



Brown University
Office of Government & Community Relations

Pathways to Diversity and Inclusion Action Plan

Report on Activities, 2017

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Pathways to Diversity and Inclusion Action Plan: Report on Activities¹

Brown University released the *Pathways to Diversity and Inclusion* action plan in February 2016. The purpose of the plan is to “outline a set of concrete, achievable actions, many of them already underway, that will make Brown more fully diverse and inclusive.”²

Under the Diversity and Inclusion Action Plan (DIAP), Brown’s Office of Government and Community Relations (GCR) is charged with two tasks: 1) "Convene a working group to evaluate and report on Brown’s contributions to Providence and Rhode Island," and 2) “Promote the University’s positive impact on Providence and the surrounding region.”³ This *Report on Activities* updates the University on GCR’s progress toward these goals; presents an assessment and findings from a recent survey of Brown’s community engagement activities; and makes initial recommendations on creating a more strategic vision of community engagement for the University.

DIAP Goal #1: "Convene a working group to evaluate and report on Brown’s contributions to Providence and Rhode Island."

The Office of Government and Community Relations created the Community Engagement Working Group (CEWG) in mid-2016, composed of key staff members from community-facing departments and centers on campus, as well as senior administrators (*see* Appendix A, CEWG members). The group met regularly through the 2016-17 academic year.

In order to “evaluate and report on Brown’s contributions to Providence and Rhode Island,” the Community Engagement Working Group created a Qualtrics survey to collect data on current community engagement activities. The goal of the survey was to inventory and help strengthen and coordinate community-facing programs that currently exist, identify gaps in services, and provide information that can lead toward promoting the University's positive impact on Providence and the surrounding region.

In 1997 and 2000, Brown’s Office of Government and Community Relations, in collaboration with the Swearer Center for Public Service, released reports that listed Brown’s community engagement projects with a brief summary of the program. As stated in the reports, data was collected primarily through in-person interviews. In 2017, with invigorated University efforts

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² DIAP Introduction, p. 2.

³ DIAP Section IV, Community, pp. 15-16.

around Engaged Scholarship and the Swearer Center undertaking their own efforts to collect and analyze data on community partnerships, the Working Group determined that an electronic survey would be the best way to gather data.

Methodology

In order to create the Community Engagement survey, members of the Community Engagement Working Group met several times to discuss the technology, format and questions. Working Group members decided upon the format of a Qualtrics survey for ease of analyzing data submitted. To increase survey participation, the CEWG chose a “key stakeholder/ liaison” approach, whereby Working Group members served as survey ambassadors to their own colleagues. For example, the CEWG included staff members from the School of Public Health, Alpert Medical School, Department of Athletics, Student Activities Office, and the Swearer Center for Public Service. Those staff members asked their colleagues to complete the survey. The Provost and Dean of Faculty distributed the survey to faculty and administrative offices.

In addition to the CEWG members acting as liaisons to their departments, Al Dahlberg discussed the survey at a faculty meeting and an administrative leadership meeting. Government & Community Relations staff sent a Morning Mail announcement to all faculty and staff, compared survey responses to lists of departments and centers, and followed up personally with several faculty members who needed assistance. This approach yielded over 460 responses to the survey. Still, survey submissions depended upon voluntary participation, so it is inherently challenging to know which programs are not included.

The Working Group completed an assessment of the many engagement and initiatives across the University and arrived at a set of findings based on this assessment. Appendix B provides selected survey questions and aggregated summaries of survey responses submitted by units across the institution.

Assessment and Findings

Community engagement at Brown is deeply rooted in the University’s mission and history. Since the University’s founding in 1764, Brown’s commitment to serving its community and the broader world have been inherent in its mission of “educating and preparing students to discharge the offices of life with usefulness and reputation.”

With the creation of the Swearer Center for Public Service in 1986, Brown became one of the first campuses in the nation to establish a formal center for public service. Its founder, President Howard Swearer, believed that community engagement should be a powerful and formative part

of a Brown education.⁴ Most recently, the *Building on Distinction* strategic plan launched in 2014, and the 2016 *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP) reaffirm this commitment:

“Brown University also values its relationship with neighbors and partners in Providence and Rhode Island and is committed to cultivating strong and positive connections for the benefit of the University, the city, and the state. As we implement the priorities of this plan, we will continue to identify partnerships and opportunities of importance to the University that advance the economic, educational, social, and cultural contributions to our city and state.”⁵

Working group members engaged in lengthy discussions about the role of the University in community engagement initiatives. We discussed whether these initiatives met community needs; assessing and maximizing positive impact; minimizing risk to the University; ensuring diversity and inclusion; being a responsive institutional citizen; and the importance of understanding and celebrating these initiatives. With both *Building on Distinction* and the DIAP actively guiding the University’s direction in 2017, the time seems fitting to reconsider the University’s role in community engagement. Should the University provide strategic direction to community engagement, or continue the dispersed, organic activities that germinate from individual faculty, staff and students? If the University did decide to be more strategic in its approach, what would that look like?

The survey data present an opportunity for a deeper analysis comparing Brown’s current community engagement with past engagement from previous reports. We see a clear trend toward community engagement activities focused on education. Perhaps this reaffirms Brown’s commitment to its core educational mission, but it might also signify gaps in services that residents of Providence and other Rhode Island cities need.

The Community Engagement Survey affirmed Brown’s deep and many-layered interconnections with the communities of Providence and other cities and towns nearby. The University itself, as embodied in its students, faculty and staff, is involved in robust and effective community work. Still, the survey and the Community Engagement Working Group surfaced several findings that could help guide the University’s community work in the future.

⁴ Nozaki, Roger. “Carrying Out Howard Swearer’s Legacy: 25 Years of Service & Scholarship.” *From* 250.brown.edu.

⁵ “Building on Distinction, A New Plan for Brown,” p. 8.

Finding #1: A periodic survey of community engagement, with voluntary participation, is inherently incomplete and outdated.

