Cambridge School Volunteers
Programs & Table of Contents

Elementary Programs pages 6-7
  Classroom Volunteers
  Elementary Literacy Programs
  Intergenerational Math Program
  Art and Science in One
  Reading Buddies*
  KeyPals*

Upper School Programs pages 8-11
  Classroom Volunteers
  NetPals*
  Learning Centers (Out of School Time)

High School Programs pages 14-15
  Classroom Volunteers
  Academic Support
  Tutoring Center (Out of School Time)
  College Readiness Program (Out of School Time)
  Science Olympiad (Out of School Time)

*Our Corporate Volunteer Programs pages 16-17
This spring, Cambridge School Volunteers (CSV) will celebrate its 50th anniversary. A 1966 meeting of a few Cambridge mothers who wanted to create libraries in the elementary schools has grown into an independent, non-profit organization with more than 1,000 volunteers. This year, under the auspices of a full-time staff, 15 corporate partners, and 17 board members, our volunteers served more than 3,000 Cambridge students with 52,001 hours of tutoring and mentoring.

While Cambridge School Volunteers has seen many changes over the past 50 years, CSV’s mission to help all Cambridge students achieve academic and personal success remains unchanged. Today, as always, the one-to-one relationships that we forge between individual K-12 students and caring, competent adult volunteers stands at the heart of what CSV does. These personalized “matches” make a genuine difference in students’ academic outcomes, and these differences, in turn, have the power to change lives.

Through these pairings and our array of in-school volunteer programs—ranging from early literacy and math support across Cambridge’s twelve elementary schools to our Tutoring Center, College Readiness, and Science Olympiad programs at Cambridge Rindge and Latin School—Cambridge School Volunteers is helping to meet the educational needs of the city’s children and youth today and to improve the prospects for their future.

CSV has also demonstrated a consistent commitment to grow, evolve, and partner effectively with the Cambridge Public Schools (CPS). When the School Committee created upper schools in 2012, Cambridge School Volunteers seized the opportunity to provide more robust tutoring and mentoring to middle school students. In the process, we created Learning Centers to provide after-school tutoring and expanded NetPals, our seventh-grade science mentoring program. With our longstanding and continuing partnership in mind, last spring we honored CPS Superintendent Dr. Jeffrey M. Young, on the occasion of his announcing his intention to depart CPS in June 2016.

While much has changed in the world over the past 50 years, Cambridge School Volunteers has honed our focus on one-to-one relationships between volunteers and students. I believe these relationships are the key to our success. Most of us remember an adult in our lives, often a teacher, who made a difference by taking a personal and keen interest in who we were. The interest of one adult can inspire a student to be successful. Our commitment for the next half-century is to continue to forge these life-changing relationships between students and their tutors, advisors, and mentors.

Sally Peterson
President, Board of Directors
Cambridge School Volunteers
This report presents an overview of a year in the life of Cambridge School Volunteers (CSV), a community-based nonprofit organization that transforms local citizens into agents of change, giving focus to their volunteerism and direction to their donation of time and talent. During the 2014–2015 school year (FY15), CSV oversaw an array of programs that together mobilized 1,037 volunteers—including volunteers from 15 corporate partners—in every Cambridge public school, serving students at all grade levels, from Junior Kindergartners to high school seniors. In schools across the district, our CSV volunteers gave 52,001 hours of tutoring and mentoring, in aggregate—more than 289 hours per school day.

During FY15, CSV invested considerable effort in strengthening our relatively young programs at the middle ("upper") schools, NetPals and Learning Centers. CSV expanded our one-to-one mentoring in the NetPals program for seventh-graders, adding 90 mentor pairs, five new corporate partners, and a new school, Putnam Avenue Upper School (PAUS), to the program. NetPals matches every seventh-grader at a school with an adult mentor who works in the fields of science, technology, engineering, or math, sometimes known as STEM fields. The second upper school program, Learning Centers, offers free tutoring to middle school students, who are referred by teachers, during out-of-school time (OST) hours in all four Cambridge upper schools and at the Amigos School. Over the past year, CSV undertook a recruitment effort to support this program so that more students could be matched one-to-one rather than tutored in small groups. As a result, in FY15, the proportion of students matched one-to-one with an individual tutor increased by 53 percent—from 56 students matched one-to-one in FY14 to 86 students this year. To further enhance quality at each of the five Learning Centers, CSV strengthened protocols, standard operating procedures, and technology to support communication between Learning Center staff and teaching staff.

