

Scott/Ross Center for Community Service: Undergraduate Guide of Community Service and Service-Learning Opportunities

Fall 2009

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* Federal Work Study Funds Available

More programs may be available than available on this list. Please check binder in office or schedule an appointment with Dez if you have any questions.

The Scott/Ross Center for Community Service facilitates and promotes community service and service-learning for Simmons College students, faculty and staff. By developing reciprocal partnerships, the Center strives to serve the Greater Boston community and enrich and expand students' educational and civic engagement experiences.

The Scott/Ross Center sponsors many opportunities for students, faculty and staff to engage with the community including: service-learning, alternative spring breaks, one-time service opportunities, community celebrations, and it provides resources for the entire Simmons community.

The Scott/Ross Center also assists students in finding community-based work study positions. Some of the partners listed in this guide offer both service-learning and work study opportunities. For more general information on community work study, feel free to stop by the Center or call 617-521-2700.

The Scott/Ross Center staff is pleased to offer these opportunities and invites you to participate in as many ways as possible!

Questions? Ideas? Contact the office or a specific staff member:

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Service-Learning at the Scott/Ross Center

Service-learning is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community (from *Campus Compact National Center for Community Colleges*).

Through the Scott/Ross Center, over 450 students learn and grow in service-learning placements each year. The Center places students from many different fields of study in a variety of opportunities within our community partners. Students connect their experiences in the community to the classroom through guided reflection with journals, readings, discussions, and presentations. The Center offers support to students and faculty throughout their service-learning experience.

Service-Learning:

- Involves you in the community surrounding Simmons College
- Increases connection to coursework through “real-life” application
- Is an opportunity to meet new people and grow your network
- Immerses you in a cultural experience where you can interact with diverse community members
- Provides opportunities to be socially responsible and an active citizen

What is Reflection?

Reflection allows you to connect what you are experiencing in your service learning placement to what you are learning in the classroom. Reflection can be done through journals, readings, papers, discussions and/or presentations. Your instructor will explain the methods you will use in your service-learning course.

Commitment Required:

When you choose your community partner, you are making a semester-long commitment. If you sign up with a partner that has a different minimum commitment than your instructor (more hours, year-long, etc), ***you must adhere to the agency’s rules***. Although requirements vary from course to course, students are often expected to complete **a minimum of 20 hours of service** over the course of the semester (approximately 2 hours a week for 10 weeks) and to complete additional reflection assignments and activities.

Interested in Learning More About Service-Learning?

Please contact Desirae Simmons to learn more about service-learning opportunities, to become a leader in service-learning through the Student Service-Learning Assistant program, and to share your stories about your service-learning experiences.

Safety and Transportation

You should make safety a priority during your service-learning, community work study, and volunteer experiences. If your placement calls for you to travel to an unfamiliar area during the late afternoon/evening, you are responsible for finding a travel partner. It is important for all students to plan ahead. In the unusual circumstance that your partner cannot accompany you (because of sickness, for example), you may contact the Center at 617-521-2700 to obtain a cab voucher if necessary. Cab vouchers should not be used as a substitute for finding a regular travel partner. Always use good judgment, and if you feel it is necessary, you can call Simmons College Public Safety at 617-521-1111 and inform the dispatcher of your situation.

If you aren’t sure where your placement is located, or you haven’t been before, please take the time to ask for thorough directions and review them ahead of time. You need to be aware of your surroundings, to use good judgment, and to take responsibility for your own personal safety.

Transportation TIPS:

Use the Trip Planner feature on www.mbta.com to find the best train and bus routes to a site.

The website www.mapquest.com, while commonly used for driving, can be helpful for walkers as well.

Name of Community Organization: Fenway Community Development Corporation (Fenway CDC)

Potential Community Co-Educator/Supervisor:

Sarah Horsley

Title: Civic Engagement Director

Email: shorsley@fenwaycdc.org

Phone: (617) 267-4637 x19

Mission of Organization & Organization Overview:

Fenway CDC is a membership organization that works to achieve greater residential stability and diversity in the Fenway neighborhood. We engage residents in community planning, develop affordable housing, and advocate for community services primarily aimed at meeting the needs of low- and moderate-income residents. We envision the Fenway as an urban village – a model of smart growth and sustainability where both residential and institutional neighbors thrive.

The Fenway CDC includes the following programs:

- Civic Engagement / Community Organizing – Fenway CDC has earned a strong reputation for our innovative approach to developing leaders, leading issue campaigns, and building a strong sense of community. Our current campaign is *Fenway Plans!* -- an effort to build broad engagement in community planning. We mobilize residents to advocate for Fenway’s most critical needs: affordable housing, enhanced transit service, and community centers/spaces, especially for families and seniors.
- Peterborough Senior Center – a drop-in and social space for seniors, which offers a wide range of health, social, and education programs.
- Walk to Work Program – offering job placement and counseling to local residents; has placed over 300 local residents into jobs, many of them in the Longwood Medical Area and with other local employers.
- Housing - Fenway CDC currently owns and oversees the management of 375 units of mixed-income housing. We are also working closely with local institutions, City Hall, community residents and private developers to forge affordable housing partnerships.
- Computer Learning Center – center for local residents with 12 computers and basic computer classes in Microsoft Word and other applications.

Current Relationship with Simmons College:

Fenway CDC has partnered with Simmons students and faculty on internships and service-learning projects including a communications plan and yoga and health classes at the Peterborough Senior Center. Simmons chose the Fenway CDC as its community partner for 2008.

Community Identified Assets:

Two of Fenway CDC’s key assets are:

- **Dedicated community volunteers** – the Family Coalition and Senior Center rely heavily on volunteers to plan events, teach classes, and conduct outreach. Past voter mobilization efforts have relied on a network of 26 “building captains” that outreach to their neighbors. *Fenway Plans!* will build on this building captain network, and also includes a sophisticated group of 15 volunteer leaders who have influenced development proposals towards our Urban Village vision.
- **Energetic and talented service learners** – With a part-time staff, the Senior Center has relied on a Northeastern intern to help staff the center. Students have played a crucial role in voter mobilization efforts for the last several years, more than doubling the staff capacity to do voter outreach and get-out-the-vote work during the intense fall campaign period. *Fenway Plans!* has been strongly supported by undergraduate and graduate student interns.

Community Identified Needs:

The Fenway neighborhood is in the throws of a fundamental transformation. Once a neighborhood struggling against arson-for-profit, crime, and disinvestment, the Fenway is now coping with sky-high real estate costs and rapid institutional growth. Housing prices in the Fenway rank fourth among Boston’s 16 neighborhoods. These trends have eroded the community’s economic diversity and threaten a tenuous balance between the Fenway’s residential and institutional qualities.

Our main challenge now is: how can we influence development plans and trends that threaten to overwhelm the neighborhood and undermine its economic diversity such that our vision for a mixed-income urban village

are advanced, not squelched. At the same time, we seek to involve as many residents as possible in planning processes, and serve the particular needs of Fenway's seniors and families.

Potential Projects and Requirements:

A. Fenway CDC Marketing/Outreach Intern

Project description:

The marketing/outreach intern(s) will help to engage Fenway residents in CDC programs and activities. The intern(s) will help to update CDC materials, produce an e-newsletter, and compile an organizational history.

Number of students: 1

Requirements:

- Interest in and experience with marketing and/or material development.
- Journalism, communications, and/or marketing major or experience.
- Can commit 8 to 20 hours per week for at least 10 weeks.

B. Peterborough Senior Center Marketing/Outreach Intern

Project description:

The marketing/outreach intern will help with the following tasks:

1. develop and design materials for distribution to seniors and neighboring institutions.
2. research, identify and develop a more extensive list of seniors, neighboring institutions, businesses, and agencies for involvement with the Senior Center.
3. develop, plan and implement one to two fundraisers to be executed by the senior community.
4. develop a media contact list for publicizing senior center events.
5. attend community outreach meetings with the Senior Center Coordinator or Senior Aide.

Number of students: 1

Requirements:

- Interest in seniors and senior issues.
- Can commit 8 to 20 hours per week for at least 10 weeks.
- Interest in talking with neighborhood residents and involving them in Senior Center programs.

C. Community Organizing Intern

Project description:

The community organizing intern will focus on efforts to outreach to families and other residents in the Fenway neighborhood. The intern will help mobilize people to participate in community building and planning efforts for priorities such as affordable housing and public transit. Intern(s) will assist with neighborhood outreach and provide support for workshops and community meetings.

Number of students: 1

Requirements:

- Interest in organizing, urban planning, families, affordable housing, and/or public transit.
- Commitment to social justice and democracy.
- Can commit 8 to 20 hours per week for at least 10 weeks.
- Interest in talking with families and residents and getting them involved in CDC efforts.

D. Computer Instructor and/or Monitor

Project description:

Fenway CDC operates a computer learning center with 12 computers. Instructors will teach basic computer classes (Word, Excel, Publisher, Access and Internet, etc.) to local residents. Monitors will help local residents with any computer questions or issues, and monitor and supervise the computer learning center.

Number of students: up to 5

Requirements:

- Strong computer skills
- Can commit to volunteering during specific time slots.
- Can commit to volunteering a minimum of 2 hours per week for at least 4 weeks.
- *Instructors:* some teaching and/or tutoring experience

Name of Community Organization: Mount Pleasant Home
Potential Community Co-Educator/Supervisor:
Lynn Muller
Title: Director of Activities and Volunteer Programs
Email: muller@mountpleasanthome.org Phone: 617-522-7600 x 19
Communication Preference: Email

Mission of Organization and Overview of Goals:

To provide housing and service options for elders, with emphasis on serving a diverse population and giving priority to those with limited financial resources and inadequate support systems.

To promote the physical, emotional, social and spiritual health of Mount Pleasant Home residents in a warm, caring environment that encourages independence and enables residents to “age in place” as long as possible.

Over the past several years we have had a growing number of student/elder friendships that have formed through service-learning with management classes and physical therapy students as well as with graduate students and Simmons staff.

Community Identified Assets: Mount Pleasant Home is small and has a warm welcoming atmosphere. There are wonderful opportunities to get to know residents on an individual basis. The staff is dedicated, sensitive and caring, helping both the residents and each other.

Community Identified Needs: There are never enough caring hands and hearts in a setting like this. Each and every resident has a “story” and needs a friend. This connection through Simmons has been extraordinary and seeing the smiles and responses from our residents is the best reward.

Potential Projects:

1. Mount Pleasant Home’s activities program is varied and that adds to the interest level of our residents. There is flexibility, and rather than proposing a project, we have found that it is mutually positive to learn more about the students’ interests and then create a plan that can become an enjoyable activity for all involved. That way, the student is eager to return and feels a sense of contributing. Sometimes this strategy has worked very well for small groups of students, too.
2. Some activities on our calendar are in regular time slots. Occasionally, if the student’s time coincides, she might want to take on that scheduled activity. For example, running the “Boutique” that we have in the building can be fun and can allow for some creativity.
3. Generally, I would like to work with the students to create the project (activity) so it is something they are happy to do.
4. I think six students would be the ideal number for this first term.