Community engagement activities at Brown change rapidly. Some programs wither when specific people, such as undergraduates or staff members, leave the University, while others start when a new student or faculty member arrives. Therefore, collecting such information periodically, even if regularly, can only represent a snapshot on campus and is quickly outdated.

Additionally, participation in a voluntary survey is necessarily bounded by the goodwill of potential participants. In order to increase participation, our Working Group was modeled on a “key stakeholder/ liaison” approach, whereby campus constituencies were directly asked to fill out the survey by members of their own department or area. We also sent a Morning Mail request for participation, and followed up with specific directors of centers, institutes, departments and offices personally. But since we had no recent baseline data with which to compare our results, we have no way of knowing who did not respond to the survey. Anecdotally, we know that it is missing some data on faculty participation, for example. On a lively campus where students, faculty and staff all have constant and competing demands on their time, a more successful approach would be an ongoing, living database of community engagement activities, with participation mandatory in some way (such as with Faculty Activity Reports, or tied to Student Activity Office funding).

Finding #2: Community engagement at Brown is decentralized, which presents an opportunity to be more strategic.

The survey results yield little doubt that the Brown community is committed to cultivating strong and positive connections with the city and surrounding region. They demonstrate the compassion, generosity and entrepreneurial spirit that is characteristic of Brown. Community engagement activities originate with departments, centers, students, groups and individual faculty and staff members. Most of these activities have been ongoing for more than seven years, and most of them meet regularly throughout the school year. These activities provide opportunities for engaged scholarship, professional training, increased understanding of Providence and Rhode Island communities, self-awareness, learning, and generosity.

The survey results also reveal that these individual or department-based initiatives are not coordinated or directed within a strategic framework. There may be duplication of efforts, misplaced or uninformed initiatives, and a lack of coordination between programs directed at the same community need. In short, the survey revealed that community engagement at Brown is

decentralized, reflecting a philosophy of “letting one thousand flowers bloom.”

While this broad portfolio of activities reflects a diversity of practice that should rightly be celebrated, the question is how to best coordinate and scale such activities. Modern best practices, currently the focus of the Swearer Center’s work, center on valuing reciprocal relationships with community organizations, and leveraging community assets instead of “problem solving.” The University also must undertake sufficient operational rigor around such issues as risk management and insurance. A more evidence-based approach would also provide more meaningful opportunities for the University to generate and use knowledge, in keeping with Brown’s educational mission.

Another benefit of better coordination would be the ability to quantify the University’s resources that are spent on community engagement, and ask whether those funds are being used in the most effective ways. Such information could also be used to, as DIAP Goal #2 stipulates, “Promote the University’s positive impact on Providence and the surrounding region.” Brown’s community engagement in Rhode Island is connected with the issue of voluntary payments the University makes to the city, and Brown’s role as an economic anchor in the state. It would be beneficial to Brown to quantify and highlight some of the many ways that the University contributes materially to our host city and state.

Finding #3: Brown’s community engagement is not always coordinated with community partners. Limited reporting on activities creates challenges in making efforts known.

Central to the notion of a community partnership is first identifying community needs. A strategic approach to community engagement, modeled on the Swearer Center’s strategic plan, identifies community partners and works with them to identify community needs. Not all community engagement at Brown follows that model. We believe Brown can fulfill community needs identified by the communities served, while still furthering the University’s educational mission of focusing on engaged scholarship, training, and other opportunities for learning.

A more coordinated approach to community engagement would allow the University to assess the effectiveness of individual programs more easily, and to promote successful ones. While some current programs have assessment built in, many do not. With so many untracked activities, in different parts of the University, it is difficult for communicators to craft a coherent story about Brown’s impact in Rhode Island. As a result, a great deal of impressive, effective work is relatively unknown. Such storytelling can create goodwill among our neighbors and help make the case for Brown’s local economic, cultural, and educational contributions.

DIAP Goal #2: “Promote the University’s positive impact on Providence and the surrounding region.”

Under the DIAP, in addition to "Conven[ing] a working group to evaluate and report on Brown’s contributions to Providence and Rhode Island," GCR was also charged with “Promot[ing] the University’s positive impact on Providence and the surrounding region.” In order to do so effectively, we felt that we must first have a reasonable understanding of the totality of Brown’s community engagement activities. Therefore, we began our efforts with the community engagement survey outreach, data collection and analysis.

Our next step will be to work with Brown’s Office of University Communication (OUC) and communication partners across campus to identify ways to promote the University’s positive impact in the community. This could include using survey data to extract compelling stories, and engaging third parties and community partners to amplify the message. OUC is committed to collaborating on these efforts, and GCR is engaged in sharing our survey results, facilitating connections, and helping to share the stories that result.

Another way to promote the University’s positive impact on Providence and the surrounding region could be to support a staff “Day of Service” in the community. This could take many forms, including having departments or centers organize actions for their own staffs, or a larger, University-wide effort led by the Staff Advisory Council or Human Resources. Such efforts should respond to a self-identified community need, partner with appropriate community agencies to handle a large group of volunteers, and work with OUC to document and amplify their event.

Conclusion

Brunonians have exceptional spirit, energy and commitment to community engagement work. In addition to making a tremendous difference to those with whom they work, Brown community members themselves learn and gain a great deal from these reciprocal relationships. This energy and engagement could be better honored by University-wide coordination and strategic vision, and a more targeted communications strategy for amplifying these vital stories. Since its beginning, the University has been intertwined with Providence and the larger community. Those ties have deepened with time, reflecting the strength and importance of partnerships between the University, the City of Providence and Rhode Island.

Recommendations

1. Develop a strategic approach to education outreach at Brown that coordinates activities across the University.

The Community Engagement survey found that the majority of engagement projects fall into the broad category of education, particularly in Providence Public Schools. However, this work is not strategic or coordinated, nor necessarily aligned with the needs of the students or district. Furthermore, there is no central point of contact at Brown for schools, teachers or administrators. This was identified as a need in the Slavery & Justice Report and temporarily filled for several years.

