



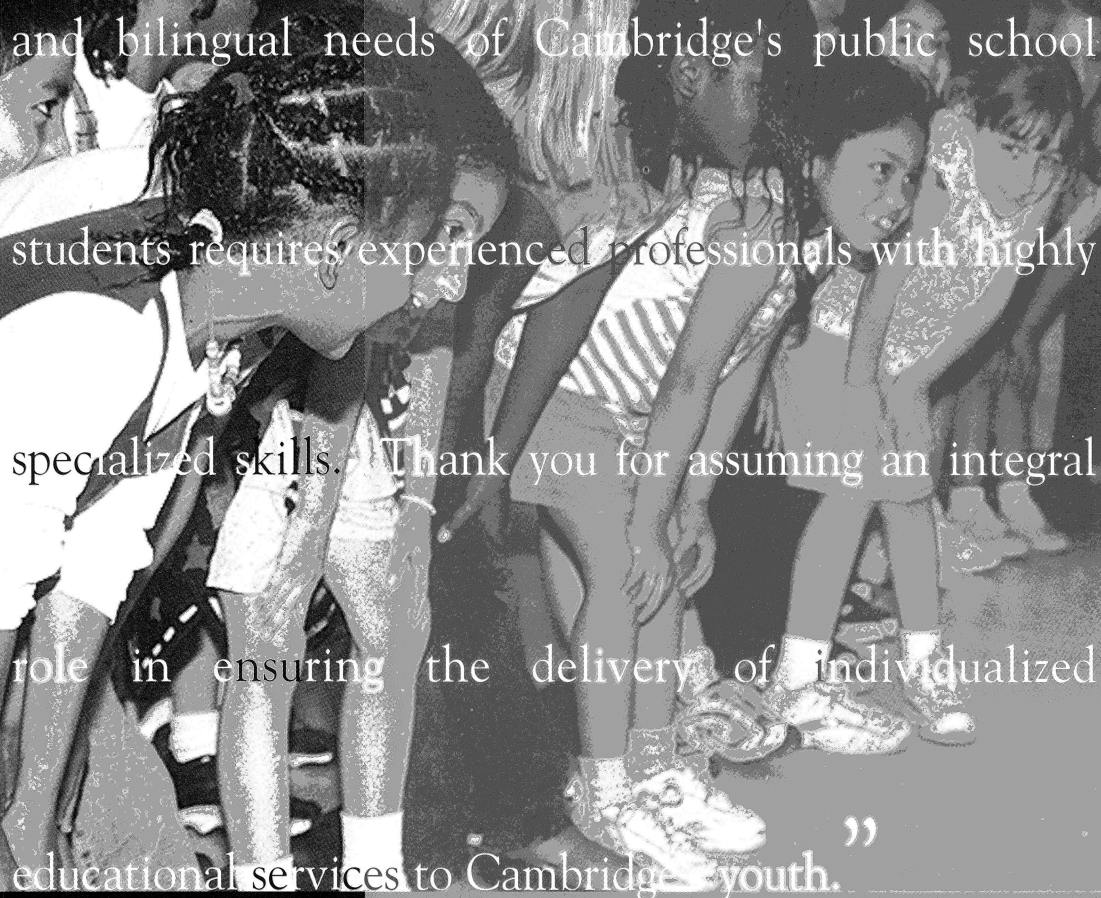
Cambridge Chamber of Commerce Community Outreach Committee

# Best Practices

Handbook

A Guide to Community Outreach

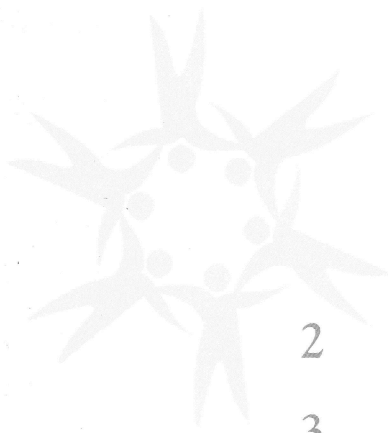
“ This contribution is of critical importance to us. The recruitment, training, and placement of volunteers who are capable of meeting the diverse academic, cultural,



and bilingual needs of Cambridge's public school students requires experienced professionals with highly specialized skills. Thank you for assuming an integral role in ensuring the delivery of individualized educational services to Cambridge youth. ”

*Cambridge School Volunteers*

# Table of Contents



2	Introduction and Acknowledgments
3	How to Use This Handbook
4	Partnership Tips
	<b>Profiles</b>
6	Student Literacy
8	Curriculum Enrichment
9	Professional Development for Teachers
10	School-to-Work
14	Technical Development
14	Adult Education/ESL
15	Tutoring
16	Resources

# Introduction

**Tom Lucey, President**

Cambridge Chamber of Commerce

Since its inception in 1994, the Chamber Community Outreach Committee has conducted a Cambridge-based Social Audit, that resulted in a list of exemplary outreach programs from area businesses and organizations; sponsored a Volunteer Forum at which over 100 participating companies shared experiences and expertise on community involvement; established a Computer Donation program, chiefly benefiting the Cambridge Public Schools; and developed this Best Practices Handbook to provide examples and tools to establish community outreach programs. **The rewards of community involvement are far-reaching.** Your investment in the community will help your business:

- Prepare for an increasingly diverse workforce;
- Explore opportunities for workforce development;
- Engage Cambridge students, teachers, and community members in your business;
- Ensure a reliable source of well-educated, highly skilled employees;
- Increase employee morale;
- Enhance the visibility and reputation of your company;
- Feel great knowing that your contribution to the community makes a difference!

