

# 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

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



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

A young girl with dark hair, wearing a green costume, is focused on coloring a picture. A woman with light brown hair, wearing an orange shirt and a name tag that reads "Julia Hutchinson Administration", is smiling and looking at the girl's work. The background is slightly blurred, showing other people and a large green and pink object.

# 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.
- More than 12,500 people – 80 percent of whom were Boston-area residents – took courses at Harvard’s Extension School in 2007-08;
- 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 2007-08, more than 12,500 people took courses at the Extension School, including 1,900 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

A close-up photograph of two young girls, Jordan Qualls on the left and Yolanda Pierre on the right, both smiling and looking down at something they are handling with blue gloves. Jordan is wearing a white shirt with a blue graphic and a gold chain. Yolanda is wearing a grey and black striped shirt. The background is slightly blurred, showing other people in the background.

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.<sup>1</sup>
- 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

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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.<sup>2</sup> This report summarizes the initial results of Appleseed’s research.

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<sup>2</sup> 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.

A young girl with blonde hair, wearing a white dress with a black patterned collar, is smiling and pointing her right hand towards a large, detailed specimen of a red and orange insect, possibly a mantis, mounted on a display. The background is a green wall with other museum exhibits, including a framed image of a blue and orange insect. The text "Part One: Education and Achievement" is overlaid in white serif font.

# 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 service 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.”<sup>3</sup> 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.*

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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