Requirements:

Simmons students are bright and we will train or orient them for specific tasks. The time commitment depends on the class requirements. Most student visits are about 1 to 1 ½ hours. Communication can’t be emphasized enough. If there are any necessary changes in scheduled visits, it is important to let us know. Remember, your visit could be the highlight of a resident’s day.

Name of Community Organization: Educational Development Group

Potential Community Co-Educator/Supervisor:

Frances Laroche

Title: Program Director

Email: frances@edginc.org Phone: 617-357-5717

Communication Preference: Phone

Mission of Organization and Overview of Goals:

The Educational Development Group's mission is to prepare new immigrant families with the language and cultural skills they need to access educational and employment opportunities that will give them the tools for economic self sufficiency and the ability to participate in the fabric of their communities.

In September 2006, in its quest to improve the rate of English acquisition among new immigrants and EDG launched a unique pilot program called Accelerated English Plus (AEP). This program targets new immigrants who have not yet acquired their first job. Students come to school full time. For 8 hours a day and 36 hours a week their job is to learn English. The program is designed to combat the factors that contribute to slow English acquisition: inadequate hours of instruction (most ESOL programs provide only 6 to 12 hours a week), students' physical fatigue during classes which are held after a long day's work, and students' lack of studying time due to the demands of work and family. In addition to English instruction, this program strives to facilitate the integration of these new Bostonians into the life of their new city by providing counseling, job placement assistance, TOEFL preparation, educational referrals, and assistance with college and financial aid applications. Our offices and classrooms are located at 434 Massachusetts Avenue, intersecting Columbus Avenue.

Community Identified Assets:

The current immigrants EDG serves are excited about starting new lives in Boston. They are enthusiastic about learning English and assimilating into their community. This makes them ideal students to work with because their eagerness to discover makes it easy to spend time teaching them what they need to learn.

Community Identified Needs:

These new immigrants while ready to learn, need the information that will help them succeed in a format that is accessible for them to use. They also need people that will help them develop their English language skills and expand their cultural awareness.

Potential Projects:

We are proposing a two-part project for interested students. The first part will be a booklet that will help explain to new immigrants that come to EDG all the major steps that must be taken to legally and comfortably reside in the United States. For example, one explanation will be, how to open a bank account with steps written in accessible English. This booklet will be a product of some research on the Simmons' student's part as well as interaction with past EDG students to find out what type of information would have been helpful to them when they first arrived. Input from current students can be used as a focus group to gauge how successful this booklet will be.

The second part of this project has to with volunteer hours. Our EDG students are always looking to practice their new English skills and ask questions that may not have been answered in class. Therefore the Simmons' students will need to set up a schedule with EDG of time each week they can come in to mentor EDG students.

Requirements:

The schedule for this position is very flexible. Shifts are available during normal business hours, after 5:00 pm on Mondays, Wednesdays, and Fridays, and from 9-5 on Saturdays. We would like volunteers to be able to commit to 2-6 hours of tutoring per week for at least 3 months. Students working with EDG will need to be patient, reliable, punctual, engaging, and energetic. This position also requires organizational talent and the ability to solve problems creatively. Being able to speak English fluently is required, and an understanding of French or Spanish would be helpful but is not at all a requirement.

Name of Community Organization: English Language Learners at Simmons (ELL@S)

Main Contact Information: ell@simmons.edu

Potential Community Co-Educator/Supervisor:

Allie Brundige and Marica Mayuzumi

Title: Student Leaders

Email: Allie: brundige@simmons.edu, Marica: mayuzumi@simmons.edu

Phone: Allie: (781) 351-9536, Marica: (203) 570-0953

Mission of Organization and Overview of Goals :

Our program provides English lessons to the UNNICO and Aramark workers at Simmons. This program allows the Simmons community (Simmons students and Simmons workers) to come together and work with people from different ethnic and social backgrounds.

The program's goals are to provide the Simmons workers (UNNICO and Aramark employees) the confidence to communicate in English. The English classes are approximately an hour long and are held on campus at Bartol Hall and in the Main Campus Building. The size of the classes range from 2 to 5 students per class. Depending on the number of tutors, each tutor works from text books to improve conversational, reading and writing skills.

Potential Projects:

Students are encouraged to be comfortable in communicating with the learners. Students will be placed and will work with at least one or two learners. Although, there are other tutors and materials are provided, students are responsible in determining what is best for their learner. Determining the learners' level can be difficult and requires the students to have patience. Talking slowly, drawing, and using picture dictionaries and computer programs are some of the materials that are encouraged for students to use. Although, speaking in different languages may be helpful, we highly recommend students to not speak in the language their learners speak. In addition, the learners are taking their lunch breaks or coming into work early to learn English so let's make these lessons fun and educational!

Requirements:

Students should be patient and comfortable working with the learners. Students should speak slowly and clearly to the learners. Students are encouraged to use different materials and skills in communicating with the learners. It is important for the students to come to their assigned classes. If students cannot make it to their class, they are required to inform the student leaders a day before. It is important to keep in mind that these learners are depending on you to learn English. Any suggestions are welcomed from students and learners! The program is relatively new and we are always looking for ways to make improvements.

Name of Community Organization: Horizons for Homeless Children

Potential Community Co-Educator/Supervisor:

Alexandra Hunter

Title: Volunteer Recruitment & Training Manager, Playspace Programs, Greater Boston Region

Email: ahunter@horizonsforhomelesschildren.org Phone: (617) 445-1480

Communication Preference: **Email**

Mission of Organization and Overview of Goals:

The mission of Horizons for Homeless Children is to improve the lives of homeless children and their families. We provide homeless children in Massachusetts with the nurturing, stimulation and opportunities for early education and play that all children need to learn and grow in healthy ways. To improve the lives of the children we serve over the long term, we connect their parents with the tools they need to achieve social and economic self-sufficiency. We provide leadership in advocating for homeless children and their families through leveraging and sharing our expertise with others and advocating with policy makers and the public.

Horizons for Homeless Children improves the lives of homeless children by providing early care and education in our Community Children's Centers, creating Playspaces (recreational spaces) in shelters throughout Massachusetts and recruiting thousands of volunteers to help us in our efforts. Horizons for Homeless Children is a leader in advocating for homeless children and their families. At the local, state and federal levels, we promote and support policies that will benefit homeless children and families. We also share our knowledge and expertise with other service providers.

Community Identified Assets:

In addition to the direct service that we do through the Playspace Program and the Community Children's Centers, Horizons for Homeless Children has developed an expertise in providing programs and services for homeless children and families that is shared with other organizations. Horizons for Homeless Children can train volunteers, create play environments in shelters, assist in the development of preschool curriculum, and provide workshops on topics such as the special needs of homeless children and the impact of homelessness on children and families.

Community Identified Needs:

We are in need of individuals to volunteer as Playspace Activity Leaders with children living in homeless shelters. Volunteers are trained to lead activities, games, and projects with small groups of children. Additionally, volunteers are needed to help with one-time clean up and maintenance projects at shelters and are also needed to post and hand out flyers in the community.

Potential Projects:

As a Playspace Activities Leader (PAL), volunteers have a wonderful opportunity to make a lasting difference in the lives of young homeless children. Opportunities for play are so critical to young children, and PALs help ensure that children who are homeless have a chance to learn and grow through play. A volunteer's steady commitment of 2 hours each week for six months helps provide a sense of stability to children and families whose lives can be unstable. Volunteers would attend an orientation from 9:30am-4:30pm on Saturday, October 3 and would begin working with shelters in late October. As such, volunteers would attend two one-time service projects beforehand. In late September or early October, volunteers would assist with community outreach and volunteer recruitment by tabling at a visibility event and posting flyers around the community. In mid October, volunteers would visit one of our homeless shelters to help out by cleaning their playspace. This includes general cleaning, organizing the playspace, and disinfecting the playspace. The dates of these two events will depend on the schedule of interested volunteers. The ideal number of students would be five, but up to ten students would be accommodated in this program.

Requirements:

We look for individuals with an interest in preschool and school age children, patience, dependability, and sensitivity to homeless issues. Volunteers must be at least 18 years old and must be able to commit two hours per week for at least six months. A six-hour training is required prior to placement. Additionally, volunteers must be able to attend two one-time service projects before being placed in the shelters.

Name of Community Organization: Travelers Aid Family Services

Potential Community Co-Educator/Supervisor:

Pamela Morrone

Title: Assistant Program Manager - SCAT

Email: pmorrone@tafsboston.org Phone: 617-542-7286 x 248

Communication Preference: Email

Mission of Organization and Overview of Goals:

We work to stabilize and find housing for homeless families.

We serve homeless families from the Boston area that are eligible for emergency shelter as determined by the Department of Housing and Community Development. These families arrive at our office in various states of confusion and crisis. In some cases there is a long history of dependence and in other cases the families have had unexpected financial situations that arise due to unemployment, medical situations, family breakups, etc. Our agency works with families for several months to more than a year to get the family to a situation that is stable and has the potential to stay stable. We provide housing search, employment services and case management. Our agency, then, follows the family with stabilization services for a year.

Current Relationship with Simmons College:

We have had many social workers; some of whom graduated from Simmons. Desirae explained the service requirement and it seemed like a good match for the kind of work with which we could use some assistance.

Community Identified Assets:

Our community of clients bring a great diversity of strengths. The work is challenging and rewarding. The insight into the many difficulties that families face and the potential to meet them successfully broadens every staff members' own understanding of facing challenges. The city of Boston has many resources to assist families.

Community Identified Needs:

There is not enough affordable housing in the Boston area especially for minimum/low wage earners. More career center programs would assist to increase the earning potential of our clients.

Potential Projects:

We can accommodate two students.

- We have many clients who find it difficult to complete housing applications on their own due to language and cognition deficits. This presents a barrier to housing, one that can be easily overcome with assistance.
- The search for affordable housing requires keeping up to date correspondence with Housing Management Companies and Developments. Assistance in acquiring needed information about currently available housing options takes time and attention to detail.
- Assistance with creating files for clients and with organizing initial paperwork to be filed would be a service for the clients that assists to effectively and efficiently move them forward with housing.

Requirements:

- Confidentiality-all client information is confidential
- Respectful Attention-all clients are treated with dignity
- Communication Skills-whether English or foreign language, communicating clearly with staff and clients is important. There is a need for written communication, attention to detail and some computer skills.
- Reliability-During the times that are scheduled, you should be in attendance (and on time).
- CORI report- all staff/volunteers must complete a CORI to determine eligibility to work at TAFS.

We are located across from South Station. Working in two to four hour chunks of time to full days would be useful for this agency.

Name of Community Organization: Women's Lunch Place

Main Contact Information: www.womenslunchplace.org

Potential Community Co-Educator/Supervisor:

Sophie Lehman

Title: Volunteer Coordinator

Email: sophie@womenslunchplace.org Phone: 617-267-1722 x27

Communication Preference: **Email**

Mission of Organization and Overview of Goals:

The Women's Lunch Place provides a safe, comfortable daytime shelter, nutritious food, and services for women who are homeless and poor. We treat women with dignity and respect, and foster a community committed to meeting each woman's needs.