"When we met with our volunteers, they were always happy to see us."
–Fifth-Grade Student, Kennedy-Longfellow School
CSV also increased the diversity of our Learning Center tutors through targeted recruitment. Twenty percent of our 2014–15 volunteer corps agency-wide—and 36 percent of our Learning Center tutors—now identify themselves as people of color.

During the year, our corps of CSV College Readiness mentors nearly doubled their collective hours helping high school seniors with college and scholarship applications—from 1,800 to 3,400 hours.

This year CSV welcomed Julie Loh as the new director of our Intergenerational Math Program (IMP), in which volunteers are trained to tutor elementary students in the Math In Focus curriculum and basic numeracy skills. Intergenerational Math Program volunteers intensively tutored 50 elementary students during the year.

We marked some significant occasions in 2015. CSV feted outgoing Superintendent of schools, Dr. Jeffrey Young, for his commitment to community partnerships. We recognized Rindge Avenue Upper School (RAUS) science teacher Jay Mahoney with the 2015 Kenneth S. Neal Award for his work on NetPals. We honored Novartis for a decade of NetPals, and Charlotte Ng for 25 years of volunteer service at Cambridgeport School.

We awarded the 2015 Mack I. Davis Awards for extraordinary volunteer commitment to:
- Corinne Johnson—Science Olympiad and Classroom, Cambridge Rindge and Latin School;
- Margaret Pancost—Novartis NetPals, Cambridge Street Upper School;
- Sam Seidel—Learning Center, Cambridge Street Upper School; and
- David Smith—Tutoring Center, Cambridge Rindge and Latin School.

CSV Volunteer Time During the School Day: 34,145 hours
CSV Volunteer Time During Out-of-School Time: 17,856 hours
The elementary school programs of Cambridge School Volunteers, which focus on math and literacy, are as vital today as they were in 1966, when our organization was founded.

In the arena of literacy, our work focuses on helping kids not only learn to read, but to love reading. The majority of our effort is centered on developing early literacy skills before and during third grade. In the 2014–15 school year, more than 300 CSV volunteers read to young students, coached them as writers, or helped in other ways to build basic literacy skills in the Cambridge Public Schools.

One stream of our literacy work is our Publishing Centers. Publishing Center volunteers are trained in the art of book-making. In their weekly visits to the schools, these volunteers encourage students to write and illustrate their original stories that they then “publish” as handmade books.

Providing children an ongoing reading relationship with an adult reader, by solidifying the joy of reading, is a key component of our literacy work. One of our corporate volunteer programs, Reading Buddies, serves children in Kindergarten through third grade (See “Corporate Volunteer Programs,” pages 16 – 17). In addition to three Reading Buddies partnerships, we are proud of our strong collaborations with three additional organizations—Read to a Child, the Greater Boston Jewish Coalition for Literacy, and the SAG-AFTRA Foundation (BookPALS)—who contribute important
teams for core work in literacy.

At the elementary level, CSV volunteers play a wide variety of roles. Classroom volunteers assist teachers with individualized and small group instruction in all subjects. Many classroom volunteers become an integral part of the classroom community, and some return year after year.

Volunteers in our Intergenerational Math Program (IMP) provide in-class one-to-one tutoring, enabling teachers to differentiate instruction to meet the needs of their wide range of learners more effectively. CSV IMP volunteers logged 1,046 hours in FY15, tutoring 50 children in math.

CSV’s oldest program places volunteers in school libraries across the district. These library assistants help students identify resources, handle circulation, and more. Some engage in extra tasks, such as storytelling, reading aloud, and book repair.