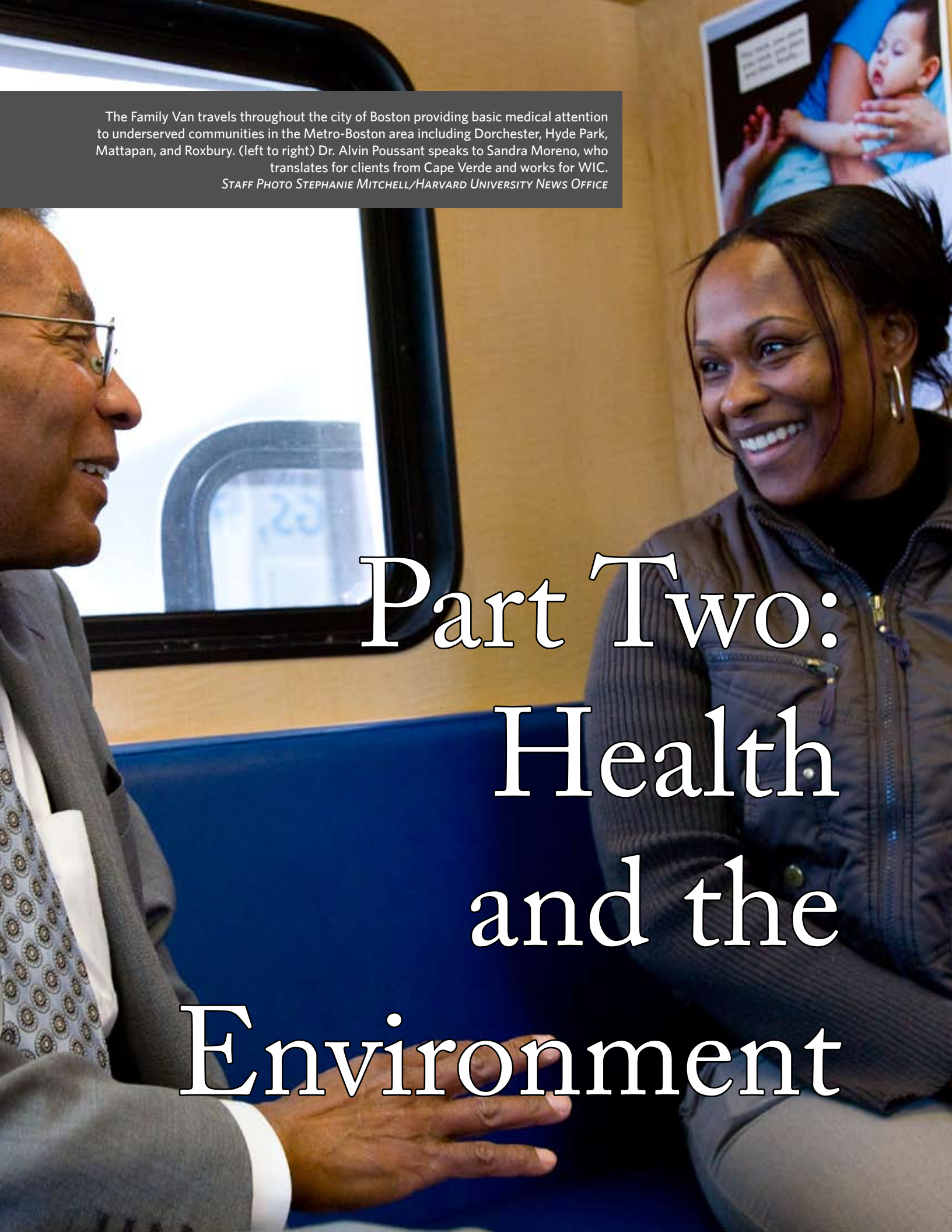


Finley, serves 85 students in grades 5 through 8. The independent school operates 12 hours a day, 11 months a year. Its goal is “to be everything a family needs,” providing comprehensive health care, setting money aside for students who need counseling or mental health services, and requiring parents 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.
- A photograph showing three people, two men and one woman, looking at a computer monitor in a classroom or office setting. The man on the left is in the foreground, looking towards the right. The