Core Values:

1. We believe no individual should have to be hungry or homeless.
2. We believe all human beings should be treated with dignity and respect.
3. We meet each woman where she is, and we base and adjust our service according to her needs.
4. We offer our services in a gracious, comfortable and safe environment, offering both physical and emotional sustenance.
5. We create a community of understanding and acceptance among guests, staff, volunteers, and board members.

For 27 years the Women's Lunch place has worked to serve the needs of homeless and poor women in the Boston area. Located at 67 Newbury Street, the Women's Lunch Place is open daily, Monday through Saturday from 7am to 2pm. We serve breakfast and lunch each day to 150 women (and their children). In addition to providing two meals, the Women's Lunch Place connects guests to an array of resources, including a nap room, shower and laundry facilities, on-site healthcare, a Resource Center, and Advocates who are available to help guests with various issues from housing, to education, employment, etc.

Current Relationship with Simmons College:

The Women's Lunch Place has hosted numerous volunteers from Simmons College and has been associated with various classes through the Scott/Ross Center to serve as a community partner model. This relationship has led to new and innovative programming. Additionally, Simmons nominated the Women's Lunch Place as a Massachusetts Campus Compact community partner to receive an AmeriCorps*VISTA member.

Community Identified Assets:

In an average year, the Women's Lunch Place provides:

52,015 meals to women and their children

1,901 warm showers

2,712 naps; 1,824 loads of laundry

5,710 guest visits to the Resource Center

1,341 guest visits to advocacy services

Community Identified Needs:

The City of Boston estimated that in 2008 the homeless population numbered 6,901. Twenty-five percent of those individuals were women.

Potential Projects:

Staffing in the kitchen continues to be one of our organization's greatest needs. This is an important gap to fill because the meals program is at the core of what the Women's Lunch Place does. Kitchen Volunteers prepare and serve breakfast and lunch to our guests each day. During breakfast hours, volunteers ensure that the buffet area is fully stocked and orderly. Throughout the day, volunteers manage the beverage and bread counter, in addition to preparing lunch. Although breakfast is continental, lunch is served restaurant-style, so volunteers will also have the opportunity to serve guests at their tables. This allows volunteers to interact, connect, and form relationships with guests. Volunteers also help clean the kitchen at the end of the day and often unpack and sort various deliveries.

We can accommodate any number of students who are committed to working in the kitchen.

Depending upon a student's availability and interest (and our need) we can work with them to develop a project they wish to pursue outside of the kitchen. For example, in the past, students have developed and led weekly classes for guests (such as knitting or sewing).

Requirements:

There are no prerequisites to working in the kitchen. However, we ask that students attend an orientation session so that we can review the goals and policies Women's Lunch Place, give a brief tour of our facilities, and answer any questions. As with typical kitchen volunteers, we ask that students be willing to commit to volunteering at least 8 hours per month. If students have other interests and are willing to make larger time commitments, it might be possible to arrange other types of work, on a case-by-case basis.

Name of Community Organization: After School @ Simmons

Main Contact Information:

Co-coordinators, Erin Carter- erin.carter@simmons.edu & Lydia Hardy- Lydia.hardy@simmons.edu

Potential Community Co-Educator/Supervisor: Orchard Gardens--Louise

Title: Director (?)

Email: N/A

Phone: 617-635-5095

Communication Preference: Phone

Mission of Organization and Overview of Goals:

Provide a safe after school program for young girls in the Boston area to engage with each other and positive role models.

We work right here on the Simmons campus simply providing a safe place for the girls to come and hang out. We do crafts, activities, and games. The girls we get are late elementary school-early middle school aged who attend the after school programs provided by the Orchard Gardens Community Center.

Current Relationship with Simmons College:

We are a Scott Ross Program that has worked with the Orchard Gardens Community Center for 2 years now.

Potential Projects:

We are simply looking to have a relaxed, yet fun and vibrant atmosphere for these girls to come and engage in after a long day of school. We do lots of crafts, games, and riddles and try to incorporate an education or informative aspect to these activities. All students involved in the program will be expected to be comfortable and enthusiastic about spending one on one time with the girls from the Orchard Gardens Community Center. Also, students involved will need to help plan daily activities and lessons to do with the girls. We are interested in Students that are willing to dedicate themselves to these girls and the activities for two hours, twice a week, with enthusiasm. Our program currently can accommodate up to 13 students, either volunteer or work-study.

Requirements:

We request that you be able to make it to both sessions, both Tuesday and Thursday, but it is not mandatory. The sessions are from 4-6 pm on the Simmons Academic Campus. No previous experience is required, but a positive attitude is appreciated and welcomed. A good work ethic and timeliness is also a must!

Name of Community Organization: America SCORES New England

Potential Community Co-Educator/Supervisor:

Sarah Garnitz

Title: Mentor Coordinator Fellow

Email: sgarnitz@americascoreres.org Phone: 404-697-1584

Communication Preference: Email

Mission of Organization and Overview of Goals:

The mission of America SCORES New England is to empower students in urban communities using soccer, writing, creative expression, and service-learning. With teamwork as the unifying value, America SCORES New England inspires youth to lead healthy lifestyles, be engaged students, and become agents in their communities.

America SCORES New England is the only after school time program in Boston that combines soccer, writing, and service learning to combat rising rates of childhood obesity and low literacy. America SCORES is successfully engaging students in 19 Boston Public Schools with a coaching staff composed of 95 Boston Public School teachers. America SCORES New England is raising a new generation of student athletes by teaching that teamwork, learning, leadership, and creativity go hand in hand on the field and in the classroom.

Current Relationship with Simmons College:

Our current relationship with Simmons College is as an annual applicant to become a community partner organization for the Service Learning Project, MCM 481 – Strategic Communications and Organizational Change. We have been extremely fortunate to have had that opportunity for the past two school years. Students in the Master’s in Communications Management program 1) prepared a detailed strategy for marketing our (then) new name and logo and 2) outlined a parent engagement program to increase parent involvement in their children’s participation in the SCORES program, and beyond.

Community Identified Assets:

- America SCORES New England has a unique tri-focused curricula which combines soccer, creative arts, and service learning to promote creativity, physical activity, self-esteem, and leadership.
- America SCORES New England’s partnership with the Boston Public Schools
- America SCORES New England is the largest sports based after-school program in Boston. In the 2009-2010 year we will serve 660 low-income inner-city youth ages 8-14 through after school programs.

Community Identified Needs:

America SCORES New England has an ongoing need for dedicated and enthusiastic volunteers to support the needs and ambitions of our growing organization.

Potential Projects:

America SCORES New England is looking to enhance our current after-school program by adding a mentorship component to supplement the support the organization already provides to Boston’s youth. The overarching goal of the SCORES Mentors program is to further strengthen the education, self-confidence, and leadership capabilities of the Boston public school students whom we served. We believe that a mentorship program would enhance our intended outcome of student athletes’ success on the field, in the classroom, and at home. We are hoping to integrate college students into this mentorship program to act as mentors for America SCORES New England’s youth to provide extra assistance and support to those who need it most. We would be able to accommodate 5-15 Simmons’ students as mentors for our program. The Simmons students would be matched on a 1:1 basis with SCORES Mentees.

Requirements:

America SCORES New England is looking for dedicated and enthusiastic students who are interested in devoting 5-10 hours/month to being a mentor. This program is perfect for students who have a background or interest in mentorship, creative writing, or soccer. The student should be motivated to build supportive and consistent relationships with inner city-youth from Boston Public Schools.

Name of Community Organization: Big Sister Association of Greater Boston

Contact: 617.236.8060 , www.bigsister.org

Potential Community Co-Educator/Supervisor:

Judy Neufeld, Manager of Recruitment and Community Partnerships

Email: jneufeld@bigsister.org Phone: 617.236.8057

Communication Preference: Email

Mission of Organization and Overview of Goals:

The Big Sister Association of Greater Boston helps girls realize their full potential by providing them with positive mentoring relationships with women.

Our vision is to create a mentor-rich community in which every girl has access to the individual nurturing, guidance and support she needs to become a confident, competent and caring adult. Using research-based best practices, we hope to become a national model for gender-specific mentoring for girls which can be replicated in single sex or co-ed mentoring programs.

Big Sister is an acknowledged leader in building professionally supported, dynamic relationships between girls and adult women volunteers. Our work is as elementary as putting a friend in a girl's life, and as essential as putting hope into a girl's future. We service girls ages 7-15 in 69 cities and towns throughout the Greater Boston area.

Potential Projects:

Big Sister has two programs based in schools in the Simmons area that help to put our goal into action. The first is an elementary school mentoring program called School Based Mentoring (SBM). Big Sisters in SBM are matched one-on-one with a Little Sister for one academic year. Matches meet for about 45 minutes to an hour once a week, providing a girl with some extra support, guidance, and attention. During these weekly visits to the school, Big and Little Sisters can read together, play games, help with school work, or just talk about whatever the Little Sister wants to talk about. Simmons students can mentor at the Josiah Quincy (off of the Orange line) and we can accommodate up to 40 students.

Our second program is a group mentoring opportunity based in area middle schools, called TEAM. The TEAM (Team Enhanced Approach to Mentoring) program brings together groups of 10-15 middle school girls and 3-5 Big Sisters to create a safe space where girls can openly discuss the choices and challenges they face in life. This safe space creates an atmosphere of intimacy and mutual respect where girls feel comfortable expressing their ideas and opinions with adults and each other. Our belief is that by making thoughtful, informed decisions, girls may be empowered to control the direction of their lives. TEAM groups meet once a week during the school day for about ninety minutes from early November to May, engaging in discussions and activities facilitated by professional social workers. Each TEAM site can accommodate up to 5 Simmons students. The closest site would be the Orchard Gardens School in Roxbury.

Requirements:

Every woman brings a unique set of life experiences to a match. This is part of what makes our program so rich. However, we do have certain requirements for each of our programs. Women ages eighteen and older are eligible to participate in our SBM program. The commitment to SBM is for weekly visits of 45 minutes to an hour for one academic year. Women ages eighteen and older are eligible to participate in TEAM. The commitment to TEAM is for weekly meetings of ninety minutes from early November to the end of May.

Name of Community Organization: Boston Partners in Education

Potential Community Co-Educator/Supervisor:

Hillary Chazen

Title: Recruitment and School Volunteer Program Manager

Email: hchazen@bostonpartners.org Phone: 617 451 6145

Communication Preference: **EMAIL**

Mission of Organization and Overview of Goals:

Boston Partners in Education enhances the academic achievement and nurtures the growth of Boston's public school students by providing them with focused, individualized in-school volunteer support.

With the commitment and involvement of the entire community, all students in Boston will develop the skills, self-confidence and motivation to recognize and achieve their full potential.

Boston Partners in Education volunteers are considered academic mentors. They work with students grades K-12 in Math or English Language Arts. In addition, due to the fact that volunteers are matched with one student, or a small group of students, and mentoring relationship is formed and allows the student to grow both academically and emotionally.