CSV Elementary School Volunteers, in their own words:

“T had 25 students with Limited English. Our classroom volunteer brought the ratio from 2:12 to 3:8. I hope he comes back next year.” —Susan McGlennon, Sheltered English Immersion Teacher, Graham & Parks School

“These young kids really open up after they get to know you. They now ask for my assistance; proudly show off their work to me; eagerly tell me stories about what happened in their lives.”
—Early Literacy Volunteer, First Grade, King Open School

19,450 Volunteer Hours spent in CPS Elementary Programs

- BookPals (2 schools) 30.4%
- Art & Science in One (1 school) 29%
- Library Placements 13.5%
- KeyPals (1 school) 17.7%
- Intergenerational Math Program 17.7%
- Early Literacy Program 13.5%
- CSV Reading Buddies (3 schools) 25.4%
- Read to a Child (2 schools) 7%
LEARNING CENTERS in the UPPER SCHOOLS

“Classwork got less stressful.”
—Learning Center Student

93 percent of upper school students reported that participating in a Learning Center improved their school work.

Our five Cambridge School Volunteers’ upper school Learning Centers provide students in Grades 6 through 8 with free academic support services. CSV and upper school staff develop and deliver these supports collaboratively. These Learning Centers operate either one or two days per week, depending on the site, after—and in some cases before—school. They offer students a supportive setting and individualized academic assistance with trained volunteer tutors. Eligible students are referred by school staff, using CSV referral and parental permission forms.

Highlights from our Learning Centers

• In FY15, CSV operated Learning Centers at all five Cambridge upper schools, cumulatively serving 85 students in the afternoon (one-to-one matches) and 42 students in the morning (group tutoring).
• As part of a quality improvement initiative, CSV increased the proportion of students matched one-to-one with a tutor, rather than in group settings, by 53 percent over FY14.
• More than half the tutors at the dual-language Amigos School/Escuela Amigos are bilingual (English/Spanish).
• The Learning Center at Putnam Avenue Upper School (PAUS) again welcomed the Harvard Men’s Golf team as tutors.
• 24 percent of all CSV before- and after-school volunteer hours were spent at upper school Learning Centers.
• During the year, CSV implemented better technology and systems for communication among teachers, volunteers, and members of the CSV team.
• CSV actively recruited volunteers who are people of color, as part of an agency-wide initiative. The percentage of Learning Center volunteers who identify themselves as people of color increased from 26 percent in FY14 to 36 percent in FY15.
Learning Center Volunteers, in their own words:

“To me, the best moments were when the student seemed passionate or very interested in a subject. Seeing the student’s face light up while learning reminds me why I love to learn as well!” — M. McKnelly, Cambridge Street Upper School Learning Center Tutor

“CSV staff and the Learning Center coordinator were always there to talk with me and answer any questions I might have. Because they were always in the room during tutoring, they were aware of how things were going.” — Rindge Avenue Upper School Learning Center Tutor

Learning Centers is one of our newest programs. We still need tutors. Join us!
The NetPals program of Cambridge School Volunteers provides seventh-graders with early opportunities to explore careers in the STEM fields (science, technology, engineering, and math) through a relationship with a working professional. Each student has three face-to-face meetings with his or her mentor, who has been recruited and trained by CSV. Additionally, Cambridge School Volunteers staff and Cambridge Public Schools teachers supervise regular email correspondence between mentor and student through the year, building students’ skills in science writing and STEM content within the context of their regular science class.

During FY15, CSV invested considerable effort in strengthening our relatively young programs at the upper schools, NetPals and Learning Centers. CSV expanded our NetPals program for seventh-graders, adding 90 mentor pairs, five new corporate partners, and a new school, Putnam Avenue Upper School (PAUS). With the help of five new partners — Oracle, Pegasystems, Skanska, the MIT Department of Chemical Engineering, and Volpe National Transportation Systems Center — CSV matched every seventh-grader at three Cambridge upper schools with a NetPal mentor who works in the fields of science, technology, engineering, or math, known as STEM fields. Putnam Avenue Upper School joined Rindge Avenue Upper School and Cambridge Street Upper School in the program.
NetPals, in their own words:

**Adult NetPals Say:**

“When my student brought up a point from an email in a face-to-face [meeting] weeks after the email, I could really tell that he was absorbing all that I was saying/writing. [This] made me respect him even more and also [made me feel] humbled at the place my words had in his world.”—B. Downey, Fourth-Year NetPal, Novartis, Cambridge Street Upper School