The University, the City and the students themselves would be better served by a more strategic and coordinated approach, informed by evaluation, data and best practices. We believe this would also improve relations with the City and community and provide an opportunity to gain greater publicity for the significant contributions Brown makes to public education. It would also allow the University stronger oversight for insurance and liability purposes.

Re-establish a Coordinator of Educational Partnerships:

We recommend a staff person at Brown to track, oversee and coordinate all community engagement projects in the field of education. This person would oversee, among other functions: (1) programs with the Providence Public Schools and non-PPSD community organizations focused on K-12 education; and (2) an internal Educational Partnerships Council comprised of Brown staff working with schools and education organizations.

Collect and better manage information on education projects

We recommend a better system of collecting data on education engagement projects. This might involve an expansion of the Swearer Center's Brown Engage database, to include non-Swearer programs also involved with schools. It is crucial for Brown students, faculty and staff to be able to find out who else is already working in which schools, and in what capacity.

2. Expand central resources at Brown to support community engagement throughout the University.

Community engagement coordination, as it exists now, rests largely in the Swearer Center and other undergraduate-focused places in the College. The Swearer Center is increasingly called upon to serve graduate and medical students. When students, faculty and staff from outside the undergraduate College seek support for their community engagement work, it is difficult to know where to turn.

Establish a graduate and medical schools coordinator

We recommend the University consider the creation of a Community Coordinator for Graduate Programs to serve these groups.

Continue the Community Engagement Working Group

Brown's "let 1000 flowers bloom" philosophy of engagement projects leads to creativity, but can present the challenge that people at Brown are often not aware of what others are doing. The Office of Government & Community Relations convened the Community Engagement Working Group (CEWG) in 2016 to create and review the survey, and we believe there is a role for the group moving forward. We recommend that the CEWG remain as a standing working group of community-facing departments and centers, to serve as a central forum to keep each other updated, coordinate activities, and support each other in community-engaged work. It also presents an opportunity to include Communications, so they are better aware of these activities and can determine the best methods to publicize them.

Promote Brown's community engagement work.

Under the DIAP, the Office of Government & Community Relations was charged with promoting Brown's contributions to Providence and Rhode Island. We recommend establishing an initiative to focus on these stories, with the intent of building goodwill among Rhode Island neighbors, community leaders and elected officials. Since many Brown departments have their own communications staff and social media channels, the burden of the work does not have to fall entirely on OUC, but can be shared across the University.

Appendix A
Community Engagement Working Group members

Al Dahlberg and Katie Silberman, Office of Government & Community Relations, Co-Chairs

Kris Cambra, Alpert Medical School

Liza Cariaga-Lo, Office of Institutional Diversity and Inclusion

Jeanne Carhart, Athletics

Jennifer Casasanto, School of Engineering

Carina Cournoyer, Library

Eve Formisano, School of Professional Studies

Angel Hilliard, Human Resources

Ashley Greene, Swearer Center

Carolan Norris, Athletics

Marisa Quinn, Office of the Provost

Nancy Safian, Theater Arts & Performance Studies

Karen Scanlan, School of Public Health

Joie Steele, Student Activities Office and Staff Advisory Council

Joi Danelle Whitehead, School of Professional Studies

Kenneth Wong, Department of Education

Appendix B

Summary of Replies, By Survey Question

The numbered items in this section represent selected questions requesting a response in the survey. Following each item is an aggregated summary of responses.

Name of Partnership Program

With over 460 replies to the survey, the programs are quite varied, ranging from culinary apprenticeships to volunteers in elder care to after school STEM programs. Notable examples include Hour of Code, Warm Hearts Buy Nothing Coat Day, Jewelry District Cleanup, MET math, Vartan Gregorian School partnership, Brown Summer High School, Central Falls High School track team, Brown basketball pride day, WaterFire volunteer, After-school Model United Nations, Brown Brain Bee, Brown medical student free clinic at the RI Free clinic, Herbarium volunteer program, GirlsGetMath@ICERM, and Volunteer Income Tax Assistance.

Name of Brown partner

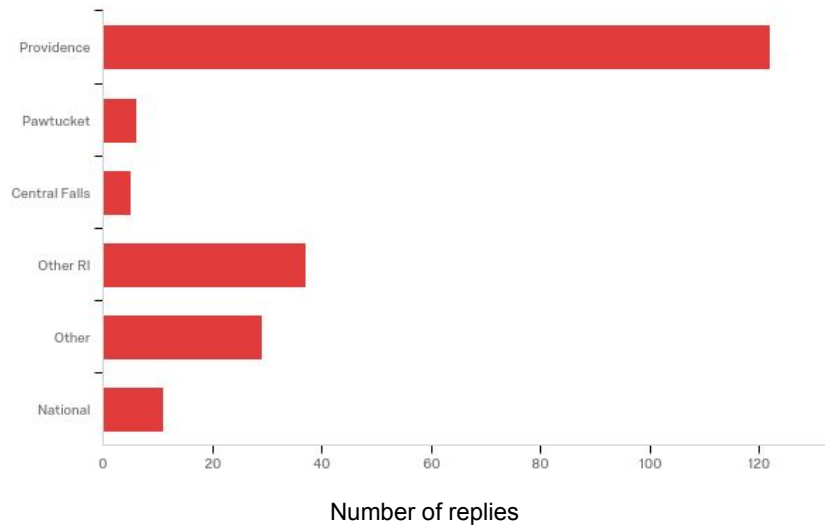
A broad range of Brown departments and offices responded to the survey, including Brown Athletics, Dining, Grounds, Library, Staff Advisory Council, School of Professional Studies, Theater Arts & Performance Studies, School of Public Health, Education Department, Swearer Center, Society of Women Engineers, Human Resources, Public Policy, Computer Science, Alpert Medical School, and many individual professors.

Are you working with another Brown department?