Current Relationship with Simmons College:

As of right now, we unfortunately do not have much a relationship with Simmons College. However, I am hoping that this fair is an opportunity for us to start to build one as we have so many schools in need right near the campus.

Community Identified Assets:

Since 1966, Boston Partners in Education has seen steady increases in success in Boston public school students due to our volunteers. These "academic mentors" spend at least one hour a week not only helping students with math and English Language Arts skills but also improving self-confidence. Boston Partners in Education provides a great deal of support for participating volunteers including a detailed training before they enter the classroom and a few support sessions during the school year to help volunteers feel even more prepared as they help their students succeed.

Community Identified Needs:

Boston Partners in Education is always looking for volunteers who have a flexible schedule, and especially those who are interested in math as we have a program called Math Rules! that helps 3rd-5th grade students build math skills. In addition, we would like to have more male volunteers as women tend to volunteer more often than men do. In general, we want anyone who has patience and a willingness to work with Boston public students and help them grow as both a student and as a person.

Potential Projects:

All of our opportunities are on-going, we do not do one-time projects. We are recruiting for volunteer positions in the Boston Public Schools. These positions are numerous and vary by grade level, subject matter, timing and neighborhood in Boston.

Requirements:

The time commitment is at least one hour a week and we ask that the volunteer stick to the same time and day each week to ensure consistency for the student. Every volunteer is provided with, and must attend, an interview and 2.5 hour training. In addition, every volunteer is given a CORI/SORI background check before entering the school.

Name of Community Organization: Girls' LEAP

Main Contact Information:

Sabeta Jarba at Jarba@simmons.edu, and Patsy Henderson at patricia.henderson@simmons.edu

Potential Community Co-Educator/Supervisor:

Kaitie Chakoian

Title: Massachusetts Promise Fellow, Northeastern Teaching Woman Coordinator

Email: Kaitie@girlsleap.org Phone: 617-967-0312

Mission of Organization and Overview of Goals:

The mission of Girls' LEAP is to promote the safety and well-being of girls, women, and their families through focused education programs. LEAP seeks to raise awareness, build decision-making skills and foster personal confidence to create safer communities and safer lives.

Girls' LEAP provides safety and self-defense programming for girls in Greater Boston. The three things that make us stand out are our reflective curriculum, all-female teaching teams, and program that take place in girls' own neighborhoods. LEAP creates a safe space for girls to learn and grow with each other, and teaches them that their voices should be heard and valued.

Community Identified Assets:

Girls' LEAP offers college-aged women an opportunity to learn about the communities of Boston and to get to know the girls who live there and the challenges they face. Through assisting in LEAP programs and attending weekly meetings Teaching Women learn for themselves the power and strength of their own body and voice, as well as leadership skills and a deeper understanding of the need for violence prevention programs for girls in Boston.

Community Identified Needs:

LEAP is in need of Teaching Women (college-aged assistant teachers), to assist in LEAP programs coaching girls 1:1 in physical self-defense skills and leading small group discussions on topics such as boundary-setting, conflict resolution, advocates, healthy relationships, and much more.

Potential Projects:

Girls' LEAP provides safety and self-defense programming for girl aged 8-18 in Greater Boston. Teaching Women (college-aged assistant teachers), serve as assistants to adult facilitator and lead small group activities. Teaching Women must complete at least 14 hours of training prior to assisting in LEAP programs and make a firm commitment to teach one day per week for the whole semester. Most programs occur in the 1-8pm time slot during the week. A majority of students participate as Federal Work-Study students. Ongoing training and support is provided by on-campus Student Coordinator. LEAP is currently looking for 5-7 new Teaching Women.

Requirements:

New Teaching Women must fill out a Teaching Woman Application and schedule and interview with Sabeta Jarba and/or Patsy Henderson, Student Coordinators. Strong applicants will be invited to participate in a training covering skills learned in Girls' LEAP programs and teaching techniques. In order to be considered for the Teaching Woman Program, you must be able to attend the following training dates below. Please note that invitation to attend training is not guarantee of a position; rather it is the next step in the application process.

September 11 6:00-8:00; September 12 10:00-5:00; September 13 10:00-5:00; Location: TBD

Returning Teaching Women are required to attend a Curriculum Review Retreat on Sunday, September 13 from 12:00-4:00

Teaching Women are expected to commit to assisting in at least one program per semester (off-campus) and to be involved for a full year. They are also expected to attend weekly meetings led by the Student Coordinators and one LEAP Staff Meeting per month (off-campus).

No prior knowledge of self-defense is necessary and students who are interested in working with girls, empowerment, and leadership should apply!

Name of Community Organization: Jumpstart
Potential Community Co-Educator/Supervisor:
Tessa Brickley
Title: Site Manager
Email: tessa.brickley@simmons.edu Phone: (617) 521-2229

Mission of Organization and Overview of Goals:

Jumpstart's mission is to work toward the day every child in America enters school prepared to succeed.

Jumpstart engages college students in one-to-one service with preschool age children, working toward the day every child in America enters school prepared to succeed. Jumpstart's goal as an early childhood education program is to enhance children's development of language, literacy, social, and initiative skills by capitalizing on positive Corps member-child interactions and Corps member-family interactions. Corps members work on a team of 8-10 college students to implement a supplementary early childhood curriculum that includes such elements as reading one-on-one, singing songs, playing word games, and engaging in projects and explorations tied to a larger theme. Comprehensive training and coaching throughout a Corps member's term of service increases Corps members' ability to work effectively with children and supports the development of leadership skills. Jumpstart at Simmons College partners with two preschools in Jamaica Plain.

Current Relationship with Simmons College:

Jumpstart has a long partnership with Simmons College. Jumpstart is currently one of many service organizations located within the Scott/Ross Center for Community Service.

Community Identified Assets: Jamaica plain is a lively and diverse neighborhood with many families. The preschools Jumpstart partners with are staffed by caring individuals who are dedicated to their students.

Community Identified Needs: Many of the children and families that Jumpstart serves deal with challenges associated with poverty. Research indicates that children from low-income families enter kindergarten knowing approximately 5,000 words, compared to the 20,000 words that are known by children from more affluent families.

Potential Projects:

1) Get involved with Jumpstart as a Corps member! Participate in Jumpstart session twice a week. Implement a supplementary early childhood curriculum that includes such elements as reading one-on-one, singing songs, playing word games, and engaging in projects and explorations tied to a larger theme. Additionally, engage in Classroom Assistance Time for 3-5 hours each week, during which you will reach additional students, assist a preschool teacher in projects, and lead small group activities. Work on a team of 8-10 college students and gain leadership skills. Jumpstart at Simmons College can accommodate 45 Corps members each year.

2) Get involved with Jumpstart as a Volunteer. Those that do not have the time to commit to Jumpstart as a Corps member have the option to volunteer with Jumpstart on an ongoing basis over the course of the semester. Students volunteer in a preschool classroom, supporting the preschool's programming and lowering the adult-to-student ratio in a classroom for part of the day. Tasks may include leading a small group activity, assisting the teacher with a class project, or reading to groups of students. Jumpstart can accommodate four students.

Requirements:

Jumpstart requires that Corps members demonstrate dedication to early childhood education, commitment to service, professionalism, and teamwork. Additionally, Corps members must possess time management and organizational skills to complete their term of service. No prior experience working with children is required. To participate in the program, Corps members must have 2:30 pm-6:00 pm free on Monday and Wednesday, or Tuesday and Thursday, or Wednesday and Friday. Corps members must have an additional 3-5 hours in their schedule during which they can visit the preschool independently. Corps members, then, must be able to commit a total of 10-12 hours per week to Jumpstart.

Name of Community Organization: Partners for Youth with Disability

Main Contact Information: 95 Berkeley Street, Suite 109, Boston, MA, 02126; 617-556-4075; www.pyd.org

Potential Community Co-Educator/Supervisor:

Jennifer Ridder

Title: Young Entrepreneurs Project, Director

Email: jridder@pyd.org Phone: 617-556-4075 x25

Communication Preference: Email

Mission of Organization and Overview of Goals:

Partners for Youth with Disabilities (PYD) is committed to empowering young people to reach their full potential through one-on-one and group mentoring programs. Through these varied role model relationships, young people and their families learn that growing up with a disability need not inhibit self-esteem nor limit career and personal options. Since its founding in 1983, PYD has been a pioneer in the development and delivery of a unique mentoring service and has established innovative and effective programs serving youth with physical, sensory, and learning disabilities ages 6-22 in the Greater Boston Area.

It is the vision of Partners for Youth with Disabilities, Inc. (PYD) to be the leading organization in Massachusetts and on a national level that promotes mentoring programs for youth and young adults with disabilities. This will be achieved through development of model one-to-one and group mentoring services that improve the lives of young people in areas such as self-esteem, independent living, recreation, health, leadership, education, and career development.

Organizational Achievements:

- Over the past 20 years, PYD has served thousands of youth with disabilities and their families. As the first mentoring program designed specifically for youth with disabilities, PYD broke new ground and provided youth in Massachusetts with positive role models and ways to connect with their peers. As a way to share its knowledge and expertise, PYD recently published, “Aspire, Achieve, Empower: Best Practices for Mentoring Youth with Disabilities.”

PYD Program Description and Population Served:

- Mentor Match is an award-winning program that carefully pairs adults and youth with similar disabilities in a unique role model relationship.
- Making Healthy Connections is a peer support group designed to bring together adolescents with disabilities, ages 11-19, who share important concerns about health-related issues.
- Young Entrepreneurs Project (YEP), in collaboration with the Boston Public Schools, teaches youth with disabilities to plan for their future by offering courses that teach career, business and wellness courses to youth.
- Access to Theatre Program aims to increase self-esteem, creative thinking and leadership abilities of youth with disabilities through participation in theatre arts programs and activities with non-disabled peers.
- Mentoring Through Peer Leadership provides opportunities for young adults with disabilities, ages 16-22, to develop leadership and job readiness skills through involvement in after-school community service.
- Partners Online is an e-mentoring program funded in part through the U.S. Department of Commerce that enables youth and adults with disabilities to participate in a mentoring relationship through technology

Community Identified Assets: Students are resilient & eager to learn. Through negotiating health & disability issues, students are well-versed in coming up with non-traditional solutions to meet everyday challenges. Students are in a supportive learning environment – the Dearborn Middle School & Dearborn Boys & Girls Club staff work to support each student in their individual strengths & challenges.

Community Identified Needs: Students, especially the girls enrolled in Young Entrepreneur’s gender-specific programming, would greatly benefit from positive role models that can help them grapple with issues of body image, career planning & higher education.

Potential Projects:

The student service learners will be responsible for developing education material for existing learning objectives within the current YEP wellness program. The student service-learners' work will enable the YEP team to gain a deeper understanding around educating teen girls about food, behavior and eating disorders. The information contributed by the student service-learners' will be presented to the girls at the Dearborn Middle School in the Fall and incorporated into the core curriculum for youth wellness programming and delivered by the YEP team various school in the Boston area in years to come.