“I had a great NetPal this year. She asked for my advice on study habits and we had a great exchange about that and the real value of learning.”—K. Cohen, Second-Year NetPal, Cambridge Systematics, Rindge Avenue Upper School

**Seventh-Graders Say:**

“I learned about using science in the world with everyday jobs...It gives seventh-graders a chance to talk to someone who can help them make good choices in life.”—NetPals student, Putnam Avenue Upper School

“I think it was an important part of the year because it showed us a peek at what your future job might be like.”—NetPals student, Putnam Avenue Upper School
A DAY IN THE LIFE OF CAMBRIDGE SCHOOL

Every weekday, some 250 volunteers give about an hour of their time to help Cambridge public school students. These volunteers are working scientists and retired teachers, grandparents and graduate students, lawyers, librarians, parents of young children, and more. Their diversity of backgrounds and interests reflect those of the students with whom they come to connect. Together, in an array of programs, taking place at every hour, at every Cambridge Public School, volunteers and students build meaningful, even life-changing, one-on-one relationships.

This is Cambridge School Volunteers on a typical Tuesday in winter:

7:30 AM Mekada, a freshman at Cambridge Rindge and Latin School (CRLS), arrives at the CSV Tutoring Center. Mekada had commuted that morning from the Cambridge Housing Authority apartment where she lives with her mom, taking the MBTA Red Line from Alewife to Harvard Square. Inside the Center's large, open classroom, she joins a group of fellow students sitting with Rashan, their volunteer tutor, whom she sees twice a week at this hour, to review physics. Mekada shows him the place in her problem set where she is stuck this time, and they start to puzzle through the question together. She thinks of Rashan, a graduate student, as a cool, physics whiz. When the 8:05 bell rings to start school, Mekada feels ready for the day's quiz.

7:35 AM Inside the brand-new Putnam Avenue Upper School, several upper school students sit down with their tutors from Harvard University men's golf team to review coordinate planes, the current topic in their math class. The students, each tapped by their teachers for extra support, come to school an hour early, twice a week, to review math with their volunteer tutors. "We missed you guys over break," one of the tutors tells "his" student, Connor. A smile comes over Connor's face, but he protests, "Nah, you didn't miss us at home in Cali." "I did," says Zach. "I thought of you on New Year's, how you made the resolution to do what it takes to pass math this year." Connor is tall for his age, but gangly and shy, with a mouthful of braces. He can't stop smiling as he walks out of tutoring, because his tutor remembered what he'd said almost a month ago. He was going to pass math—watch him.

9:00 AM Jane, an Intergenerational Math Program tutor, arrives at a Graham and Parks School second-grade classroom, where she's working with a struggling math student, Arun. After listening to the teacher present how to make a model for a word problem, Jane and Arun discuss the problem together. Mostly, Jane asks questions, as Arun tentatively draws a bar chart. At the same time, a literacy volunteer is working with a student at Tobin Montessori School, and a retired nurse volunteers in a kindergarten classroom at Cambridgeport School, setting up the veterinary corner for the students.

*Names of volunteers and students have been changed
10:00 AM   Every seventh-grader from the Rindge Avenue Upper School heads out on a field trip to meet with their Cambridge School Volunteers’ NetPal to learn about careers in STEM (science, technology, engineering, and/ or math) fields. The seventh-grade cohort split up to visit four locations: Cambridge Systematics, Grace Construction Products, Oracle, and Vecna. Students are eager to see what science looks like in practice at work, and to meet their “own” NetPal face-to-face, after a month of email exchanges.

10:05 AM   A few minutes later, a Tufts University undergraduate student from the Spanish in the Community class signs in at the dual-language Amigos School, where she is helping second-grade students learn Spanish.

12:00 PM   Every Tuesday, CSV Reading Buddies are ready to spend their lunch hour with students at two Cambridge elementary schools. Volunteers from Sanofi Genzyme arrive en masse, by company bus, at Fletcher-Maynard Academy, where every first-grader has a Reading Buddy from the biotech corporation. A few blocks away, at Kennedy-Longfellow School, Reading Buddies from the Volpe National Transportation Systems Center are paired up in the classroom and the library with second- and third-graders.