woman in the middle is looking at the monitor. The man on the right is partially visible, also looking at the monitor. The monitor displays a blue screen with some text or a form.
- **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 Urion, 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.

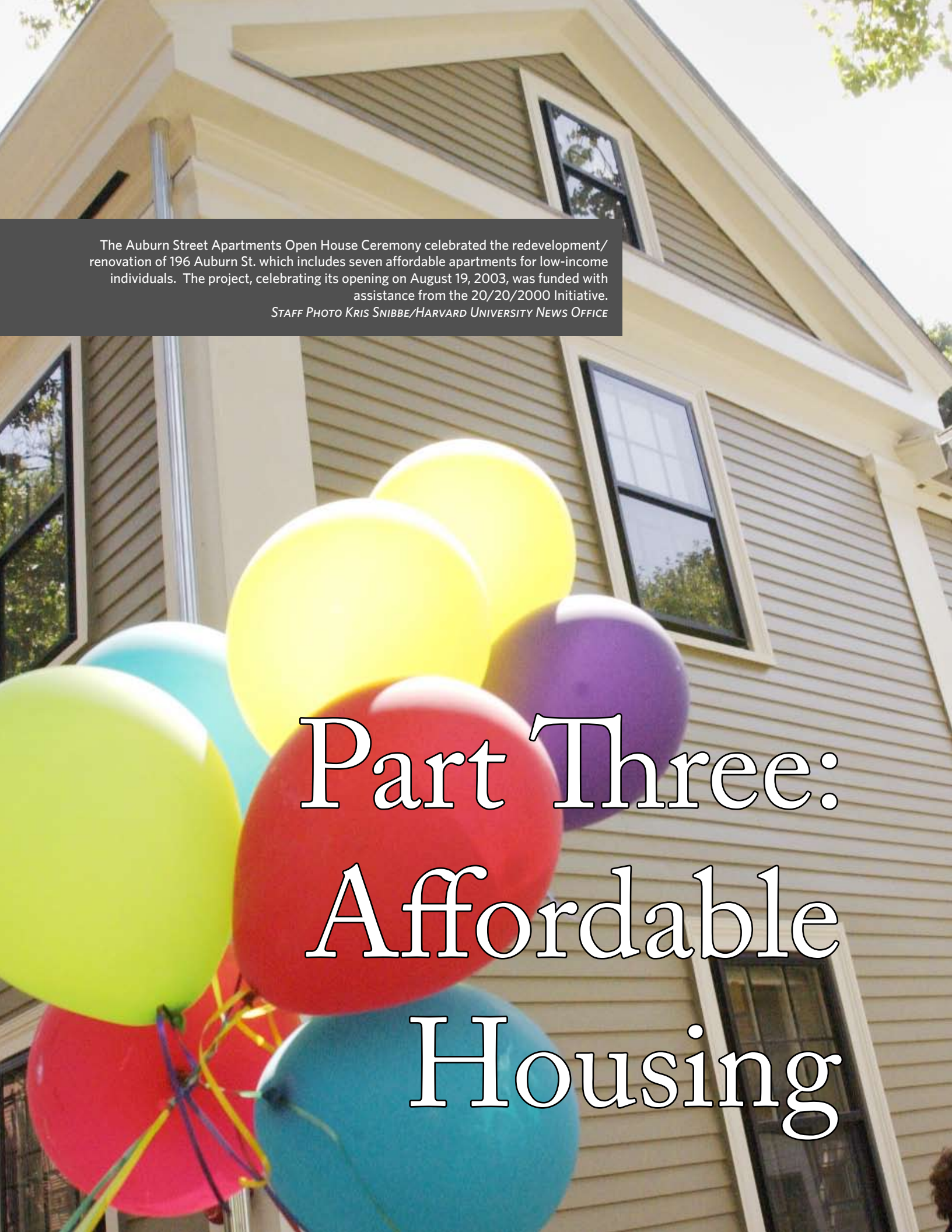
The Center has, for example, conducted regional workshops on the impact of endocrine disruptors; and provides training for Boston-area teachers, aimed at helping their students gain a clearer understanding of connections between health and the environment.