YEP will deliver a wellness two classes per week to young girls in Boston schools. The wellness course includes one yoga practice per week and an educational class about body awareness, healthy choices and wellness. Student service learners will be required to create a course material on food, behavior and eating disorders for 3rd-8th grade girls as well as high school girls.

The educational material should address the following objectives:

- What starts and stops eating behavior by examining taste, nutrition, metabolism, the brain, food experiences, and societal factors that control feeding behavior.
- Understanding anorexia, bulimia, and extreme obesity, the risk factors, prevention and assistance.
- How to make healthy choices and develop healthy eating habits.
- The effects of media and popular culture on body image and consequent vulnerabilities to eating disorders.

When developing the educational material, student service learners will need to consider the following:

- Establish a creative and interactive format for delivering the material to teens.
- Create a timeline for delivering the learning objectives.
- Outline material and setup required to present the material.

The student service-learners' work will enable the YEP team to gain a deeper understanding around educating teen girls about food, behavior and eating disorders. This material will be incorporated into the existing YEP course material to provide school age girls with important information about healthy eating at a critical time in their development

Requirements:

Partners for Youth with Disability will provide student service-learners with a two hour training and orientation session. This training session will provide students with an overview of Partners for Youth with Disability, the Young Entrepreneur Project, and the project requirements for the project. Students will have the opportunity to attend the YEP wellness class at the Dearborn Middle School to preview the class, understand the YEP educational delivery model and meet the students. Student service-learners will also have an opportunity to deliver the project to students at the Dearborn middle school. Throughout the collaboration, student service-learners will receive on-going support from the YEP team. At the end of the project, student service-learners will participate in a review meeting and receive an evaluation on their performance. Kate Graham will be the student service-learners' supervisor.

High-level project timeline:

- Student service learners will participate in an on-site training and orientation in September.
- Student service learners will have the opportunity to attend YEP classes in Boston to understand the target audience and gather information for the project.
- Student service learners will work on developing course material during the semester. YEP staff and students will be available to consult with student service learners throughout the project.
- The project should be completed by late November.
- Student service learners will have the opportunity to be delivered the course material to both age groups in the final weeks of the semester.

Name of Community Organization: Science Club for Girls

Main Contact Information: Jules Burnstein, 617-682-6178, jburnstein@scienceclubforgirls.org

Potential Community Co-Educator/Supervisor:

Kareen Wilkinson

Title: Program Manager

Email: kwilkinson@scienceclubforgirls.org Phone: 617-549-2442

Communication Preference: **Email**

Mission of Organization and Overview of Goals:

Science Club for Girls mission is to increase the self-confidence and science literacy of girls in K-12th grade, in particular those from groups underrepresented in the fields of science, technology, engineering, and mathematics. We do this through free, after school programs offering hands-on science explorations, mentoring and leadership opportunities. We serve approx. 700 girls each year through our programs that reach 4 cities in the Greater Boston area – Cambridge, Boston, Newton and Lawrence.

Current Relationship with Simmons College:

We have had 12 Simmons volunteers over the past two years and continue to see increasing numbers of Simmons women volunteer through our programs as Mentor Scientist. We also hired a Simmons alum to develop Curriculum as a summer project in 2008. And the Executive Director, Connie Chow, is a former Simmons professor who taught microbiology and virology courses. We also attend the Simmons Service Learning Fair each semester and appreciate the impressive organization and efficiency with which it runs to keep community partners like Science Club for Girls involved.

Community Identified Assets:

Building the science community from Kindergarteners to Professionals

Community Identified Needs:

More opportunities for women in science

Potential Projects:

Science Club for Girls is a unique 10 week afterschool based program that was recently voted 2009 Nonprofit of the Year by the Cambridge Chamber of Commerce!

We work with girls in grades K to 7, exposing them to the wonders of science in a fun, hands-on way. Led by female volunteers, our girls have the chance to be positively influenced by women who are already in science or studying to have a career in science, engineering, math or technology. Your presence allows these girls to see that they too can become strong women who can pursue these careers.

We are seeking bright, energetic women (and a few men!) to serve as Science Club Mentors who will help show young girls that science, math and engineering can be fun! We provide all training, curriculum, materials and even snacks, so that you and your clubs can be successful. **You can volunteer for as little as 2 hours per week and we have multiple locations. We are seeking 75 volunteers for the Fall and encourage anyone interested to apply.**

Requirements:

No experience necessary, however previous experience in working with youth and a love of science are appreciated!

Name of Community Organization: Sociedad Latina- Mission Possible

Potential Community Co-Educator/Supervisor: Katherine

Title: Coordinator of Mission Possible

Email: Katherinem@sociedadlatina.org Phone: (617) 442 - 4299

Communication Preference: In-person through phone is awesome; email is most reliable in fast environment

Mission of Organization and Overview of Goals:

Sociedad Latina works in partnership with Latino youth to cultivate the next generation of leaders. With the support of families and the broader community, Sociedad Latina fulfills its critical mission by providing a broad array of programs that promote community leadership, civic engagement, meaningful employment, educational attainment, cultural identity and pride and the continuation of traditions.

Sociedad Latina works to 1) build youth skills 2) educate and enrich the lives of youth and their families and 3) foster youth and adult leadership and action. We subscribe to a positive youth development philosophy. The youth who attend our programs are stewards of our organization; their leadership and insight inform all of our programs and events.

During the school year, we work with young people from grade 5 to age 21 and their families.

Current Relationship with Simmons College:

Sociedad Latina works with Simmons College with a focus on College Access – both developing curriculum and running programs.

Community Identified Assets: Youth Leadership, passion, commitment, strong relationships with community organizations and institutions, relationships with elected officials and BPS

Community Identified Needs: Space, information and communication of opportunities, continued participation and sharing of talent from volunteers, strong education and employment opportunities, role models

Potential Projects:

The Mission Possible Program provides support and resources for youth as they cultivate the drive, knowledge, and skills to achieve their goals in education and life. This program works with youth in a dynamic way to build leadership especially around education. The objective is for all young people in the program to have positive goals for life after high school and understand the paths to reach and succeed in those goals, especially higher education. When young people develop their knowledge, motivation, and skills of self-advocacy, they will create and take advantage of opportunities.

Staff and volunteers support youth through mentoring relationships and facilitating active curriculum that focuses on building knowledge, motivation, and self-advocacy. They also work closely with young men and women on school assignments, education/career exploration, college admissions, and test preparation.

Students are needed to lead and contribute to curriculum for Wednesday workshops. Content includes academic success, college access, and specific test preparation with a focus on leadership throughout. These involve different groupings of young people depending on the content – all youth will be in on workshops around academic success while only Juniors and Seniors will be involved in SAT preparation. The content area a volunteer focuses on is based on the intersection of interest and program need. The same volunteers will also participate at least one other day a week as a mentor and tutor to youth working through individual projects.

If Wednesday is not open for students, they are welcome to participate as a mentor and tutor at least 2 days a week outside of the Wednesday workshops.

Number of students supporting with Mission Possible: 8-10 depending on interests of volunteers within the program

Requirements:

Mission Possible runs from 3:00 to 4:30 pm Monday through Thursday AND Tuesday and Thursday evenings 5:45 to 7:00 pm.

Commitment is for at least two slots a week (the same each week) and depending on interest and time commitment, volunteer would participate in preparing curriculum for Wednesdays outside of these times.

Positive attitude, Interest in working with high school aged youth, Creative thinking in adding activities to and presenting curriculum, Able to effectively communicate with staff, Interest in being a role model, and Applicant must complete the pre-service volunteer training program and fill out all necessary paperwork.

Name of Community Organization: Sociedad Latina- Viva la Cultura Girls' Mentoring

Potential Community Co-Educator/Supervisor: Lydia

Title: Coordinator of Viva la Cultura

Email: Lydia@sociedadlatina.org Phone: (617) 442 - 4299

Mission of Organization and Overview of Goals: See Above Description

Potential Projects:

Viva La Cultura! Girls Mentoring Program is looking for female volunteers to become mentors to our middle school aged girls. The program focuses on building self esteem and sisterhood through cultural appreciation and artistic expression. Our mentors are positive female role models who support and encourage VLC participants through the school year. Mentors spend 4-6 hours a month forming positive relationships through phone, email, and outings in the Boston area. Mentoring matches also attend fun monthly activities provided by Sociedad Latina.

Requirements:

Mentor Duties/Responsibilities:

- Contact mentee at least once a week via phone, email, or outings in the Boston community
- Attend monthly Match Activity provided by Sociedad Latina
- Be consistent, positive, and compassionate!
- Attend training sessions provided by Sociedad Latina
- Document mentee contact on our weekly VLC Match Support Blog
- Be a strong role model
- Maintain appropriate boundaries
- Encourage and support your mentee
- Have a sense of humor
- Be a good listener

Prerequisites:

- Must be at least 18 years old
- Female
- Interested/have experience in working with Middle School girls
- Interested/have experience in arts & cultural activities
- Have 4-6 extra hours a month!

Name of Community Organization: Strong Women, Strong Girls

Contact Information:

Kaitlin Johnson - Chapter Director; 203-561-6189; johnsok@simmons.edu

Sarah Hewitt- Chapter Director; 603-568-0394; Sarah.hewitt@simmons.edu

SWSG Supervisor: Lydia Bradley; lbradley@swsg.org; 617-459-1500

Communication Preference: Email

Mission of Organization and Overview of Goals:

The mission of Strong Women, Strong Girls is to build upon the lessons learned from strong women throughout history to help girls and young women become strong women themselves. By building communities of women committed to supporting positive social change, Strong Women, Strong Girls works to create cycles of mutual empowerment for women and girls.

The overall goal of the organization is to create communities of women and girls that support positive social change as well as mutual empowerment. To reach the organizational goals, Strong Women, Strong Girls has developed a mentoring program where college women are paired with girls in local community schools and centers to help build upon lessons learned from strong women in history. Through a mentoring relationship and the skills learned from each week's lessons, Strong Women, Strong Girls strongly believes that it will build self-esteem and confidence within girls and young women. Generally, Strong Women, Strong Girls serves girls in low-income areas of Boston and only works specifically with young girls in 3rd to 5th grade.

Potential Projects:

A mentor from the Simmons College chapter of Strong Women, Strong Girls will have the opportunity to build relationships with fellow college women as well as 3rd to 5th grade girls in the surrounding Boston communities such as Roxbury and Dorchester. Each week, a group of mentors will head out to one of our 6 sites to mentor a group of young girls to build upon lessons learned from strong women throughout history to help girls and young women become strong women themselves. The mentors will read biographies of influential women and learn their skill while participating in an activity that all of the girls will practice the new skill! Mentors will receive extensive training to help them build strong relationships with the girls as well as other skills that will help the mentors in all aspects of their lives. Mentors will also be given the opportunity to have their own mentor through the Mentor to Mentor program which pairs SWSG mentors with professional women to work on their own skills such as resume writing, networking, interviewing or even time management. Strong Women, Strong Girls is an amazing opportunity to get involved in both the Simmons community as well as other communities in Boston. We are committed to creating positive social change as well as creating cycles of mutual empowerment of girls and women. Currently, the Strong Women, Strong Girls chapter at Simmons College is about 13 mentors strong but we plan to continue to grow as a chapter on campus. This fall, we will be adding two more sites to our chapter and hope to add up to 5 new mentors. At the moment, we are comfortable with accommodating up to 20-22 mentors.