2:30 PM   As classes end for the day at the high school, the CSV Tutoring Center is humming. Meanwhile, at the opposite end of the second floor, in the library’s fiction room, juniors work one-to-one with tutors to prepare for the SATs. In the same room, several CSV College Readiness teams are also hard at work. Having already submitted their “Common Apps” these students are now writing essays in the hopes of earning scholarships. One tutor is proud to hear from “his” student: “I got in! I got into WPI!” Upstairs, student participants on the Science Olympiad team are meeting with their CSV volunteer advisors. An MIT Fellow from the Broad Institute describes the latest genetic editing techniques to the two students on the team she is coaching for the statewide competition.

3:00 PM   CSV after-school Learning Centers kick into gear at Vassal Lane Upper School and Cambridge Street Upper School. N’Tasha rushes in with her homework, looking for her tutor, Ying, and a snack. They crack open books and crack jokes, comfortable with each other after weeks of working together. They focus on N’Tasha’s social studies homework, and her French, until the late bus announcement at 4:15.

4:30 PM   Outside the school, in the twilight, N’Tasha spies Ying, and she hangs out of the bus door to yell: “Remember you promised to bring the graphic novel in French next time!” Ying give her a thumbs-up. When N’Tasha’s bus rolls through Kendall Square, a little while later, she looks at Ying’s office tower and has a premonition: When she’s grown up, she is going to travel abroad, just like Ying.
“Ken taught me how to be a professional writer. Keleb Amesegelew! which means thank you from the bottom of my heart.”
—Betelhem Tesfaye, Cambridge Rindge and Latin School Class of 2015

During 2014-15, CSV’s programs at Cambridge Rindge and Latin School (CRLS)—the city’s one comprehensive, public, four-year high school—continued to thrive and help meet the needs of all learners, in all subjects. At the Cambridge School Volunteers Tutoring Center at CRLS volunteers are matched with individual students for tutoring in any subject, either before or after school. Any student may come to the CSV Tutoring Center to request a tutor. Most students stay with a particular tutor for a semester, and many for the whole year. During the school day, Academic Support Classes meet in the Tutoring Center. Classroom assistants are CSV volunteers who assist CRLS teachers with individualized and small group instruction within all curricular areas. Our College Readiness Program pairs volunteer mentors with high school seniors—many of whom may be the first in their families to apply to college—for help with college research, applications, and essay-writing. These mentors help students with financial aid, scholarship applications and supplemental essays. Volunteers also assist with Accuplacer testing in the spring, a program that enables capable seniors to test out of remedial, non-credit-bearing classes at community colleges. Drop-In Math is available on a walk-in basis before school every day between 7:30 and 8:00 a.m. CSV volunteers are a critical component of the Science Olympiad Program. Each volunteer advisor works with a group of students to prepare for a particular competition event in the statewide Science Olympiad.

Our student speaker at the Mack I. Davis II Awards ceremony mesmerized the audience. Betelhem Tesfaye, a CRLS senior in our College Readiness Program, chronicled her journey from Ethiopia to Cambridge, and the challenges she endured along the way.

“I’ll never forget Ken Shulman, my College Readiness tutor. He helped me with my application essay which many people thought was amazing. Ken showed me how many English words come from Greek and Latin. Like “philosophy,” which is one of my favorite words, because it means the love of knowledge. My life has been an amazing journey. Not just from Ethiopia to America. But also from Amharic to English. In three years I progressed from ESL classes to honors and advanced placement. . . I am grateful to the Cambridge Public Schools, to Cambridge School Volunteers and most of all to my mom for bringing my siblings and me to America.”