# Acknowledgments

Our deepest appreciation to the following:

to **Volunteers** who give their time, energy, and expertise to help enrich the lives of Cambridge community residents;

to **Contributors** who submitted profiles, photographs, and other information compiled in this handbook;

to **Bobbie d'Alessandro**, Superintendent, Cambridge Public Schools;

to **Mark Guarino**, Guarino Design Group, Inc., of Cambridge for donation of graphic design and creative collaboration;

to **Cambridge Press**, for the printing of this handbook.

This is a publication of the Cambridge Chamber of Commerce, Community Outreach Committee:

Judy Kokesh  
and Judy Ozbun,  
Co-Chairs;

Kathleen Granchelli,  
Audrey Melick,  
and Lynn Murray.

# How to Use This Handbook

## Five Fundamental Resources for Children and Youth

### 1 An Ongoing Relationship with a Caring Adult-Mentor, Tutor or Coach

**Goal:** To create the additional tutoring and mentoring relationships necessary for a positive impact on the lives of young people.

### 2 Safe Places and Structured Activity During Non-School Hours to Learn and Grow

**Goal:** To increase safe places and structured activities during non-school hours so that young people can study, play, and receive the necessary guidance to reach their full potential in life.

### 3 A Marketable Skill Through Effective Education

**Goal:** To forge new partnerships among businesses, schools, and citizen volunteers to provide more young people with mentors, summer jobs, internships, and the essential skills of reading and mathematics.

### 4 A Healthy Start

**Goal:** To find new ways, in cooperation with government, health care providers and businesses, to ensure that this is achieved.

### 5 An Opportunity to Give Back Through Community Service

**Goal:** To provide young people with the opportunity to serve, so that they become part of the solution and experience first hand the benefit of being active citizens.

Our Goal is for this Handbook to be your resource in developing education partnerships in the Cambridge Community. Some Chamber members have developed successful collaborations with the Cambridge schools and are interested in sharing their experiences. This handbook outlines the processes and purposes employed. We offer this as a blueprint to help you get started and to help guide you along the way. The process is flexible and can be considered an outline of steps you may want to take to ensure that your collaboration(s) are firm and lasting.

The partnerships that are highlighted illustrate the wide range of possibilities for interacting with the Cambridge Schools. Beyond that, these examples are transferable and can be applied to collaborations with other organizations as well – such as local nonprofits, museums, and even other businesses. We encourage you to talk with businesses that are currently engaged in these partnerships.

Get involved! It's fun, and it's Good Business!

# What is an Education/Business Partnership?

## Tips

- A collaborative effort between a school, school district, and/or nonprofit organization, and a member of the business community, to achieve mutually agreed upon goals and objectives. Which entails the following:
- Business resources are matched with identified needs of the education partner (i.e., school, district, museum, etc.).
- School resources are matched with identified needs of the business partner.
- All parties agree to communicate openly and directly for mutual benefit.
- Mutually agreed upon goals and objectives are outlined for clear understanding of the program.
- Measurement and evaluation processes are established so both parties come away with a clear understanding of accomplishments and areas for improvement.
- There is a process for celebrating success.

## What are the Benefits to Schools, Students, and Teachers?

- Schools gain resources and supplemental expertise.
- Schools enhance environment for learning, and meet annual educational goals.
- Teachers integrate real-world applications to classroom studies.
- Teachers form mentoring relationships with business colleagues.
- Students are exposed to positive role models.
- Students develop understanding of jobs and workforce skills.
- Students develop/enhance self-confidence.

### Crystal Award Winner 2000

"It is an honor to be recognized by my colleagues, students and members of the community. The real impact of this award for me is the opportunity to be reflective of my work and to think carefully about how I teach, how my students learn, and how I can become a more effective educator."

*Karen Spaulding, Middle School Science Teacher, Morse School*

# How to Motivate Employees

- Highlight teams/events in company newsletter.
- Offer time off for volunteerism (paid or unpaid).
- Get involved in causes that are meaningful to your employees.
- Provide matching funds for volunteerism.
- Provide a volunteerism award (certificate, donation in employee's name, special luncheon or other celebration, etc.).
- Provide team t-shirts, caps, mugs for sponsored events.
- Designate a company-wide volunteer/community service day.
- Publicize the results of employees' involvement in their communities (e.g., "50 volunteers cleaned up the Riverside Park on Saturday in honor of Earth Day festivities").
- Post volunteer opportunities (bulletin boards, posters, newsletters, email announcements, internal websites, etc.).
- Provide volunteer recognition "goodies" (pins, pens, etc.).

## **Gain management support and participation.**

- Find an internal champion who lives in the community or serves on a local board.
- Outline the values to business.

## **Encourage a company culture that reinforces community service.**

- Plan company-wide events.
- Reward employees for community participation (company matching of contributions, etc.).