Requirements:

- One school year commitment
- Attend **both** Fall and Spring trainings (Dates TBA)
- Attend and participate in mentoring each week (90 minutes)
- Attend the Mentor Meeting each Sunday at 7pm
- Attend and help with the field trip(s)
- Help the chapter grow throughout the year by attending and helping at chapter events.
- Be a good role model to the girls and other mentors
- Be a team player

Name of Community Organization: America Counts

Main Contact Information: amcounts@simmons.edu

Potential Community Co-Educator/Supervisor:

Lindsey Saez

Title: Coordinator

Email: saez@simmons.edu Phone: (401)338-6315

Communication Preference: Email

Mission of Organization and Overview of Goals:

The mission of America Counts is to provide elementary students with one-on-one personal math tutoring. With this math tutoring, these elementary students gain more personal attention and focus on improving their mathematic skills.

America Counts is a math tutoring program at The Farragut Elementary School in the Mission Hill area. Elementary school students of grades 1-5 work one-on-one with Simmons and MCPHS students who help them with math homework and improving math skills. After the one-on-one session, students and tutors also participate in various math games and activities. Our overall goals at America Counts are to give these elementary students' positive mentors and to enhance their math skills for the future.

Potential Projects:

-This year, we want to enhance the student tutoring community of America Counts. The coordinators and the facilitators of the program will keep up consistent communication and feedback with the tutors. In this way, we will be able to help tutors improve their tutoring sessions and tutors and easily seek advice. By improving the tutoring environment, we will have more confident tutors who will improve the quality of tutoring and mentoring for the students.

-Additionally, we want to give the MATH in America Counts a little face lift to ensure that we are actually reaching our goal to help elementary students improve their foundations in math. We have been doing research to learn about how math is being taught in elementary schools today AND Mass. Curriculum Frameworks, so that we are helping them in a way that will coincide with their math curriculum. We are brainstorming ways to make our math activities and games more exciting and beneficial for the students. We also want to focus more on student improvement by keeping better documentation of tutoring sessions and possibly distributing progress reports to parents.

Requirements:

Time commitment: Monday-3:00-5:00pm, Wednesday 3:00-5:00pm,

Tutor Meeting Mon OR Wed. 5:00-5:30pm.

Experience: None required, but any tutoring experience would be a plus.

Tutors are required to attend each tutoring session, prepare activities and games for their students, and actively reflect on the progress of their student's motivation and math skills.

Name of Community Organization: America Reads @ Farragut Elementary School

Potential Community Co-Educator/Supervisor: Allison Pazar and Connie Ao

Title: Coordinators

Email: americareads@simmons.edu, Allison.Pazar@simmons.edu, connie.ao@simmons.edu

Mission of Organization and Overview of Goals:

To provide a safe learning environment, facilitate mentor relationships, and foster literary skill development.

- *Goals:* 1. Improve reading skills
2. Homework assistance
3. Fun and supportive learning environment.
- *Population:* roughly 10 Farragut Elementary School Students ranging from age 7-10
- *Work Site:* David G. Farragut Elementary School
10 Fenwood Road
Boston, MA 02115
* Accessible by T or a short 10 minute walk

Current Relationship with Simmons College:

Supported by the Scott-Ross Center For Community Service at Simmons.

Potential Projects:

Projects: The afternoon consists of homework help and guided reading. Tuesdays consists of a reflection exercise , Thursday reading comprehension, Friday an interactive activity.

Student Work: Build a good relationship with your tutee, help empower them to succeed in school, and assist in building a community within the program.

Accommodations: 10-15 tutors need.

Requirements:

- Preferable: Experience working with children age 7-10 and enjoys working with younger students.
- Must be available for at least 2 days of the program (Tuesday, Thursday, Friday from 3:15-5)
- Work Study is available.

Name of Community Organization: America Reads at the Mendell

Potential Community Co-Educator/Supervisor:

Rachel Zdebski

Title: Student Coordinator

Email: Zdebski@simmons.edu Phone: 860-836-1552

Communication Preference: Email

Mission of Organization and Overview of Goals:

Our mission is to promote literacy at the Ellis Mendell Elementary School.

Tutors provide one-on-one literacy tutoring to students in first through third grade at the Ellis Mendell Elementary School. Tutors use activities and games to make learning to read fun and engaging.

Current Relationship with Simmons College:

America Reads at the Mendell is an established after school program through the Scott/Ross Center for Community Service.

Community Identified Assets:

Our approach is proven to be effective for the students, we are valued by the faculty at the Mendell, and the program is rewarding for the tutors involved.

Community Identified Needs:

We strive to expand the range of the program to work with students in need by reaching out to more people willing to take on the responsibilities of tutoring. We are looking for at least ten more tutors this fall.

Potential Projects:

In order to promote literacy at the Mendell and growth of the program, I would like to have tutors help with lesson plans once a week. The tutors can choose certain books to bring in, games to share, or activities to carry out as part of the specific topic or lesson of the day. This project would bring a variety of tutoring approaches to the program and involve the whole group of tutors over the course of the semester.

Requirements:

An America Reads tutor should love working with children and have the ability to be a positive role model. The program runs from 3:00 to 5:30 p.m. Monday, Wednesday and Friday, with preference given to tutors who can work at least two days a week. Tutors must attend all scheduled tutoring and training sessions, be on time, and actively participate in each day's activities.

Name of Community Organization: Boston Latin School

Potential Community Co-Educator/Supervisor:

Michael Giordano

Title: Director – McCarthy Institute for Transition & Support

Email: mgiordano@boston.k12.ma.us Phone: 617-635-8895 x213

Communication Preference: E-Mail

Mission of Organization:

Boston Latin School seeks to ground its students in a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life.

Organization Overview: What are the overall goals of your organization/program, type of work you do, population served, work site, etc.?

Tutor 7-9 grade students in any of the subjects they take here at the Latin School.

Potential Projects:

1. Write a description of a project you propose and the ways in which it relates to the goals of your organization. Include a detailed description of the work a student could do with your organization. Include the number of student you are able to accommodate.

We offer tutoring Monday – Thursday from 2:15pm – 3:15pm and again on Saturdays from 9:15am – 11:30am. We enjoy having volunteers from Simmons and can accommodate and size group.

2. List of specific skills, experience, time commitment, and anything else required of the student. Be able to tutor 7th, 8th or 9th grade Math. English, US History, French, Spanish, or German.

Name of Community Organization: Education Sparks –Farragut Elementary School

Main Contact Information:

Melissa Flynn: flynn2@simmons.edu, 401-263-5362.

Communication Preference: Email

Mission of Organization and Goals:

The mission of Education Sparks is to allow every student to have the opportunity to advance and exceed in their studies as well as mature throughout the school year; while striving to become a community of diverse learners.

Potential Project and Requirements:

Education Sparks is held Monday-Friday at the Farragut Elementary School from 3:30-5:00 p.m. In our program we usually have around 10 students ranging from kindergarten through fifth grade. Every day we assist/ tutor the students with their homework. Once all their homework is complete we do a daily activity, based on what day of the week it is. Every day is a different subject. In previous years we have had: Art, Words & Stories, History, Science, Urban Ecology, Pen Pals, ETC.

Name of Community Organization: Citizen Schools
Potential Community Co-Educator/Supervisor:
Melissa Rouette
Title: Director of Volunteers
Email: melissarouette@citizenschools.org Phone: 617.695.2300 ext. 309

Mission of Organization and Overview of Goals:

Citizen Schools partners with middle schools and education leaders to ensure that children are prepared to finish high school ready for college, work and civic life in the 21st century. Our long-term vision is that our innovations and impact will help change the direction of the nation's education policy, helping the after-school sector to become a full partner in authentic, large-scale change.

Citizen Schools is a leading national educational initiative that uniquely mobilizes thousands of adult volunteers to help improve student achievement by teaching skill-building apprenticeships after school. Our programs blend these real-world learning projects with rigorous academic and leadership development activities, preparing students in the middle grades for success in high school, college, the workforce, and civic life. Launched in Boston in 1995, Citizen Schools currently serves 3,000 students and engages 2,400 volunteers in 16 cities nationwide.

Emerging research makes clear that our nation's students, especially those who come from low-income families and who attend low-performing schools, need more time for learning, more relevance in their learning activities, and more caring adults involved in their lives. Yet education reform efforts are stuck, stymied by a six-hour school day and a workforce of overburdened teachers. To restore the promise of education as America's pathway to opportunity, we need to re-imagine the learning day and re-define the who, the how, the when, and the where of education in our country.

In its after-school and expanded day programs, Citizen Schools works intensively with students to explore new disciplines and build new skills. Learning alongside volunteer **Citizen Teachers**, they complete projects that create real value in their communities. They become stewards of their own futures and advance confidently towards college and career opportunities.

Citizen Schools takes resources that are available in every community and combines them in a new way, to accelerate learning, expand opportunity, and reinvigorate civic life. We draw on the abundance of:

- **Time:** the 4,000 waking hours each child spends out of school each year.
- **Volunteers:** adults from all backgrounds who are eager to share their experience and expertise.
- **School buildings:** a community's largest capital investment that typically lies dormant after the dismissal bell.
- **Aspiring educators:** recent college graduates with a passion for young people and hands-on learning.
- **Students:** young people across the country eager to be challenged, mentored, and taken seriously.

To change the trajectories of America's children, we have to break down the classroom walls. Open up learning to the real world, engage people across communities to connect to young people, get more citizens involved in education: that's Citizen Schools.

Community Identified Assets: Thousands of knowledgeable, caring adults who have skills to share with youth.

Community Identified Needs: Schools that are too-often performing at low levels and cannot manage the entire burden of educating our nation's youth. Many middle school students who are behind academically and need the support of more caring adults to help them set goals for the future and get excited about academic learning now.

Potential Projects:

As a national network of expanded learning time enrichment programs, Citizen Schools unites adult volunteers (Citizen Teachers) and middle school children (Apprentices) in unique hands-on learning experiences. Citizen Teachers share what they know and love with children, working alongside apprentices to create a WOW!: a product, performance or presentation that adds value to the community, at the culmination of the apprenticeship. Students learn real-world skills by creating real-world projects.

In apprenticeships across the country, Citizen Schools students have designed solar cars, created public health websites, taught fellow students about the effects of drugs on the brain, studied aerodynamics, argued mock trials, programmed video games, and a lot more.

Citizen Schools programs run during the academic year in six cities across Massachusetts: Boston, Malden, Revere, New Bedford, and Springfield. Volunteer Citizen Teachers lead 90-minute apprenticeship classes one afternoon per week for 10 weeks.