CSV volunteers gave 16,561 hours to CRLS programs
Out-of-school time (OST) tutoring and mentoring at CRLS increased by 38% during the 2014-2015 year, up to 3,229 hours
66% of CSV’s total OST hours are volunteered at Cambridge Rindge and Latin School
20% of all CSV volunteers at CRLS have served four or more years
CRLS Volunteers, in their own words:

“My student, E., was already incredibly hard-working and organized when we met. I think I helped her realize that the ways in which she took initiative at school, such as revitalizing the CRLS Ethiopian Club, were examples of her leadership. Colby-Sawyer College recognized this and awarded her a full scholarship!” — H. Nelson, College Readiness Mentor

“A student surprised me with a bear hug when I saw him at the library. He had just learned of a good grade on his homework and was overcome with joy. He said, ‘I could not have done that without you!’” — High School Tutoring Center Volunteer
CORPORATE VOLUNTEER PROGRAMS:  
Reading Buddies, KeyPals, NetPals

“I learned from my KeyPal how to write stuff in an organized way.”  
— Fifth-Grader, Kennedy-Longfellow School

Cambridge, a center of industry leaders and start-ups in technology, biotechnology, pharmaceuticals and other scientific research, is also home to many children who face hurdles as learners. In 2015, the proportion of children in Cambridge Public Schools (CPS) students who were low-income made up 45 percent of enrollment. Those whose first language was not English comprised 28.3 percent of enrollees. Twenty-eight percent of the student body was African American, and 13.5 percent was Hispanic.

At Cambridge School Volunteers, we enable businesses to have a concrete, positive impact on the education of city children. The school department and our corporate partners place a high value on leveraging the energies and talents of tech workers, university staff, and employees in other sectors. This veritable army of caring individuals, volunteering in coordination with their employers, forge personal, high-impact relationships with kids by serving as one-to-one KeyPals, NetPals, or Reading Buddies.

We’re proud to report our 2015 tally of volunteer time—close to 13,000 hours—donated through these three models of corporate partnership.

<table>
<thead>
<tr>
<th>Reading Buddies</th>
<th>KeyPals</th>
<th>NetPals</th>
</tr>
</thead>
<tbody>
<tr>
<td>157 Volunteers</td>
<td>31 Volunteers</td>
<td>256 Volunteers</td>
</tr>
<tr>
<td>3,389 Hours</td>
<td>72 Hours</td>
<td>8,718 Hours</td>
</tr>
</tbody>
</table>

READING BUDDIES: Currently in its twenty-second year, Reading Buddies matches young readers with adults for several months of reading aloud together.

During 2014–15, the program paired 157 volunteers with young students at Fletcher-Maynard Academy and Kennedy-Longfellow School, the elementary schools whose students are among the most economically disadvantaged* in the city (51 percent and 30 percent, respectively). Reading Buddies also runs at the Amigos School in English and Spanish. Reading Buddies instills a love of reading through personal, one-to-one, ongoing reading relationships, at a critical juncture for developing readers.

KEYPALS: A program for all fifth-graders at Kennedy-Longfellow School, KeyPals just completed its twenty-first year. KeyPal mentors help to increase students’ reading comprehension through weekly sharing of writing about non-fiction informational texts. The program also embeds technology into a variety of learning experiences.

NETPALS: Through the one-to-one relationships it establishes with working professionals, the NetPals program provides Cambridge seventh-graders with early...
opportunities to explore careers in the fields of science, technology, engineering and math (STEM).

Each student has his or her own mentor, who is recruited and co-trained with one of our corporate partners, and these pairs meet together three times, face-to-face. Cambridge School Volunteers staff and Cambridge Public Schools' teachers supervise regular email correspondence between each NetPals mentor and student over a period of six months, building students' skills in online communication and STEM content within the context of their regular science class. NetPals occurs at three of the upper schools: CSUS, PAUS and RAUS.

This year CSV welcomed Volpe National Transportation Systems Center, a Reading Buddies partner, into the NetPals program. Additionally, four more new corporate partners—the MIT Department of Chemical Engineering, Skanska, Oracle, and PegaSystems—joined NetPals. CSV celebrated the 10th anniversary of Novartis' participation in NetPals in 2015 as well.

