clinic worked with the Massachusetts Executive Office of Transportation on a comprehensive initiative aimed at reducing greenhouse gas emissions and other forms of pollution generated by the Commonwealth's transportation system.
- This year, students in Professor Linda Bilmes's applied budgeting class at the Kennedy School are working with Mayor Thomas Menino and other city officials to find ways to alleviate the fiscal problems that Boston (like other cities) is experiencing in the wake of the current economic downturn.

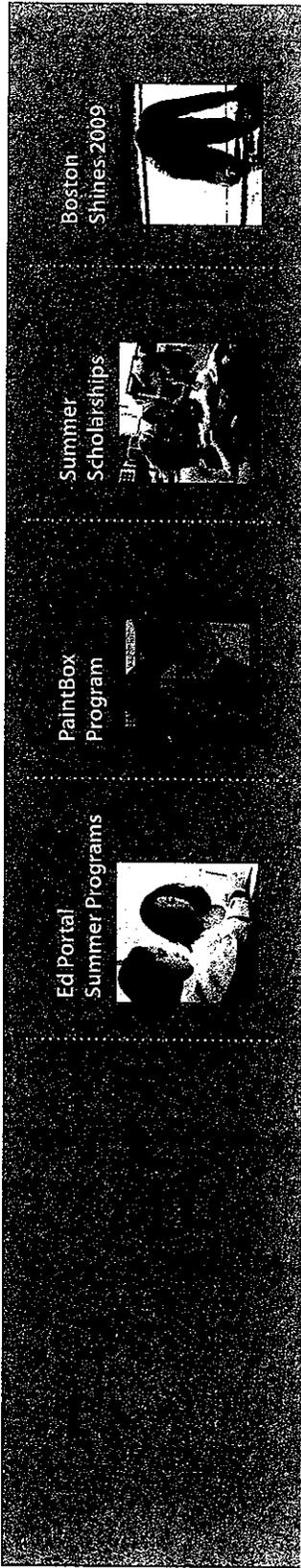
These and other examples highlight one of the most important aspects of the University's engagement with Boston-area communities. The depth and diversity of its intellectual, human and institutional resources mean that Harvard is especially well-equipped to help communities respond to new challenges and new problems as they arise. The University has long been an engine of economic growth for the Boston area; today it is also a vitally important resource for helping communities address a near-endless array of real-world practical problems.

Today, the commitment to community service that was born a century ago is still alive and thriving at Harvard. By several measures it is getting stronger. The University, its students and Boston-area communities all benefit from that commitment.

This report was prepared by Appleseed, a New York
City-based economic development consulting firm
that works with government, corporations, and non-
profit institutions to promote economic growth and
opportunity.

80 Broad Street
13th Floor
New York, NY 10004

www.appleseedinc.com



MAY 2009



HARVARD
IN THE COMMUNITY

UPDATE



Photo by Jovce Henneman

The Harvard Allston Farmers' Market moves to Fridays, begins mid-June

Kicking-off its second year, the Harvard Allston Farmers' Market begins June 19th, and will run every Friday from 3:00-7:00 p.m. until October 30th.

The market is conveniently located at the intersection of North Harvard Street and Western Avenue. Walk or ride your bike to the market to enjoy fresh fruits, vegetables, and baked goods. Come and support local farms, bakers, and specialty vendors. From strawberries in June, to corn and tomatoes in August, to apples and cider in October, the market has something for everyone! Look for more information in the mail on special programs throughout the summer.

E-mail farmersmarket@harvard.edu to sign-up to receive a reminder and find out what's available each week. **Sign up by June 19th to be eligible for a drawing for a gift certificate to the market.**

Free parking is available at 219 Western Avenue. The market accepts food stamps, Women, Infants, and Children (WIC) vouchers, and Senior Farmers' Market Nutrition Program coupons.

Ed Portal Membership

Become a Harvard Allston Education Portal member to take advantage of the program opportunities described here and others offered through the Ed Portal. Membership is free and available to anyone who lives in Allston-Brighton or attends school in North Allston-Brighton. The Ed Portal is located at 175 North Harvard Street and is open Monday-Thursday from 3:00-7:00 p.m. For more information call 617-496-5022.

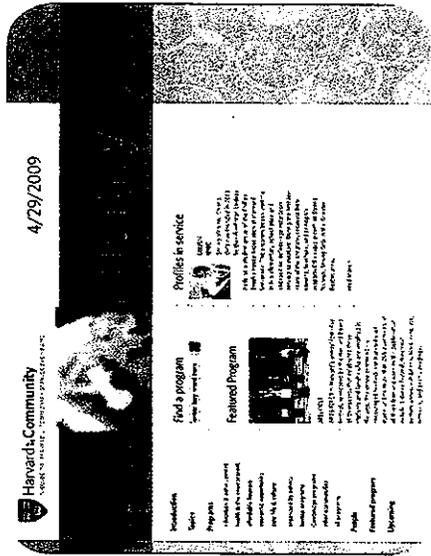
Harvard University's schools, departments, faculty, and students administer well over 300 outreach programs and activities benefiting Boston residents each year. These range from mentoring in public schools and support of after-school education, to public health and arts programming. These programs and others are a part of Harvard's vibrant partnership with Allston and the City of Boston.

Harvard in the Community

For a comprehensive guide to Harvard-sponsored community service programs, visit the new online directory, www.communityservice.harvard.edu. The website includes hundreds of programs and activities that Harvard's faculty, staff, and

students participate in with our host communities, as well as calendar listings for upcoming public lectures, exhibitions, cultural performances, and other events that Allston residents are invited to access. Click on "Upcoming" on the home page.

The recent annual report to the Boston Redevelopment



Authority on the Cooperation Agreement for the Harvard Allston Science Complex, chronicles a year of program delivery, including programming at the Ed Portal, Library Park design, and workforce development. Go to www.allston.harvard.edu and click on "What's New" to read the report.

**HARVARD UNIVERSITY
ALLSTON DEVELOPMENT GROUP**

Holyoke Center, Suite #901 | 1350 Massachusetts Avenue | Cambridge, MA 02138



Free Swim at Harvard



Escape the heat this summer at Harvard's Blodgett Pool. For the second year, Ed Portal members can participate in open swim Monday-Friday from 5-8 p.m. Present your Ed Portal card for pool access. The pool will be open from July 1st - Aug. 28th except for two weeks in August when it will be closed for annual maintenance. Blodgett Pool is located at the corner of North Harvard Street and Soldiers Field Road.

For more information: www.allston.harvard.edu
Harvard in the Community: www.community.harvard.edu
Construction information: www.allstonconstruction.harvard.edu



PRINTED ON 20% POST-CONSUMER FIBER