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**

<b>Boston</b>				
	<i>Units</i>	<i>Total cost (\$000s)</i>	<i>20/20/2000 (\$000s)</i>	<i>20/20/2000 % of total</i>
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%
<b>Cambridge</b>				
	<i>Units</i>	<i>Total cost (\$000s)</i>	<i>20/20/2000 (\$000s)</i>	<i>20/20/2000 % of total</i>
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%
<b>Total</b>	<b>2,343</b>	<b>406,895</b>	<b>20,653</b>	<b>5.10%</b>

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***

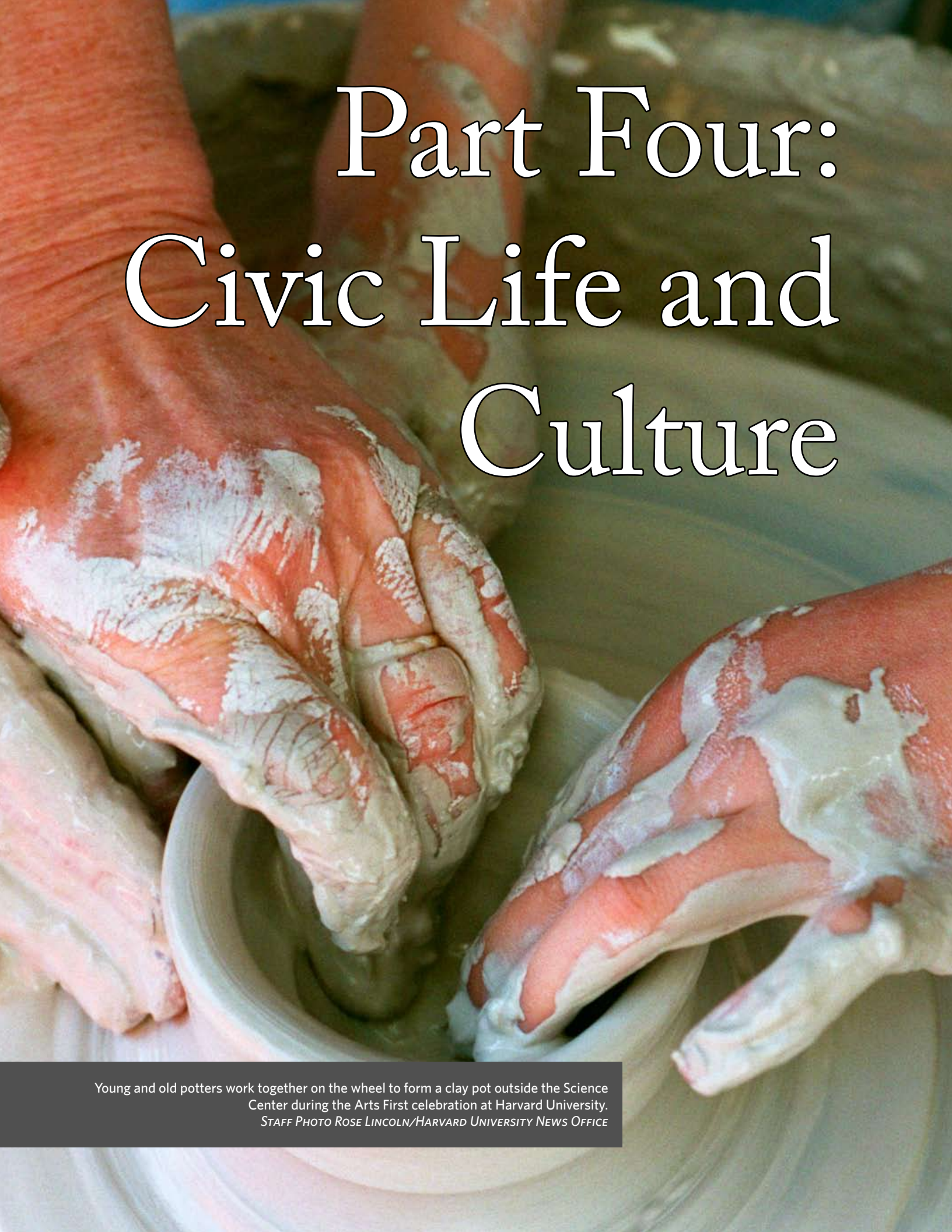
As in other area, many students who became engaged with issues of housing and homelessness during their years at Harvard have continued to work on those issues after they graduate. For example, ***On the Rise***, founded by Harvard graduate Katya Fels Smith, helps women cope with the various obstacles 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*



A close-up photograph of hands with red and white paint on them, working on a clay pot on a pottery wheel. The hands are positioned around the wheel, and the clay is being shaped. The background is blurred, showing more of the pottery wheel and the hands.

# 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 Art Museum** is open to the general public at no cost on Saturday mornings and is free at all times for youth under 18 years of age and Cambridge Public Library card holders. The Museum also offers a variety of programs that serve the community. The Museum has extensive relationships with Cambridge Public Schools and works with teachers to create sequenced visits that infuse the classroom with visual materials throughout the school year. In addition, the Museum runs three or four workshops each year for teachers. The Museum's education department has developed partnerships with community service organizations to support English language and citizenship courses, and provides specialized workshops for healthcare professionals.

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.<sup>4</sup>

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.

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<sup>4</sup> 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 1910. 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 master's degree programs in several fields, including management, biotechnology, environmental management, computer science, journalism, museum studies, educational technology and the teaching of mathematics.



In 2007-08, more than 12,500 people took courses at the Extension School, including 1,900 who were enrolled in degree or certificate 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.

The Harvard Summer School also offers nearly 300 courses to high school, college and adult students from the Boston area, as well as from the U.S. and from other countries. In 2008, 2,020 Boston-area residents attended the Harvard Summer School.

## ***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.
- More than 12,500 students – 80 percent of whom were Boston-area residents – took courses at Harvard's Extension School in 2007-08.
- 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 with 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 in 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.

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