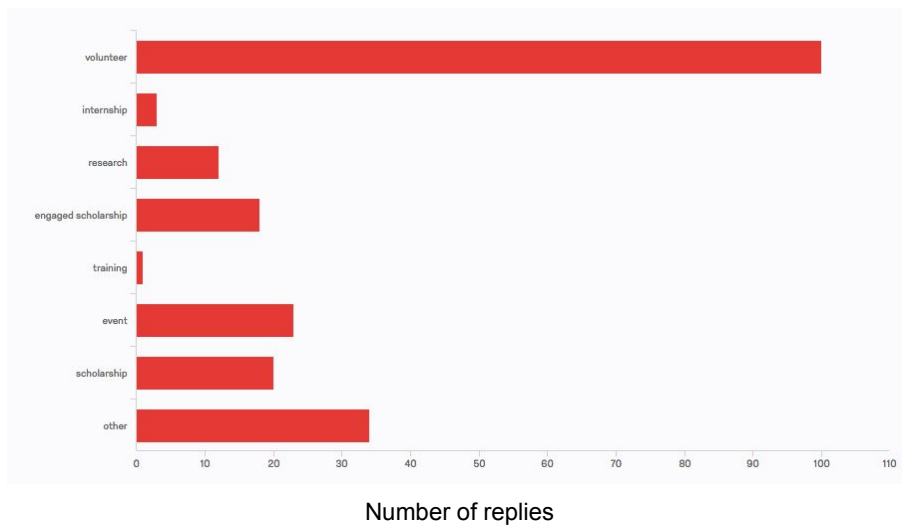
Trend: most departments are not collaborating with others at Brown.



Partnership Site Location



Nature of Partnership



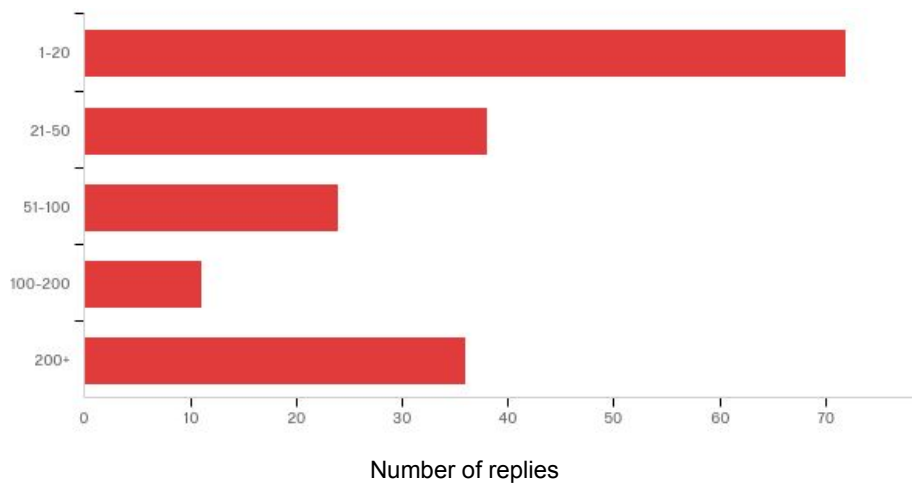
Short description of program

The survey replies describing the community engagement programs are varied and instructive. The entire list of program descriptions are included in Appendix B. Some notable examples include:

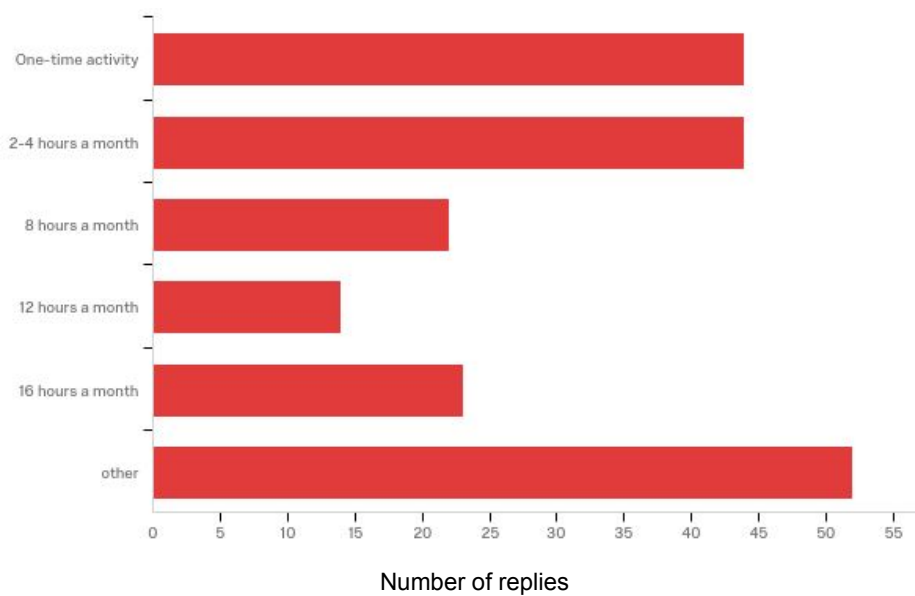
- “MOU to utilize Building Futures apprentices on all construction projects over \$5M in construction value.”
- “Collect professional clothes for donation to low-income professionals seeking work.”
- “The Love Your Melon Campus Crew is... made up of students that are determined to improve the lives of children battling cancer.”
- “The GirlsGetMath program seeks to inspire young women to love math in hopes that they will go on to consider careers in mathematics, computation, and quantitative fields.”

- “Offer free music lessons to Providence youth who are either not offered music in their schools or cannot afford lessons.”
- “Undergraduates provide sexual health education and cultivate peer educators among students at The MET and 360 High School
- “Undergraduates work with small groups of individuals with developmental disabilities on developing writing skills.”
- “Exchange of scientific knowledge with art teachers and the community near the Mashapaug Pond.”