## **Designate coordinators.**

- At least one coordinate for the school and one for the company.
- Ask for a volunteer—there is no more motivated leader than someone who is passionate about the cause and wants to be involved!

## **Get to know your school partner.**

- Ask probing questions to reveal expectations.
- Ask about the history of the school.

## **Help identify the school's needs and build upon those needs.**

- Set clear goals and objectives.
- Develop a measurement and evaluation plan.

## **Inventory your company's resources.**

- Examples include volunteers, technical/professional expertise, in-kind items such as office supplies or used computers, donations of meeting space, etc..
- Find the intersection between business resources and school needs to develop a natural fit.

## **Focus on establishing relationships.**

- Invest for the long-term.
- Maintain regular communication with your school partner.

## Keys to a Successful Partnership

# The Volpe Center, U.S. DOT

**Chamber Business Contact:** Lynn Murray  
The Volpe Center, U.S. Department of Transportation  
617 494-2224

**Partner Contact:** Lisa Van Vleck  
Cambridge School Volunteers, Inc.  
617 349-6794

**Goal:** To encourage a love of reading among elementary school students and to expose them to role models in the field of transportation.

**Description:** Twice a month the Volpe volunteers take their own lunchtime to read to their assigned Lunch Buddy

at the nearby R.F. Kennedy Elementary School. At the end of the year, the students visit Volpe to learn about transportation and are presented with a book that they are encouraged to read over the summer. All second and third grade students at the Kennedy School are paired with a Lunch Buddy.

**Implementation:** The Lunch Buddy Program is part of the overall Volpe Center Tutoring, Education And Mentoring (TEAM) effort started in 1992 to offer Volpe employees the opportunity to volunteer in the Cambridge community. At this time, 105 Volpe volunteers are involved.

## “Lunch Buddies”



**Chamber Business Contact:** Judy Ozbun  
Corporate Community Relations, Genzyme Corporation  
617 252-7811

**Partner Contact:** Lisa Van Vleck  
Cambridge School Volunteers, Inc.  
617 349-6794

**Goal:** To encourage a love of reading among elementary school students and to expose them to role models in the field of life sciences.

**Description:** Once a week the Genzyme volunteers take their own lunchtime to read to their assigned first grader at the nearby New Fletcher-Maynard Academy. At the end of the year, the Buddies celebrate graduation by awarding the students a Certificate of Achievement given by the principal, and a gift book to encourage them to continue their reading over the summer.

**Implementation:** The Reading Buddies Program is part of the employee volunteer initiative of Genzyme Corporate Community Relations. The Genzyme Community Foundation, which is the vehicle for financial donations given by Genzyme Community Relations, awards a grant to Cambridge School Volunteers, Inc. for the purchase of books, supplies, and coordination of the program.