---

**Corporate Volunteers, in their own words:**

“[The NetPals experience] reminds me of how I handled this phase of my life and how important it is to have a mentor/sounding board. Also, what a great job these kids do, given the wide range of backgrounds they come from.” — M. Subramanian, NetPal, Grace Performance Chemicals at Rindge Avenue Upper School

“[The NetPals experience] reminds me of how I handled this phase of my life and how important it is to have a mentor/sounding board. Also, what a great job these kids do, given the wide range of backgrounds they come from.” — L. Joyce, Reading Buddy, Volpe Transportation Systems at Kennedy-Longfellow School

---

**CSV Corporate Volunteers: 553**

**Reading Buddies Corporate Partners**

**KeyPals Corporate Partners**

**NetPals Corporate Partners**
"Watching my student blossom, both socially and academically, was a wonderful experience. It was an honor to be a part of this process.”
— Sue Halliday, Sixth-Grade Sheltered English Immersion Classroom Volunteer, Vassal Lane Upper School

23% of CSV Volunteers have volunteered for 4+ years

Learning is what we can say happens wherever Cambridge School Volunteers operates. It happens for a ninth-grader, grappling for the fourth time with a difficult math problem alongside a patient tutor, whose choice of words finally unlocks understanding. It happens when an Art & Science in One mentor, cross-legged on the ground, bends over a drawing and notices, with a smile, that her fourth-grade student has added a beech tree’s shadow as well as its contour. It happens when a seventh-grader steps into the MIT Chemical Engineering lab with her NetPal and beholds a new world. It happens when a third-grader at Kennedy Longfellow hears his Reading Buddy read the word ESPIONAGE with expression, lifting his eyebrows.

Learning also happens on the other end of the volunteer-student relationship. Volunteers consistently tell us they learn from their students. They learn empathy, they learn about teenagers, they learn about learning itself. And they learn what they are capable of building in a young person: confidence, optimism, interest in a subject. Returning volunteers, whether coming back for a second year or a 10th, continue to grow from their experience with the varied and unique individual children or youth they assist. We honor not only their contributions, but their own learning.

Repeat and longtime volunteers get to know a classroom inside and out, receive special recognition, and come back year after year because they know they’re playing a role in their students’ success. In FY15, 23 percent of CSV’s volunteers had a tenure of four years or more. That consistency benefits students.
CSV Volunteers, in their own words:

“CSV is a wonderful way to have fun, work with, and learn from Cambridge students. I loved being exposed to the current elementary school curriculum. (What a vast improvement over when my sons went to public school some years ago!)” — E. Kline, Early Literacy Program Volunteer, First Grade, King Open School

“The personal and academic growth we see in the kids during the course of the school year is remarkable. The commitment of some of them to work hard is touching in kids so young... I really love my Tuesdays in K101. This work has added great richness and joy to my life.” — T. Hackford, Classroom Volunteer, Kindergarten, Graham & Parks School
SUPPORTERS

We thank our individual donors, including significant, ongoing gifts from those in CSV Circles; our foundation supporters; agencies and corporate partners that contract with Cambridge School Volunteers; businesses that provide in-kind donations; and our generous event sponsors.

Dean’s List Continued
Jennifer Fries
Joyce Gether & Richard Lamin
Lindsey Greenspan
Harriet Grossinger
Natalie Harris
Susan Hall & David Bass
Robert & Becky Harmon
Holly Harris & Charles Diatello
John and Hilary Hopkins
Richard & Jeanne Horstian
Robert and Ann S. Hurlock
John Kalisi
Ernest Kirwan
Fred & Janice Krane
Julia C. Livingston
Frank and Judith LaGrua
Janet Lipton
Ralph & Rose Madden
David P. Miller
Thomas McCurrie
Matthew Miller
Kate Milligan and Susan Casenelli
Susan Milligan
Jeanne Mones
Lara and Rebecca Neumann
Patricia M. Nolan
Catherine and Clare Nunn
David and Martha C. Oster
Donald & Pamela Peterson
Lisa Petersen
Malcolm Putnam & Ellen Mayer
Steven & Megan Pestel
Adie Freeman
Christopher Pullman
Erik Ellison
Lee Shibhino
Mary A. Simpson
Linda Singer
Elaine Sinha & Donna Spiegelman
Julie Shaw
Vivian Siefel
Yi-Lin Shen & Paul Caministro
Diane Sherlock
Jean Spira
Andrew & Blaisher Spooner
Robert and Gail Stein
Daniel and Lucy B. Stroock
Peter Stroupe & Sasha Lauterbach
Robert Taggart
Shawn Tolkien
Timothy Toomey
Herbert and Dorothy Vetter
Howard and Linda P. Van Vleck
Charles & Louise Weed
Doug Waydington & Diana Jin