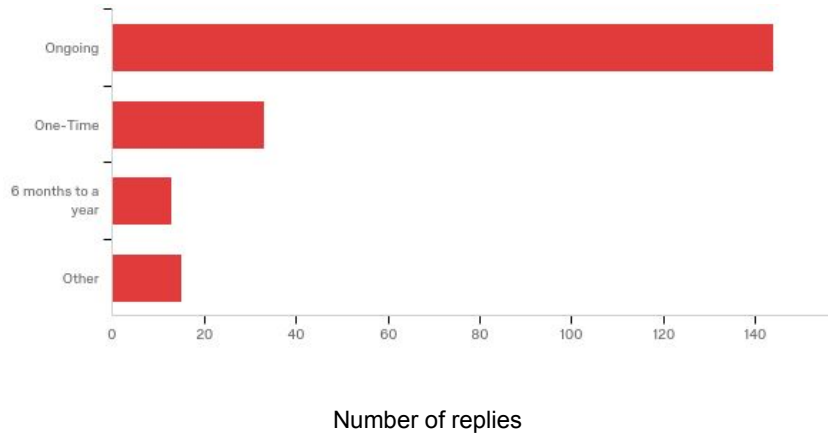
Number of community partner participants



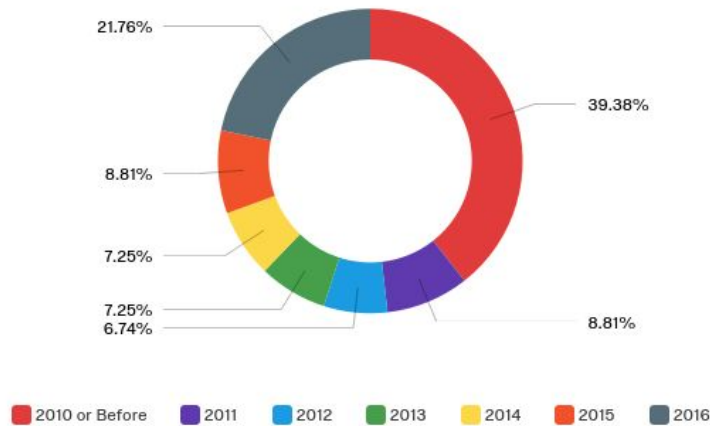
Frequency of Engagement



Duration of Commitment



Date partnership began



Does your partnership track measures of impact? If so, how?

The majority of programs do track measures of impact in some way, from tracking number of donations to collecting surveys from participants to documenting amount of money raised. However, a significant plurality of programs do not track measures of impact at all.

Approximate cost/ year of the program

The majority of programs cost \$5000/ year or less; many have no cost to Brown, or minimal staff time. A few outliers cost significantly more.

Sources of funding

The University funds 63% of community engagement programs, while government grants (18%)

and foundation grants (12%) also fund a significant number.

If you have a grant, what is the duration of the grant?

Most programs do not have grants, but of those that do, durations range from three months to five years.

Do you have an external advisory committee or working group?

Most programs do not have external advisory committees or working groups, but those that do tend to include members of the groups they are working with, such as public school teachers.

Appendix C
Short Description of Program, by Category

Appendix C contains survey responders' replies to Question 14, "Short description of Program." While not all answers are complete, this snapshot of replies gives a sense of the type of community engagement work currently happening at Brown.

Education

1. Public high school students enrolled in a culinary arts vocational program get hands-on work experience in campus dining operations and earn academic credit.
2. Johnson & Wales students enrolled in a culinary arts program of study (both Bachelor and Associate's degree-level) get hands-on work experience in campus dining and earn academic credit.
3. San Miguel - School of PH Health Fair.
4. MOU to utilize a percentage of Building Futures Apprentices on all construction projects over \$5M in construction value
5. The Brown University Library/ Providence Public School partnership brings together the Library's expertise, resources, spaces and campus networks with the needs of students and teachers at all levels in the Providence Schools. Librarians and teachers design unique experiences to support and enrich teaching and learning. Takes the form of campus or school visits, from one to a few based on objectives of teacher. Focus on college awareness and readiness, career awareness, information literacy.
6. Multi-semester course designed to provide students w skills to develop innovative health education programs for prisoners followed by summer 10-week lab where final projects were developed into working prototypes employing current and former prisoners as consultants as well as content experts from RISD and elsewhere.
7. Brown Pre-College Programs offers full scholarships to academically talented students from Times2 Academy.
8. Brown Pre-College Programs provide full scholarships to academically talented students from Young Voices.
9. Brown Pre-College Programs offers full Partner Scholarships to academically talented students who attend the Met.
10. Since 2014, through private donations, grants from the Mathematical Association of America and Microsoft Research, as well as support from Brown University, the institute has welcomed young women from high schools across Rhode Island to a highly subsidized summer math camp called

GirlsGetMath@ICERM. The GirlsGetMath program seeks to inspire young women to love math in hopes that they will go on to consider careers in mathematics, computation, and quantitative fields. ICERM believes that this program can and should be replicated on a national basis and has submitted several grant proposals to jumpstart its fundraising campaign.

11. Medical students lead a health class involving Central Falls High School students in the Guide 2 Success (G2S) program as a means of earning health class credits towards graduation. Many students in the G2S program did not earn enough credits to graduate during high school (due to teen pregnancy and other issues), but still want to earn a degree.

12. ICERM's popular public-lecture series introduces non-specialists to broadly appealing mathematical topics such as the mathematics of cooking (jointly sponsored by Johnson & Wales University), predictive policing, computer animation, and the mathematics of origami (jointly sponsored by RISD). Held at least once a semester, these lectures are usually held at Brown's Salomon Center and have been known to attract as many as 500 people.

13. FirstWorks partners with Brown to present workshops and performances by their nationally-renowned visiting artists. They work with TAPS to present workshops in public schools and at Brown for the community.

14. All of this activity came together for Youth Arts Day, a celebration of Brown University alumni and their colleagues in Providence who are developing vibrant, creative youth development ventures.

15. Partnership to promote collaboration on research, education and practice.

16. The Choices Program (www.choices.edu) develops curricula for secondary level on current and historical international issues and offer professional development for educators.