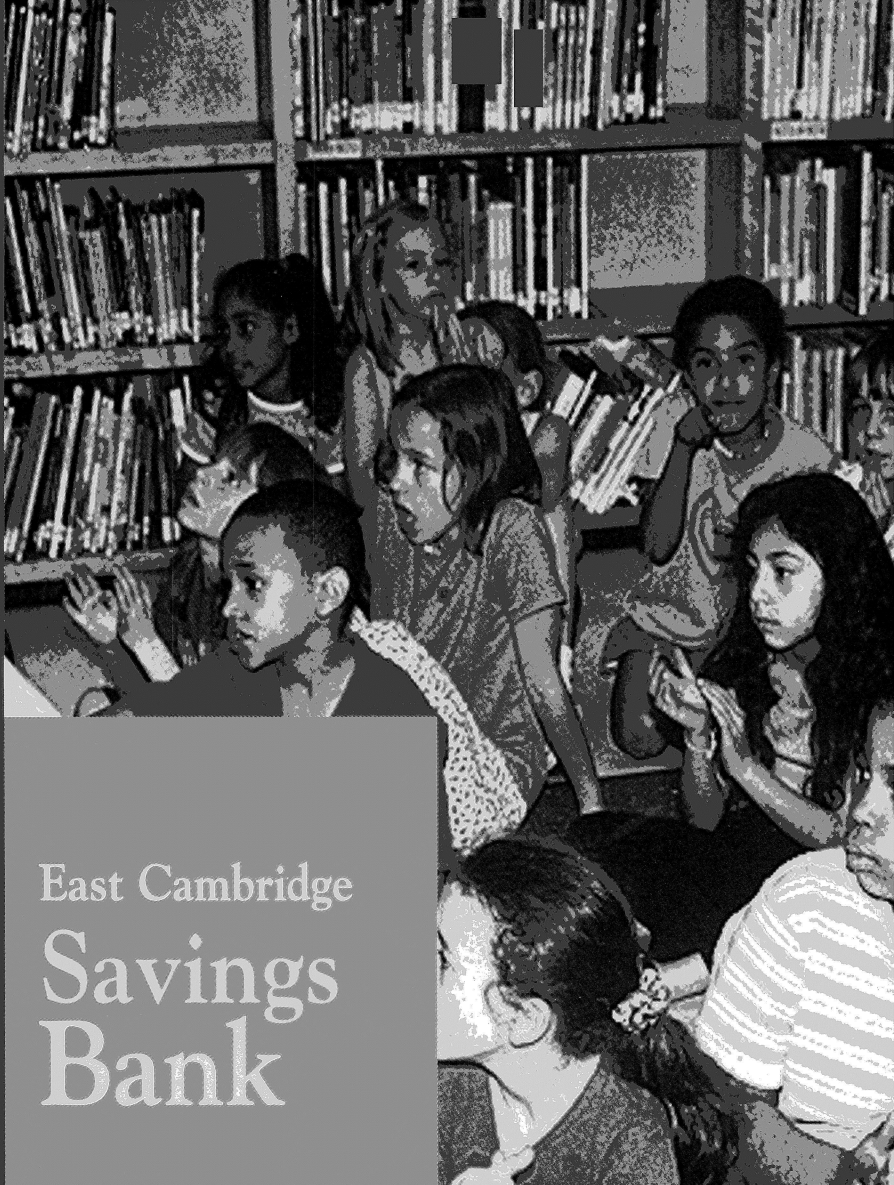
# Genzyme Corporation

## Reading Buddies

“We hope your volunteer readers are enjoying the challenge as much as the youngsters. The children and teachers join us in sending many thanks. Truly, this is an ‘everybody wins’ situation!”

*A Teacher*

# Student Literacy



## East Cambridge Savings Bank

## Summer Reading

**Chamber Business Contact:** William McGilvrey, President  
East Cambridge Savings Bank  
617 354-7700

**Partner Contact:** Daryl Mark  
Cambridge Public Library  
Children's Services Program  
617 349-4040

**Goal:** To encourage recreational reading and to increase awareness of literacy programs.

**Description:** Available at no cost, this program is for all children. It aims to encourage urban children and parents to be proactive and to schedule educational and recreational activities during the summer months away from school.

The bank provides funding and promotional assistance to the library and hosts "story time" at each of the bank's facilities to enhance the library's summer reading program.

**Implementation:** Since ECSB's sponsorship of the Summer Reading program began in 1993, participation has increased and parents and teachers have cited noticeable improvement in reading comprehension among participants.

**Chamber Business Contact:** Amy Fitzgerald  
MIT Edgerton Center  
617 253-7931

**Partner Contact:** Cambridge Public Schools

**Goal:** To make scientific thinking and ideas more accessible to young students by reaching out and engaging them in a hands-on science activity.

**Description:** Teachers and their students are invited to the Edgerton Center to do a hands-on science activity. Each activity is designed to reinforce a major concept taught in an associated science unit. These activities help to build bridges between the curriculum and real-world problems and phenomena.

**Implementation:** By providing teachers with a hands-on activity that coincides with the class curriculum, MIT provides Cambridge teachers with the tools to assess students understanding of science. The project makes scientific thinking and ideas accessible to young students and offers them opportunities to meet and talk to MIT undergrads about their studies.

**Chamber Business Contact:** Mary Ann Jarvis  
Community Affairs, Harvard University  
617 495-4955

**Partner Contact:** Cambridge Public Schools

**Goal:** The Cambridge-Harvard Summer Academy — a summer program for Cambridge Rindge and Latin High School students, was launched in June 2001. The University made a \$1 million commitment over a five-year period. This commitment encompasses programmatic support and academic services through the involvement of Harvard faculty, students and administrators.

**Description:** The Academy brought teacher-interns from Harvard Graduate School of Education's Teacher Education Programs together with teachers from Cambridge and other surrounding communities to enhance the City's existing summer school programs. The Academy offered smaller classes and more individualized attention for students by increasing the teacher-to-student ratio by 80%. In an effort to boost student learning and subject mastery, the Academy also extended the current summer school program from four to five weeks, holding classes five, rather than four, days a week.

**Implementation:** In its first year, the Cambridge-Harvard Summer Academy offered courses in mathematics, English, and social studies to students who would benefit from additional academic support. In subsequent years, the Academy will expand in size and content and will aim to open its courses to all Cambridge high school students interested in advancing their studies over the summer.

City Manager Robert Healy emphasized that "the Academy responds to the City's priorities and vision defined in the Cambridge Agenda for Children by expanding capacity of existing out of school time programs through partnership — and by focusing on the goal of success in school." For information about community service activities at Harvard contact: [www.community.harvard.edu](http://www.community.harvard.edu)

The  
Cambridge-  
Harvard  
Summer  
Academy

Crystal Award  
Winner 2001

"The Crystal Award for Preeminence in Teaching was the pinnacle of my 30-year career in a labor of love."

David Villandry, Middle School Physical Education Teacher, R.F. Kennedy School

**Chamber Business Contact:** Nadia Halim  
Whitehead Institute for Biomedical Research  
617 258-9183

**Partner Contact:** Cambridge Rindge and Latin School

**Goal:** Strengthen science education by keeping teachers and students up to date on latest scientific advances.

**Description:** Biomedical research seminar series are offered to teachers throughout the academic year. Three days of lectures on current scientific events are held for students during February vacation.

**Implementation:** The success of the program is measured by evaluations that are completed at the end of each year by the students, teachers, and participants from the Whitehead Institute.