""
SPONSORS & FUNDERS

Alfred W. William Foundation
American Real Estate
Aviles Fund
Bayview IRA
Blossom Foundation
Cambridge Community Foundation
Cambridge Health Alliance
Cambridge Public Schools
Cambridge Systematics
Cambridge Trust
Cambridgezeist
Board of Directors
Bob Hurlbut, Cambridge Community Foundation

IN-KIND SPONSORS

Cambridge Public Schools
Cambridge Systematics
Skitch Gymnastics Company
Harvard University Office of Government, Community and Public Affairs
Middle East Restaurant
Christina Van Vleck, Graphic Designer

Billions for Education Ban
Cambridge Health Alliance
Coburn
Cambridge Trust
Cambridge Health Alliance
Citizens Bank
Clippership Foundation
Holly DeMatteo, Realtor, Coldwell Banker Residential Brokerage, Mass. Avenue
Charles Stark Draper Laboratory
Fleet Cambridge Savings Bank
Eversource
Santa Claus Fund at the Cambridge Community Foundation
Sherwood Guenther Company
Cooper
Cristo Foundation
Harvard Graduate School of Education
HMM Architects, Inc.
Hong Kong Restaurant
Bob Hurlbut, Cambridge Community Foundation
IBM
David A. Kluft, Esq. and S.B. Singh
Laws Foundation
Lesley University
Elizabeth Libbey Lysan Charitable Fund
Mahan fund at The Boston Foundation
Mass. Dept. Elementary and Secondary Education - AMOS
MIT
Novartis Institute of Biomedical Research
Robbins de Rosenmont Foundation
Volpe National Transportation System Center
William E. and Bertha E. Schrafft Charitable Trust
FINANCIAL STATEMENTS

Expenses
- Administrative: $62,558
- Fundraising: $77,414
- Program: $374,976
- Total Expenses: $484,948

Income
- Cambridge Public Schools: $151,365
- Fundraising: $123,750
- In-Kind: $99,192
- Contracts: $75,039
- Events: $25,392
- Individuals: $22,253
- Total Income: $496,991
STAFF as of December 2015

Jennifer Fries  
Executive Director

Kasey Appleman  
Director of K-8 Volunteers

Julie Croston  
Development Associate

James Duche  
CRLS Tutoring Center Teacher

Kimberly Green Goldstein  
Program Coordinator, Upper Schools

Analía Ivanier  
Program Coordinator, Upper Schools

Deandra Williams  
Director of High School Programs

Rene Meshon  
CRLS Tutoring Center Manager

Diane Sherlock  
Director of Recruitment and Outreach

Catalina Rojas  
Program Coordinator, Upper Schools

Daisy Rodriguez  
Office Manager and Program Assistant

Julie Loh  
Director of Intergenerational Math Program

Lisa Van Vleck  
Director of Corporate Programs

BOARD of DIRECTORS as of December 2015

President  
Sally Peterson

Vice President  
Beth Chiquoine

Secretary  
Anya Alexandra Bear

Treasurer  
Susan Wellington

Members
Emily Axelrod  
Alvin Benjamin Carter III  
Kristen Brown  
Daniel Dineen  
Holly Donaldson  
Rachel Geserman  
Ricardo Maldonado

Denise Myrko  
Naveed Rahman  
Sumbul Siddiqui  
Vivian Siegel  
Charles Wyzanski  
Bill Zamparelli
Our 2015 CSV Corps: 1,037 Volunteers Strong Reaching 3,425 Students

Inspired to Join us? Volunteer by calling 617-349-6794 or visiting us at www.csvinc.org

Cambridge School Volunteers
459 Broadway
Cambridge, MA 02138
(617) 349-6794
www.csvinc.org