17. Brown Pre-College Programs provides full scholarships to academically talented high school students that attend RINI.

18. Brown Pre-College Programs offers full scholarships to academically talented students from Blackstone Valley Prep Mayoral Academy High School.

19. Each summer Brown Pre-College provides full scholarships to academically talented students high school students from Blackstone Academy Charter School.

20. Brown Pre-College Programs and Providence Public Schools have partnered to increase financial access for Providence Public School students to Brown Pre-College Programs through the implementation of an automatic application fee waiver process for Providence Public School students, increased visibility and sharing of information in Providence Public Schools and increased financial aid for Providence Public School students who gain admission to our programs.

21. SummerPrep is a summer enrichment program taught by teams of MAT candidates to 75-100 Providence youth (grades 1-6) recruited from public schools, neighborhood organizations, and local non-profits.
22. Brown Summer High School is a professional development program of the Brown Teacher Education Program. It has three central purposes: graduate student training and teacher preparation; summer enrichment for Providence Public School students and students in the Greater Providence area; and professional development for local teachers who are involved as mentors and participate in the methods classes for their own continuing education.
23. We host over 100 colleges from the US and abroad and invite the public to attend after the first hour.
24. The Swearer Classroom Program is a group of Brown University students dedicated to working with local, Providence elementary school students at William D'Abate Elementary and Mary E. Fogarty.
25. Administer after school programs for Hope High School students. Programs offered by teachers, community agencies and Brown university student groups
26. Brown University undergraduates provide in-class teaching support in reading, writing, and mathematics at elementary schools
27. Daily enrichment through after school programs with elementary school students
28. Student-athletes participate in Reading Week at various schools throughout the state and read to elementary school children.
29. Player Involvement in the classroom with students
30. Brown University undergraduates deliver alongside RIFLI teachers ESL classes to children and adults at the MET schools and D'Abate Elementary School.
31. Brown University undergraduates participate in Hospital-based work connecting patients with basic resources to improve health.
32. Brown students assist in public elementary school classroom.
33. Exchange of scientific knowledge with art teachers and the community near the Mashapaug Pond.
34. Brown University undergraduates work with small groups of individuals with developmental disabilities on developing writing skills.
35. Brown students act as mentors for high school students at the MET, teaching them math skills that relate to an end-of-semester project

36. The Rhode Island Urban Debate League engages students in policy debate programs in order to improve academic outcomes and increase college readiness. Brown University undergraduates work with high school teachers who serve as debate coaches to support high school student learning and skill building in debate during after-school practices, summer debate institutes, and Saturday debate tournaments.

37. The College Advising Corps (CAC) works to increase the number of first-generation, low-to-moderate income and underrepresented RI high school and community college students who enter and complete college. Administered through Brown University's Swearer Center, the CAC places recent college graduates to serve as full-time College Advisers in RI's underserved schools.

38. Brown University undergraduates lead science workshops and outdoor leadership excursions for high school students attending the MET

39. Each varsity athletic team is paired with a classroom at Vartan Gregorian Elementary. Student-athletes volunteer their time throughout the year working with the students in a variety of capacities. We host a kick-off event in each fall and a student recognition event each spring.

40. Project GOAL (Greater Opportunity for Athletes to Learn), is a 501(c)3 non-profit organization. We are comprised of education, business, and sports professionals whose mission is to facilitate the development of Rhode Island's disadvantaged youth through after-school tutoring and soccer-related programs. Our goals are to foster opportunity through the employment of a nurturing after school environment, academic tutoring, health/nutrition information, exercise, and safe facilities, while exposing the children and their families to models of positive healthy lifestyles.

41. Annual Robotics Fair displaying local student creations.

42. Brown student-athletes assisting in public elementary school classroom.

43. Brown partners with Providence Public Schools to come up with a reading program for elementary and middle school students. If students reach their goal by a certain date, they receive free tickets, food and a gift to a Brown football game.

44. Go into classroom and help kids with reading and art projects.

45. OLEEP provides weekly after-school workshops on environmental science and outdoor skills. Workshops are designed to teach content and build community. We also establish mentoring relationships with the students we work with, and we take field trips to various outdoor spaces and indoor science-related spaces around Providence.

46. Engage in reading to elementary public school students in Providence.

47. Make appearances at elementary school, read with children, visit with them, engage in activities with them.

48. Mentoring young students from the school.

49. SAT tutoring for underserved high school students.

50. We provide an after-school course in international affairs, public speaking, and model united nations for students at e-cubed academy, hosted at Brown.

51. Squash Teams volunteer their time in the Fox Point class room.

52. Neuroscience outreach program.

53. Brown Science Prep is a student organization that writes, edits, and teaches original STEM lessons to local public high school students on Saturdays.

54. Staff Development Day is a day-long program of professional development, community engagement, and personal growth for Brown University staff.

55. Teaching History course in prison. Includes two different models: A. Team-taught History courses at the prison: B.inside/out course (that is, a course that has both Brown students and prisoner students -- Remensnyder's Locked Up) Faculty from the History.

56. This course is an applied policy research course where student learn applied policy research and creative storytelling techniques. We partner with the City of Providence to investigate an immediate need for the City and students use their research training to investigate this issue. Students then translate their research findings into creative policy narratives with the aim that their research will reach broader audiences beyond government and academia.

57. We donate books in Spanish for the Latino Book Fair and offer talks on cultural borders

58. Every year, we volunteer our time during a week in December to teach computer programming in Providence public schools.

59. Beat the Streets Providence is a local non-profit committed to inspiring urban youth for success in school and life through the vehicle of co-educational wrestling. We use our program as a hook to draw at-risk students into a positive after-school environment where they receive mandatory academic support, connect to strong mentors, engage in healthy physical activity, learn about nutrition and general health, and incentives to attend and succeed in school.