All volunteers are trained by Citizen Schools and then paired with a staff member who supports the volunteer in-and-out of the classroom throughout the entire semester. Volunteers can teach on their own or can lead an apprenticeship with a team of colleagues or peers. Citizen Schools staff will work with you to come up with an apprenticeship idea and plan a 10-week curriculum.

Apprenticeships can be taught in the fall semester (September-December) or the spring semester (February-May).

We are looking for college students to lead apprenticeships based on topics they are knowledgeable and passionate about. Volunteers can teach about any topic they choose, though we are particularly interested in offering our students more apprenticeships in the areas of: science, technology, engineering, health and fitness, media and journalism, arts and culture, environment, and government.

Required Skills:

If you love something, or know something, then you have what we are looking for, and what our youth desperately need. Volunteering with Citizen Schools doesn't require any teaching experience as only a handful of our Citizen Teachers come to us with it. Dedication and enthusiasm are the most important qualities in a successful Citizen Teacher. All Citizen Schools volunteers receive intensive training and are supported by a full-time, professional educator who helps design the apprenticeship, assist in the classroom, and provide coaching throughout the apprenticeship.

The full volunteer commitment is approximately 3 hours per week for 13 weeks (this includes 10 weeks of teaching, planning lessons, training, and a reflection week meeting). We need volunteers who can be at Citizen Schools to teach during their assigned afternoon every week

To learn more or register to become a volunteer Citizen Teacher, visit the Citizen Schools website at: www.citizenschools.org/volunteer. All volunteers must complete an online registration form and background check. You will be asked to sign-up for a training when you register.

Name of Community Organization: Farragut Afterschool Program

Main Contact Information: Jenna Keenan and Rachel Czubryt

Title: Co-Coordiators

Email: fap@simmons.edu

Mission of Organization and Overview of Goals:

FAP intends to make a difference at Farragut Elementary while developing valuable skills and experiences for tutors and students alike.

Tutors involved with FAP provide elementary-age students at the Farragut with homework help at least twice a week.

Community Identified Assets:

Tutors from Simmons College provide college access opportunities and excellent academic support for the students at the Farragut.

Community Identified Needs:

This elementary school requires creative, patient and kind tutors to help create a stable and fun learning environment at the Farragut.

Potential Projects:

The Farragut Afterschool Program provides an opportunity for Simmons students to tutor and mentor elementary-age students from Kindergarten to grade 6 at the David G. Farragut Elementary School. During the daily tutoring sessions at the school, which is a 10-minute walk from the Simmons campus, students are given assistance with their homework while fun and educational activities are conducted. This program creates an environment where Farragut students can grow, learn and be successful while also providing Simmons students with an enriching and fulfilling experience. Work-study, service-learning, and volunteer positions are available for the program.

Requirements:

Tutors are asked to work from 3-6 p.m. on at least two days from Monday to Friday of their choice with the program and are required to attend several trainings throughout the semester. They provide the Farragut students with art, science or language-arts inspired activities at least once per semester. The ability to work as part of a team, have patience and a willingness to work with kids are all very important to the program. The kids of the program look forward to seeing their tutors every week, so it is very important that FAP tutors are dependable and able to commit to the hours

Name of Community Organization: Gateway O'Bryant to the LMA
Potential Community Co-Educator/Supervisor:
Annie Dunbar
Title: Student Coordinator
Email: dunbar2@simmons.edu Phone: (508) 572-6333
Communication Preference: Email

Mission of Organization and Overview of Goals:

Gateway's mission is to provide high school students at with after school tutoring assistance.

Gateway is a pilot program founded in New York that focuses on educational assistance and enhancement of resources for students in generally undeserved communities. The program requires students apply to receive these services and from the pool 50 students are selected their freshman year of high school. The students take core curricular classes together and after school the students are offered tutoring assistance from College students. The 50 students remain in the Gateway cluster until they have graduated and each year a new cluster of incoming freshman is selected. The program is located at the John D. O'Bryant High School of Math and Science in Roxbury, Ma.

Current Relationship with Simmons College:

Simmons is the mediator between the Gateway O'Bryant to the LMA teachers and educational staff and tutors that range within the Colleges of the Fenway. The Scott/Ross Center acts as a circulation center for tutors that go to the O'Bryant.

Community Identified Assets:

The program provides an opportunity for students to receive help from individuals close to their age. Gateway also acts as a mentoring resource for students who can ask questions about college and find individuals they can relate/look up to.

Community Identified Needs:

One thing that Gateway needs overall is more tutors. The program is in it's infantile stages and unless it receives tutorial resources it cannot function. The tutors we do acquire are of great quality and are very passionate

Name of Community Organization: Boston Center's For Youth and Families
(Hyde Park Community Center)

Main Contact Information: Ms. Trina Wilkerson

Potential Community Co-Educator/Supervisor: Mr. Robert Hickey, Mr. Winston H. Lloyd
Title: Administrative Coordinator, Program Supervisor, Youth Worker,
Email: youthworker73@gmail.com Phone: (617) 635-5178

Mission of Organization and Overview of Goals:

Our mission is to work with all Boston residents from ages 6-96. We also provide an assortment of services from educational, sports, computers, senior groups and classes. We give the youth in the community an opportunity to explore a variety of programs, trainings and activities. Our overall goal is to provide a safe haven and promoting positive things for our youth and families in the community. We work with a diverse population; we are located at 1179 River Street, Hyde Park, MA

Potential Projects:

We are looking for motivated, energetic, understanding, friendly individuals from Simmons College, to assist in our tutorial program. We are open for suggestions if the students have any ideas or programs that will benefit our mission. We will gladly consider and accommodate any suggestions. We have a spacious, clean and new building that could host up to 25-30 youth so our possibilities are endless. We are looking for tutors for all subjects for students ages 11-15 years of age Monday-Thursday 2-4 p.m. and 4p.m.-5p.m.

Name of Community Organization: Sociedad Latina- Mission Enrichment Program

Potential Community Co-Educator/Supervisor: Janai

Title: Coordinator of Mission Enrichment Program

Email: Janai@sociedadlatina.org Phone: (617) 442 - 4299

Mission of Organization and Overview of Organization: *See Sociedad projects under mentoring heading*

Potential Projects:

The **Mission Enrichment Program** is an after-school program for middle school students that provides academic support and innovative and interactive programs that build cognitive skills and good study habits. A collaborative effort between Sociedad Latina, the Maurice J. Tobin School, the Mission Grammar School and the Mission Hill School, the Mission Enrichment Program (MEP) offers a blend of academic numeracy support, homework time management skill, arts and health enrichment clubs and community awareness activities.

Volunteer Title:

College Team Leader

Service Learning & Work Study Duties/Responsibilities:

- Greet students at dismissal from school in designated area
- Supervise students in the park and during recreation times
- Be present with students as they go to local food shops during designated times
- Initiate transitions during transition periods
- Sign-in in building log book
- Have students participate in sign in procedure
- Take student attendance and contact families of absent children
- Aid in office and administrative work
- Support in daily maintenance tasks i.e cleaning up the room, put away materials
- Provide guidance with homework, academic, and enrichment activities
- Encourage a positive, safe learning environment
- Enforce program rules and assist in achieving program goals
- Complete daily assessments for participants
- Provide weekly reports on attendance, behavior, and academic achievement
- Communicate challenges, concerns, and recognition to program coordinator
- Support in any additional tasks as needed
- Assemble and distribute program materials

Requirements:

- At least 2 days per week, preferably M/W or T/THU if only working 2 days 2-6:30pm
(Minimum of 3 hours per day)

- 2nd & 4th Fridays- 3:00- 7:00 (Field Trips)

Field trip hours are an estimate. The day will begin at 3:00 but the time we get back is subject to change.

Applicant must complete the pre-service volunteer training program and fill out all necessary paperwork

Length of time commitment:

Program runs Sept 14th- May 28th At least 1 semester

Qualifications:

Applicant must be at least 18 years of age

Applicant has an interest in working with children

Applicant has had experience working with children

Applicant is able to identify needs and effectively communicate them to program participants or program staff

Name of Community Organization: Steps to Success/ After Hours University

Main Contact Information: Student Coordinators and Facilitator- Emily Ingraham (860-463-0923), Caroline Lew (617-999-9251) Anna D'avano (781-424-2978)

Potential Community Co-Educator/Supervisor:

Janet Selcer

Title: Director

Email: janet_selcer@brookline.k12.ma.us Phone: (617) 879-4638

www.stepstosuccessbrookline.org

Communication Preference: [Email](#)

Mission of Organization and Overview of Goals:

To provide enrichment opportunities for low income students by incorporating programs such as academic enrichment and mentoring, work connections for youth, early college awareness and readiness, and family support services. *

As an overall goal, we want to help students grades 4-6 gain the skills they need to succeed in school and in the world around them both today and in the future. We strive to build a strong relationship with the students through enrichment programs and homework help so that they can feel comfortable asking questions and pursuing a college education. At the Lawrence school in Brookline, we facilitate a small classroom environment, less than 20 students, who typically fall into the low income bracket. The group however, is very inclusive of all socio-economic classes that enroll.

Current Relationship with Simmons College:

The students interact with not only student tutors from Simmons College but also with liaison groups and faculty. We often have visits to Simmons in order give them a glimpse of what it is like to be at college. During these visits they are inquisitive and often have many questions for the groups that are helping to host the event. Similarly, the students are prone to asking us many questions about our time at Simmons and our lives beyond school walls. It is a very enriching experience for the tutors as well as for the students.

Community Identified Assets:

The Lawrence school specifically has an excellent administrative board who is willing to work with the STS/AHU program when needed. The school is also staffed by a variety of knowledgeable and helpful teachers who are more than willing to lend a helping hand with the students and our programs when needed. Similarly, it is a smaller Brookline school, offering the opportunity for students to create stronger friendships and connections with faculty and staff. Lawrence is also located in an excellent community; it is both close to the students' homes and Simmons College residents' campus making the commute for both parties easy and convenient.

Community Identified Needs:

We strongly feel that Lawrence could use a better security check in system when entering the school for the safety of students, staff, and volunteers both during and after class hours. We realize that this would cause more of a financial hindrance and would also limit immediate access to the building. Generally however, we feel that the Lawrence school is a great school to work for. They are very accommodating and helpful at all times and especially when needed.

Potential Projects:

Our proposed project is more a lesson in equality and positive behavior. Since Brookline is a very diverse community, there are often problems with acceptance and equal treatment among younger students. This project can accommodate many students; however a smaller group would be more affective and applicable. To start we would ask the students to come together in a group to discuss certain stereotypes and labels they have experienced while in school. We feel that this will give them a chance to express themselves while allowing them to only gently nudge at their comfort zone without things getting too intense or serious for them to handle appropriately. We propose however, that if things do get too stressful for the students that we take recess early to allow them to work off any emotions they may be feeling. Upon discussing stereotypes the tutors will then label index cards with the various attributes the students brought up and attach them to each student's forehead. Provided we have enough students in attendance we will then divide the group in two, creating an inner and an outer circle. We will then have the inner circle interact with each other as dictated by

their stereotype cards. We hope that this will allow them to see what it is like to be in another person's position and that this will bring about a deeper understanding of and respect for one another. After a few minutes we will have the two groups sit down to talk about what they saw and felt. Then we will repeat the process with group two interacting and group one watching the interactions and again will follow up the process by sitting down and talking about what their experiences were. A Simmons College tutor can help facilitate this project by offering their own person experience and input to help encourage the children to open up and share their feelings. At the same time they can also provide a helping hand in the preparation of the project and can even partake of the interaction process in order to keep things running smoothly.