## Whitehead Institute for Biomedical Research

## Partnership for Science Education

## Draper Laboratory

## Draper Lab Teacher Fellowship

**Chamber Business Contact:** Kathleen Granchelli  
Draper Laboratory  
617 258-2605

**Partner Contact:** Cambridge Public Schools Science  
Coordinator

**Goal:** To provide CRLS science teachers the opportunity to observe first hand the application of science and engineering in the design and development of new technologies and in solving real-world engineering problems.

**Description:** Three CRLS science teachers participated in a teacher fellowship at Draper in 1999-2000. The fellowship began with a three-week summer internship focused on the design process in engineering that was developed with attention to the Massachusetts curriculum frameworks on the design process. The teachers met 30 engineers during the internship and were exposed to engineering methods, a variety of technologies, and the business side of program management. The teachers returned to Draper three times to present to Draper staff the integration of what they learned into their own curriculum.

**Implementation:** Draper staff coordinated the internship and served as liaison for the teachers, school administration, and Draper engineers who mentored the teachers. Two Draper engineers defined the focus of the internship: hardware and software design and development. They served as key contacts to the teachers during the three-week period, oversaw the day-to-day operation of the internship, and recruited colleagues for the program.

The teachers were exposed to engineering technologies, tools, and methods of approach to problem solving. Important common elements of the engineering process were emphasized. Each week culminated with a session with the mentors.

Presentations on their curriculum were made to Draper staff at the end of the school year. Draper's Contributions Program provided stipends for the teachers.

# Hospitality Internship Program

# Hyatt Regency Hotel

# Camp Hyatt Career Day



**Chamber Business Contact:** Stuart Meyerson  
Hyatt Regency Hotel  
617 441-6400

**Partner Contact:** Jimmy Ravanis, Brian Roach  
CRLS Hospitality Program

**Goal:** To provide high school students with school-to-work skills and practical experience in the hotel industry.

**Description:** Each year, selected students are placed in various departments of the hotel for two hours per day, five days per week. Although they are not staff, students go through the same process as new hires—including orientation and training. They are required to fill out time cards and wear uniforms. Their grades are based on evaluations given by their manager. Students earn an hourly wage.

**Partner Contact:** Morse School fifth grade Teachers and Administration

**Goal:** To provide fifth grade students an opportunity to learn about the hotel industry.

**Description:** Camp Hyatt Career Day is a nationwide Hyatt initiative held every May. After orientation and training, students shadow employees (from housekeeping to accounting) and experience a morning working in the hotel industry. At lunch they share what they learned.

**Implementation:** This initiative, which has become a tradition at the Morse School, gives young students exposure to the hospitality industry. Hyatt has a similar program for older students called “Groundhog Job Shadow Day,” which is held nationwide every February 2nd.

School-to-Work

# Student-Run Bank

**Chamber Business Contact:** William McGilvrey, President  
East Cambridge Savings Bank (ECSB)  
617 354-7700

**Partner Contact:** The Harrington School, Cambridge Rindge and Latin School

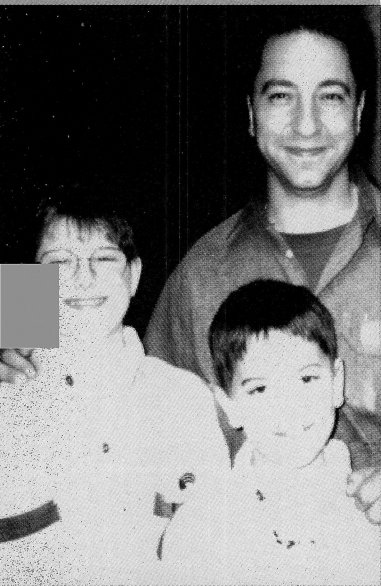
**Goal:** To educate students on the principles and practices of banking through practical experience.

**Description:** An Introduction to Banking program that provides a hands-on learning experience in banking is offered to the fifth grade students at the Harrington School. The students learn about the principles and practices of banking, the ways in which a bank helps its community, and personal fiscal responsibility.

The student-run bank at CRLS, fully underwritten by ECSB, was established in 1989. This program teaches the principles of banking through practical life-skill lessons and offers part-time job opportunities for participating students.

**Implementation:** In addition to the practical experience afforded to students, it also is an opportunity for scholarship.

East  
Cambridge  
Savings  
Bank



School-to-Work systems provide the missing link between children's school years and their lifetimes as adult workers.

## Students in School-to-Work programs

- Learn about their job possibilities by shadowing existing workers in different departments and discussing work and life with adult mentors;
- Experience the workplace environment first hand through volunteer work, internships, and paid work experience;
- Apply academics to real tasks performed in the workplace and participate as productive employees;
- Acquire the skills necessary for successful careers; and
- Formulate goals and plans for a future previously unimagined.

**Source:** [www.stw.ed.gov](http://www.stw.ed.gov)

“Partnerships between business and education build vital and successful School-to-Work programs that fit the needs of local communities and have the flexibility to respond to changes in the local labor market and economy.” *Robert Reich, former U.S. Secretary of Labor*

# Irving House

**Chamber Business Contact:** Rachael Solem

Irving House  
617 647-4600

**Partner Contact:** Cambridge Rindge and Latin School

**Goal:** Identify and train CRLS students interested in a career in the lodging or hospitality industry.

**Description:** Through curriculum work at the school and long-term paid internships at hotels around the city, juniors and seniors receive a balance of academic and practical information and experience in this field. The interns work about 12 hours per week at the front desk and occasionally in the housekeeping department.