60. Junior Achievement of Rhode Island in a Day is a day to inspire and prepare young people to succeed in a global economy. Our team volunteered at an elementary school to educate students about workforce

readiness, entrepreneurship and financial literacy through experiential programs. Each Brown wrestler had a class to teach and inspire throughout the day.

61. NASA EPSCoR funds university/college research grants across RI through competitions each year.

62. A resource center for NASA-derived images and 3D models to researchers, students, faculty, and public. Partners with the Museum of Natural History (Providence) for development and display of NASA-themed exhibits.

63. Teaching community college courses in prison.

64. Nationally-funded state program for fellowships/scholarships, research seed grants, higher education curriculum development, museums, and K12 programs.

65. Co-Lead Memoir-Writing Sessions in "Stay Curious" Series.

66. Discussion of current events.

67. Once a year, the German Studies Department invites two local high schools where German is taught to a day at Brown. The Brown German Club and DUG hosts a tour of the campus, a scavenger hunt, a quiz bowl, and a visit to one of our museums, using mostly German but if not then the content is related to the German-speaking world. This year we went to the John Hay Library as one of the events of the day.

68. Oral Histories with Elders re: Island History.

69. Mind Lab is a program at Providence Children's Museum designed to disseminate research in developmental science and educate the public about the importance of developmental science. Mind Lab also offers museum visitors the opportunity to learn about their children's learning through play and exploration at the museum. Researchers also inhabit the exhibit and work with families on short experimental studies.

70. Basketball skills clinic.

71. Tutoring 4th graders.

72. The men's golf team trains, practices and plays with the juniors at Metacomet.

73. The Internship course (EDUC 2370) is a .500 credit hour course that the student registers for during both the fall and spring semesters. The internship course consists of three parts: (1) Internship On-Site, (2) Internship Seminar and (3) Delivery of a Capstone Presentation at the UEP Annual Conference.

74. The Evidence Synthesis Academy seeks to inform and educate stakeholders about the value of evidence synthesis, comparative effectiveness research and related research methods. The academy

develops curricula, trainings and learning tools for a wide variety of applications and knowledge levels, including government agencies, private companies, policy-makers and community activists.

75. Series of individual collaborative activities between the Library and Providence Public schools, focusing on college awareness and readiness, reading and information literacy skills, and programmatic support for teachers. All levels; projects and activities developed based on teacher and student interests.

Health

1. Obtain volunteers for Crohn's & Colitis walk.

2. This program pairs volunteer mothers with new mothers in a mentoring/friend capacity. Usually, there are weekly visits for the first year of the baby's life.

3. This community outreach program aims to improve the level of awareness and understanding of sex education and other population-specific health topics in Rhode Island's incarcerated youth (Rhode Island Training School- RITS) through small group facilitation and discussion.

4. In response to Rhode Island's overdose epidemic, we developed a collaborative, statewide, online "dashboard" to provide policymakers and the public with timely overdose surveillance data. Based on stakeholder feedback, the website—www.PreventOverdoseRI.org (PORI)—provides user-friendly overdose data visualizations, plain language overdose information, shareable infographics, and interactive maps to display local prevention and treatment resources.

5. At the heart of BHRAC is a clinician-student teaching paradigm that mutually benefits medical students, clinicians, and survivors. BHRAC provides space for asylum clinicians to conduct the physical and psychological evaluations of asylum seekers. Two asylum-trained medical students join the clinician in the examination room and assist in the evaluation. The students then write the preliminary draft of the affidavit, which the physician then edits and finalizes. BHRAC sends the affidavit to the client's attorney and the national PHR office for review and submission. Students gain the invaluable opportunity to learn from asylum evaluators. Clinicians are relieved of the administrative burden of coordination and writing the initial draft. Asylum seekers benefit from including a medicolegal affidavit in their application for asylum.

6. Empowers students to act as healthcare navigators and medical advocates for chronically homeless clients. Using an interdisciplinary team-based structure consisting of medical students, nursing students, social work interns, case managers, and anchoring providers, we advocate for our clients' needs, ensuring fair, non-judgmental and holistic treatment in and out of clinics and hospitals.

7. I am partnering with Caritas ARTS to conduct a treatment development study. We are trying to develop a parenting intervention for teens in short-term residential treatment.

8. Analysis of relationship between property tax delinquencies, foreclosures, and land sales with community health, crime, and school performance data in an effort to improve the City's EveryHome

Initiative and perhaps to justify PILOT/SILOT contributions by the health care sector.

9. ASaP is an organization housed at Brown University that facilitates educational programs on the topic of arts and health. We work with both medical and arts practitioners to foster creative, integrative health practices. Our agenda demands for a (greater) recognition and valuation of the patient's creative voice, and the knowledge they bring to medical practice. We believe the arts are a way to foster this voice.

10. I am a patient visitor at Rhode Island Hospital in the Geriatric Unit. Specifically I work with people above 75 years of age who suffer from dementia or delirium. I sit with them, help feed them and assist their nurses and caregivers in any way I can.

11. Children facing life-threatening and chronic illnesses are paired with participating teams at Brown. The children become part of the team through "draft day" and then attend practices, games, and events with members of the team. Since its inception in 2011, Team IMPACT has matched 1,000+ children to over 450 colleges and universities throughout the country. The child gains great strength, camaraderie and support and the student-athletes are taught lessons about courage, resiliency and life perspective that they can't learn in a classroom.

12. Brown University undergraduates provide sexual health education and cultivate peer educators among students at the MET and 360 High School.

13. Team Impact improve the quality of life for children facing life-threatening and chronic illnesses through the power of team.

14. Partnerships for Adult Learning (PAL) pairs adults with developmental, intellectual, and other disabilities with Brown University undergraduate students to provide 1:1 tutoring and support to participants who are working toward specific learning goals.