Requirements:

A weekly commitment of at least 3 and half hours is required, however more hours are available. The program runs from 2:30-5:00pm on Tuesday, Wednesday, and Thursday.

We would like students to have experience and enjoy working with children of any age.

We would also like for students to be dependable and trustworthy as they will be entering an educational environment that will come to count on their presence from week to week.

*Paraphrased from the following site:

<http://www.brookline.k12.ma.us/TEACHING+AND+LEARNING/Programs/Steps+to+Success.htm>

Name of Community Organization: Tenacity Inc.

Main Contact Information: 367 Western Ave. Boston MA 02135 617-765-5159

Potential Community Co-Educator/Supervisor:

Luke Gorman

Title: Assistant Program Director in the After School Excellence Program

Email: lukegorman@tenacity.org Phone: 617-765-5159

Communication Preference: **Email**

Mission of Organization and Overview of Goals: To improve the scholastic, character and physical development of urban youth by combining tennis instruction and academic support with a focus on life skills.

What are the overall goals of your organization/program, type of work you do, population served, work site, etc.? The overall are goals of our program are clearly stated in the mission statement above. We are a literacy and tennis program serving inner-city, underserved youth in Boston. We have five sites spread throughout the city. Our literacy program takes place at school in Dorchester, East Boston, Roslindale, Brighton and South Boston. Our Tennis program takes place at facilities located in Roxbury (Reggie Lewis Center), Roslindale, East Boston, South Boston (Boston Athletic Club) and the Harvard Murr Center.

Current Relationship with Simmons College: Have had Tutors working with us from Simmons in the past and are looking to expand and solidify this relationship.

Community Identified Assets and Needs:

Assets: Allow an opportunity for student growth and service learning through tutoring and mentoring of at-risk urban youth.

Needs: Tutors for our After School Excellence Program...*Krista fill in what you want*

Potential Projects:

Project #1: Tutor in our After School Excellence program. Tutors would work with our students facilitating small group read alouds on literacy days. This would involve making sure certain aspects of our curriculum were completed by their group with guidance from our full-time literacy coordinator. On tennis days students would help on the Tennis court. If the student has tennis experience they could help with instruction but if they have no prior experience they can model positive behavior and help out wherever necessary.

Project #2: Coach a student transitioning into high school. Coaches are matched with students based on their availability and other preferences indicated by the coach and student (i.e. wants to play tennis). This opportunity involves communicating with a student at least once a week and meeting with them (for tutoring or other activities) at least twice a month. This program can always use volunteers to match with students, even if they are not 9th graders. Coaches attend an orientation with Tenacity Alumni staff before being matched with a student.

Requirements:

We would like our tutors to be able to commit to two days a week but this is not a firm requirement. If they are a tennis player that would be great but they need no previous knowledge of the game to tutor with us. They should be proficient in the English language to the point that they feel comfortable teaching others. The time commitment for a coach is flexible and based on their schedule and the student's schedule. They may often meet on weekends or weekday afternoons and evenings. Coaches should be comfortable tutoring a student in at least one of the major subject areas.

Name of Community Organization: Third Sector New England dba Tutors for All

Potential Community Co-Educator/Supervisor:

Courtney McSparron

Title: Program and Business Manager

Email: mcsparron@tutorsforall.org Phone: 412 – 551- 1493

Mission of Organization and Overview of Goals:

Tutors for All bridges the achievement gap one student at a time. Through the creation of partnerships between colleges, public schools, and community agencies, we offer underserved urban adolescents the systematic one-on-one instruction they need in order to thrive.

Many students enter into their junior high and high school years without the basic skills in literacy and math that are necessary to succeed. In order to ensure all students have the skills they require to succeed, Tutors for All provides one-on-one personalized tutoring for students in their own schools. Tutorials are built to meet the student at their skill level and progress at a pace that best serves the student. The one-on-one nature of the tutorials also allows students to create personal relationships with their tutors.

Students in the Tutors for All programs have shown dramatically improved MCAS scores, significantly higher grades in their high school classes, as well as renewed and deeper confidence in their academic abilities. Tutors for All is committed to helping all Boston area youth excel in high school, graduate from college, and thrive in life.

Community Identified Assets:

The Community Charter School of Cambridge (CCSC) has already shown amazing results in helping Boston and Cambridge youth succeed. They are also an organization that is open to change and new ideas and therefore a willing partner with Tutors for All. CCSC will provide a solid and supportive basis for our students and our tutors for work from during the tutorial program.

Community Identified Needs:

While CCSC and Tutors for All have shown great strides in closing the Achievement Gap separately, the problem is too big for one organization to face it on their own. In a city where only 40% of public school students enroll in college and only 10% of all students to enter the public school system graduate from college, a combined force is necessary to change such a systemic problem. Therefore, CCSC and Tutors for All has joined forces to ensure more students excel at the MCAS, achieve high grades in high school, and attend and succeed in college.

Potential Projects:

Tutors for All will hire 40 work study students in the fall, from colleges in the Boston area, to tutor 8th, 9th, and 10th graders at the Community Charter School of Cambridge. These tutors will learn to create lesson plans, structure tutorials, and work as a team to ensure students reach their full potential. Each tutor may specify either math or literacy as their specialty. Each tutor will be paired with one or two students. These tutors will create a meaningful bond with their students as they work through the semester bringing the students skills to grade level and beyond.

Requirements:

Simmons students who wish to act as tutors should show dedication to helping Boston and Cambridge youth excel in high school and college. They should also be flexible and open to opportunities which allow them to grow as educators and mentors. Tutors for All employees are also dedicated to professionalism and team work.

Name of Community Organization: Boston Cares

Main Contact Information:

Paul Lewis

Youth and College Coordinator

Boston Cares

190 High Street, 4th Floor

Boston, MA 02110

www.bostoncares.org

ph: 617-422-0910 x206

fx: 617-422-0911

Mission of Organization and Overview of Goals:

Boston Cares organizes and leads team-oriented volunteer opportunities and services in and around Boston that have a positive impact on individuals and communities.

Launched in February 2007 by the Hands On Network, the Campus Initiative engages college students in volunteerism and leadership. The Initiative recognizes the power of the over 250,000 students living in Boston and creates opportunities tailored for their unique needs and skills. This program is part of a nationally recognized network enabling students to interact in service and leadership opportunities throughout the United States. Leadership opportunities and service projects provide the foundation for new leaders of community service and development in Boston.

Current Relationship with Simmons College: Simmons College is one of Boston Cares' "partner campuses" along with Emerson, Olin, Wellesley, Berklee, The Boston Conservatory, and Harvard's Kennedy School of Government. As a result, not only are students at Simmons able to sign up for our Campus Initiative projects with ease, but they are able to do so without having to pay our standard \$10 one-time joining fee.

Community Identified Assets and Needs:

Assets: Volunteers are provided through our services to over 200 nonprofits in the Boston area.

Needs: Volunteers are needed to provide the service to our partner agencies.

Potential Projects:

Boston Cares operates under a flexible model of volunteering in an effort to comply with people's busy schedules. Projects vary greatly in terms of type and time that they take place. Typically projects accommodate between five and twenty-five volunteers.

Each month there are approximately 4 projects on the Boston Cares Calendar that are reserved for college students. They are listed as Campus Initiative: <Project Name>. Stay up to date with the different options in the Campus Initiative section of our website at www.bostoncares.org.

Requirements:

While projects vary in terms of hours required, any student can sign up for any project s/he wishes.

Name of Community Organization: Cradles to Crayons

Potential Community Co-Educator/Supervisor:

Lindsay Jensen

Title: Manager of Volunteer Relations

Email: Lindsay@cradlestocrayons.org Phone: (617) 471-8417 ext. 117

Communication Preference: Email

Mission of Organization and Overview of Goals:

To provide, free of charge, low-income and homeless children from birth to pre-teen the basic essentials they need to be safe, warm, ready to learn, and valued. We also set a foundation for lasting change through the meaningful, tangible volunteer opportunities we provide to thousands of youth and adults each year.

Cradles to Crayons operates out of a Quincy based warehouse. We make it simple for children, families, corporations to give their time, treasures and talent to benefit other children in their community.

By partnering with social service agencies for distribution, we have a direct channel to serve tens of thousands of children in need each year with basic everyday essentials like clothing, books, shoes and school supplies.

With the help of nearly 8,000 volunteers last year, Cradles to Crayons was able to serve 40,000 children in need in Massachusetts.

Potential Projects:

Cradles to Crayons is able to accommodate groups as large as 50, as well as individual volunteers at The Giving Factory. A typical volunteer shift is spent inspecting donated goods for quality and condition. An afternoon could be spent matching outfits, packaging books, counting puzzle pieces or shopping to fill an order placed for a child we serve.

We are also looking for volunteers who would like to deepen their relationship with Cradles to Crayons with an internship program. Interns will gain a better understanding of Cradles to Crayons' partnership with volunteers and social service agencies. This is an excellent opportunity to familiarize oneself with a multitude of Boston based social service agencies as well as the greater Boston community.

Requirements:

Students can commit for as little as two hours once a year or choose to expand their time commitment with us. We would ask that interns commit to a weekly volunteer shift.

Name of Community Organization: James P Timilty Middle School

Potential Community Co-Educator/Supervisor:

Adam Kidd

Title: 6th Grade Math Teacher

Email: akidd@boston.k12.ma.us or adam-kidd@hotmail.com Phone: 617-635-8109 or 617-320-4415

Mission of Organization and Overview of Goals:

We are 6th-8th grade Boston Public Middle School and work to improve the lives of our students. Our goal is to educate our students and prepare them to become productive, caring and responsible members of our society.

Current Relationship with Simmons College:

Last year, the Red Family at the Timilty worked with Steve London. He brought one of his classes to our school and partnered his students with our students. He also organized a field trip to Simmons for two of our classes.

Community Identified Assets:

Extended-day school. Great staff.

Community Identified Needs:

One-on-One tutoring and academic support for many of our struggling students.

Potential Projects:

It would be beneficial for students from Simmons college to come to the Timilty Middle school from 1pm – 4pm for classroom observations/support and one-on-one tutoring.

Monday –Thursday we can accommodate one Simmons student daily to observe/support a variety of teachers at the Timilty from 1pm – 3:30pm. From 3:30pm-4:00pm the Simmons student would provide one-on-one tutoring/organizational support to a struggling Timilty student.

Requirements:

Skills: Good communication skills, friendly demeanor, basic academic knowledge and patience.

Tutoring/classroom experience would be beneficial but not required.

Time Commitment: 1pm-4pm Monday-Thursday. We can accommodate the same student all four days or a different student each day Monday-Thursday.