**Implementation:** Students are selected by the program coordinators at CRLS and then interviewed by hotel staff. Students are given special projects, learn about housekeeping, front desk work, and become familiar with the workings of a guest house. These unpaid internships give middle school students insight into the hospitality business, the world of work, and increase their awareness of the community. Irving House has participated for two years. Irving House and Harding House also offer week-long internships for four middle-school students at the Graham and Parks School during the April school break.

## CHA Workforce Programs

**Chamber Business Contact:** Connie Mugnai

School of Government, Harvard University  
617 496-6225

**Partner Contact:** Cambridge Rindge and Latin School

**Goal:** To provide clerical and accounting jobs to selected area high school students with the goals of exposing them to potential careers in accounting or management and improving their job skills.

**Description:** With the Cambridge Housing Authority (CHA) Work Force staff, the Kennedy School of Government (KSG) interviews and selects students to assist in daily operations of accounts payable and payroll. Student interns are trained to use various computer software applications to perform these tasks. Their progress is monitored and evaluated throughout the term and results are shared with Work Force (WF) staff and student interns.

**Implementation:** The KSG was one of the first sites for the WF program. Initially the students were given clerical tasks; however, responsibilities increased to using Excel spreadsheets. One of the graduates of the WF program continues as a part-time employee while pursuing a bachelor's degree at the University of Massachusetts at Boston.

# Harvard University School of Government

**Chamber Business Contact:** Larry Kerpelman  
Abt Associates Inc.  
617 349-2713

**Partner Contact:** Cambridge Rindge and Latin School

**Goal:** To provide job readiness mentoring and training to youth in the Cambridge Housing Authority Work Force Program and to give back to our community.

**Description:** Abt Associates and Work Force personnel select students to work part-time during the school year for appropriate jobs within Abt Associates. In these positions, the students are mentored and trained in job readiness and they in turn, provide needed services to the company. Abt maintains liaisons with the WF supervisors and managers regarding the status and progress of the students.

**Implementation:** This program dates back to the mid-1990s. Initially the company placed these workforce students in the mail room sorting and distributing mail, shipping and maintaining records of package deliveries, and tracking and reporting shipment status. Two students have been placed in facility maintenance duties as well as the corporate marketing information services unit where they input, maintain, and update marketing information using ACCESS database and Lotus 123 applications.

## Abt Associates

**Chamber Business Contact:** Matthew Carberry  
Carberry's Bakery and Coffee House  
617 576-3530

**Partner Contact:** Cambridge Rindge and Latin School

**Goal:** To offer young people opportunities to work and to expose the staff to community giving.

**Description:** The Work Force program provides work experiences, workshops in career and academic counseling, as well as case management. Participation in the program continues to enable Carberry's to enhance its employee base and affords outstanding supervision and mentoring skills to its employees.

**Implementation:** Since 1992, Carberry's has hired students as counter persons to stock bread cases, maintain cleanliness of service and dining areas, prepare foods, operate machines for coffee, and serve customers. The program trains students to handle the pressure of serving people in a fast-paced and demanding environment.

## Carberry's Bakery and Coffee House

# Computer Donation Program

Technical Development

The  
Cambridge  
Chamber  
of Commerce

**Chamber Business Contact:** Lisa Stuardi  
Cambridge Chamber of Commerce  
617 876-4122

**Goal:** To address the Digital Divide by facilitating the donation of new and used technical equipment—including computers, printers, and components—to schools, non-profit organizations and other charities in Cambridge.

**Description:** Begun in 1998, the Computer Donation Program has provided over 200 machines and accessories to Cambridge organizations with preference given to schools and learning programs.

**Implementation:** The Cambridge Chamber of Commerce functions as a community bulletin board whereby donors list their equipment and nonprofit organizations locate potential donors. In this way, donors may reach the broadest possible audience, and recipient organizations have access to the largest possible pool from which to draw in addressing their technical needs. Turnaround time for matching donors to recipients is typically 3-7 days.

# Kendall Square Learning Project

The  
Volpe  
Center,  
U.S. DOT

**Chamber Business Contact:**  
Olive Lesueur, Russ Furtado  
The Volpe Center, U.S. Department of  
Transportation  
617 494-2541

**Partner Contact:** Cambridge Learning Center  
Karen Ebbitt  
617 349-6363

**Goal:** To teach English and basic life skills to adult speakers of other languages

**Description:** Kendall Square Learning Project (KSLP) provides English classes at no cost for speakers of other languages. Classroom space is donated by the Volpe Center.

**Implementation:** The KSLP was formed in 1992 by the determination of a few concerned individuals at the Volpe Center and the notion that anyone can make a difference. It is now a 501c(3).

Small (four to eight students), informal classes ranging from beginning to advanced conversation and grammar are offered twice a week. Since it was begun nine years ago, KSLP has reached over 300 students, who have been able to find better jobs and improve their everyday lives.

Adult Education/ESL

# Tips For Tutors

While helping students with homework:

- Be friendly; take time to get to know each other;
- Help students prioritize assignments;
- Encourage students to start with the most challenging tasks;
- Be a good listener;
- Look at prior work, if available;
- Be patient;
- Show students creative ways to solve problems;
- Always encourage students to find the answer themselves.

Source: Cambridge School Volunteers

## Millennium Makes a Difference

Millennium  
Pharmaceuticals

**Chamber Business Contact:** Peter McLoughlin  
Millennium Pharmaceuticals  
617 679-7341

**Partner Contact:** Cambridge School Volunteers

**Goal:** To involve employees in tutoring.

**Description:** Millennium employees are granted release-time to tutor children in the Grade 4-6 After-School Learning Center at the Morse School. The Center, supervised by a teacher and

staffed by volunteers, offers children individualized academic support.

**Implementation:** To encourage employee volunteerism, the employees have joined together to organize efforts. Until the company becomes profitable, the financial segment of the program is very limited.



Tutoring

# Resources:

## Websites & Others

### Associations, Councils,

Associated Grantmakers of Massachusetts

- [www.agmconnect.org](http://www.agmconnect.org)

Business for Social Responsibility

- [www.bsr.org](http://www.bsr.org)

Cambridge Community Foundation

- email: [cambridgecf@igc.org](mailto:cambridgecf@igc.org)

The Chronicle of Philanthropy

- [www.philanthropy.com](http://www.philanthropy.com)

The Council on Economic Priorities

- [www.cepnyc.org](http://www.cepnyc.org)

Council on Foundations

- [www.cof.org](http://www.cof.org)

National Association for Partners in Education • [www.napehq.org](http://www.napehq.org)

### Charity Research Tools

American Association of Fund-Raising Council • [www.aafc.org](http://www.aafc.org)

American Institute of Philanthropy

- [www.charitywatch.org](http://www.charitywatch.org)

Guidestar • [www.guidestar.org](http://www.guidestar.org)

National Charities Information Bureau

- [www.give.org](http://www.give.org)

### Socially Responsible Investing

Investor Responsibility Research Center

- [www.irrc.org](http://www.irrc.org)

Social Funds

- [www.socialfunds.org](http://www.socialfunds.org)

The Social Investment Forum

- [www.socialinvest.org](http://www.socialinvest.org)

Social Venture Network • [www.svn.org](http://www.svn.org)

### Volunteering

Energize • [www.energizeinc.com/prof.html](http://www.energizeinc.com/prof.html)

Helping • [www.helping.org](http://www.helping.org)

Idealist • [www.idealists.org](http://www.idealists.org)

Points of Light Foundation

- [www.pointsoflight.org](http://www.pointsoflight.org)

ServeNet • [www.servenet.org](http://www.servenet.org)

Volunteer Match

- [www.volunteermatch.org](http://www.volunteermatch.org)

(postings for nonprofits and volunteers)

Volunteer Solutions

- [www.volunteersolutions.org](http://www.volunteersolutions.org)

(postings for nonprofits and volunteers)

### Other Resources

Books - [www.nonprofitbooks.org](http://www.nonprofitbooks.org)

Careers - [www.nonprofitcareer.com](http://www.nonprofitcareer.com)

General Information - [www.nonprofits.org](http://www.nonprofits.org)

## Publications

*Citizen Service Guide 2000-2001*

Massachusetts Service Alliance  
([www.msalliance.org](http://www.msalliance.org))

120 Boylston Street, 2nd Floor,  
Boston MA 02116

*Directory of Community Services*

Cambridge Community Services, Inc.

99 Bishop Richard Allen Drive,  
Cambridge MA 02139

*Directory of Volunteer Opportunities in  
Cambridge*

City of Cambridge, Department of Human  
Service Programs

*MA Department of Education*

*School Directory*

Massachusetts Department of Education  
(<http://profiles.doe.mass.edu/>)

350 Main Street

Malden MA 02148-5023

*Measuring Program Outcomes:  
A Practical Approach*

*Simple Things You Can Do to Make  
a Difference*

*Youth—A Guide to Volunteering in  
Your Community*

United Way of Massachusetts

([www.uwmb.org](http://www.uwmb.org))

245 Summer Street, Suite 1401,  
Boston MA 02210

*Special Opportunities for Senior Volunteering in  
Cambridge*

Eldercorps

19 Harrison Avenue

Cambridge MA 02140

*User-friendly Handbook for Project Evaluation:  
Science, Mathematics, Engineering and  
Technology Education*

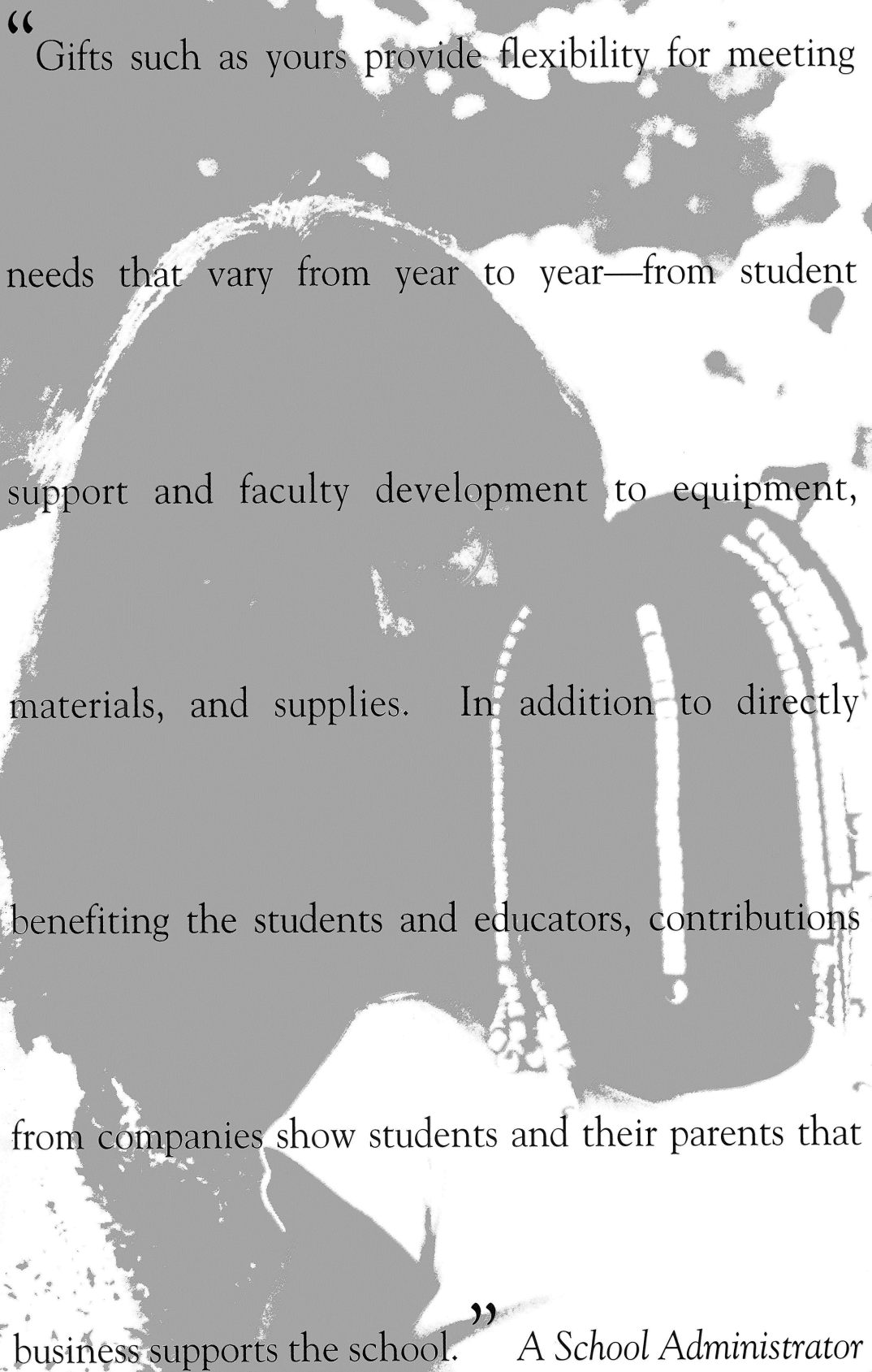
Directorate for Education and

Human Resources,

National Science Foundation

Division of Research, Evaluation

and Discrimination

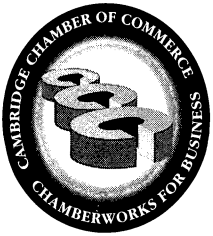


“ Gifts such as yours provide flexibility for meeting needs that vary from year to year—from student support and faculty development to equipment, materials, and supplies. In addition to directly benefiting the students and educators, contributions from companies show students and their parents that business supports the school. ”

*A School Administrator*

Cambridge Chamber of Commerce Community Outreach Committee





CAMBRIDGE CHAMBER OF COMMERCE  
859 MASSACHUSETTS AVENUE  
CAMBRIDGE, MA 02139  
617/876-4100 FAX 617/354-9874

February 21, 2002

Dear Honorable Members of the City Council:

As you know, the Cambridge Chamber of Commerce and its 1500 members are committed to making Cambridge a better place to live, work, do business, visit, and study. One direct manifestation of our mission is to connect business resources including money, talent, time, and materials to appropriate Cambridge organizations and populations, specifically school children.

Over the last year, we have interviewed a number of our members whom we believe sponsor model educational programs that benefit school-age children and adult learners. We are pleased to debut the outcome of this research in the form of our "Best Practices Handbook on Business Philanthropy."

This handbook represents the latest effort of the Cambridge Chamber's Community Outreach Committee. This committee strives to provide all Cambridge businesses with valuable information on manners in which they too can create and maintain a wide range of philanthropic programs. These programs include, but are not limited to, reading, science, internship, school-to-work, adult education, ESL, and tutoring programs.

In sharing this information with you, the Chamber and its members hope to recognize publicly the outstanding contributions currently being made by many businesses in the Cambridge community and to pledge its continued support to the programs and organizations serving the needs of Cambridge residents, particularly its children.

Sincerely,

Thomas J. Lucey  
President & CEO

Lisa P. Stuardi  
Director of Government and Community Affairs

5-59

**Communication #7**

A communication was received from Cambridge Chamber of Commerce, transmitting a copy of their handbook "Best Practices Handbook on Business Philanthropy."

**In City Council February 25, 2002**

---

**PLACED ON FILE**