15. Volunteer to marshal the course at a women's 5k that serves as the primary fundraiser for the Ronald McDonald House of Providence

16. Brown Stadium stair climbing event with proceeds going to fight lung disease.

17. Composed of student volunteers, many of whom are enrolled in the PLME, CHAP volunteers create fun, interactive health lessons for Providence youth to instill healthy habits at a young age. They work with children between the ages of 3-10 years old at the West End Community Center. Additionally, this coming year, we are hoping to expand CHAP's role in the community to promote the physical, mental, and emotional health of individuals and the community as a whole. Potential partnerships include Hope Hospice & Palliative Care RI, Samaritans of RI, and Center for Autism and Developmental Disabilities (CADD) at Bradley Hospital.

18. Partner with Team Impact to improve the life of kids with life-threatening or chronic illnesses through the power of team.

19. Participate in the Walk for Wendy during the Purple Stride Rhode Island walk for Pancreatic Cancer Action Walk in remembrance of a gymnastics alum's mom, Wendy.

20. Raise money for breast cancer awareness.

21. Alpert medical students provide care to uninsured Rhode Islanders during student-run, faculty-supervised clinics. The Clinica Esperanza facility is in the Olneyville section of Providence.

22. We visit Hasbro children's hospital to spend time with children battling pediatric cancer.

23. The Headway Foundation is a 501(c)(3) non-profit organization that aims to promote a safer sports culture, provide resources for brain-injured patients, and enhance concussion evaluation protocols and accessibility.

24. Love Your Melon is an apparel brand dedicated to giving a hat to every child battling cancer in America as well as supporting nonprofit organizations who lead the fight against pediatric cancer.

25. We raise money for the Miriam Hospital's Cancer Survivorship Program, a program affiliated with the Brown Med School, which helps young people deal with the physical and emotional changes of life after cancer.

26. Find and support programs that directly improve the health and wellbeing of children and their families.

27. To improve the quality of life for cancer patients and their families through providing essential services. Since 2007, the HEADstrong Foundation has raised over \$9.1 million supporting 13,172 patients and their families.

28. Team IMPACT improves the quality of life for children facing life-threatening and chronic illnesses through the power of team. They do this by drafting these courageous kids with local college athletic teams.

29. We offer creative writing workshops for adults with developmental disabilities.

30. Bench Press for Cancer to raise money for program.

31. Medical students conduct intake at Clinica Esperanza, a free health clinic in Providence serving a predominantly spanish-speaking population.

32. The Public Health Academic Working Group brings together leaders from other health-teaching universities and colleges in Rhode Island (e.g. URI, RIC, Johnson and Wales, Bryant) as well as upper level RI Department of Health administrators to explore new developments in health opportunities in RI,

and form collaborations.

33. Given the general shift to home and community based services to address the needs of Rhode Island's growing aging and disabled population, it is imperative that we conduct a mixed methods study to better understand the different levels of care needed for older adults. While there is a tremendous body of research on historical trends in nursing home care for older adults, the shifts in Medicaid policy and movement away from high-cost care, require a new direction for research. This study seeks to augment what is known about assisted living, home based and community levels of services. Exploring assisted living facilities affords opportunities to more accurately understand: medical/behavioral health conditions, physical impairments, satisfaction with services, and whether residents' needs are being met. Inclusion of home and community based services for older adults promote the ability to explore a growing areas of preferred care. Exploring home based services affords the opportunity to assess whether current services meet the growing demand for community based care. This study intends to identify gaps in community services, project necessary areas for capacity building, and inform plans for the allocation of state Medicaid dollars

34. PLME students volunteer at Hasbro for an event once/semester (usually Halloween).

35. This group is working together to better understand the impact of heat on public health, and mitigate these impacts through improved forecasting, risk communication, and stakeholder engagement.

36. Team Impact is a partnership that pairs children with life threatening or chronic illnesses with collegiate athletic teams to allow the child and family to gain positive experiences that perhaps the child will never experience due to their short life expectancy.

37. Volunteer research coalition to prevent consequences due to substance use in Sharon, MA.

38. The program aims to improve the knowledge and awareness of sexual health among all 7th grade students at Calcutt Middle School. Master of Public Health and medical students are trained to deliver a year-long sex education curriculum based on the nationally validated Family Life and Sexual Health (FLASH) curriculum.

39. We teach fourth grade students about health, wellness, and nutrition. Students are introduced to a new concept each week (managing stress, limiting sugar intake, etc.) and learn basic science and helpful techniques related to keeping themselves healthy. The children also plant vegetables to help maintain a school garden.

40. BrANCH teaches weekly nutrition/cooking classes featuring unique healthy recipes. We teach the students basic cooking skills, including knife skills, a range of meal preparation techniques, and creative uses for spices and affordable ingredients to encourage home cooking. Each week, the teenagers participate in Iron Chef-style cooking competitions and receive class grades based on participation and journal entries.

41. The Asian Pacific American Medical Student Association collaborates with community organizations to advocate for health issues affecting Asian populations. We hold health screenings that incorporate blood pressure, glucose, cholesterol, hepatitis B, glaucoma, and visual acuity tests.

42. Alpert medical students provide care to uninsured Rhode Islanders during student-run, faculty-supervised clinics. The Rhode Island Free Clinic is on Broad Street in Providence.

Environment

1. Encourage property owners to help us clean jewelry district. We prune street trees, pick up trash, weed, mulch. Participants include nearby residents, Lifespan, and Johnson & Wales.

2. They use art to promote environmental stewardship and knowledge.

3. The first in a series of public lectures on clean energy science and policy took place in the fall of 2016. Philip Warburg, author of "Harness the Sun" gave a public lecture (open to all) on the Brown campus, co-sponsored by Brown's EPSCoR FEC and the Watson Institute for International and Public Affairs. Philip spoke on solar energy, public policy, economics, and trade issues. Public outreach is also being conducted through the development of SciToons for YouTube (in collaboration with Brown Science Center). SciToons combine art, animation, high-quality multimedia, and storytelling to display difficult scientific concepts through language and animated stories that are accessible and interesting to the public. SciToons are interdisciplinary, and leverage the strength of Brown researchers and undergraduates, and the expertise of undergraduate students from the nearby Rhode Island School of Design (RISD), for the stories and animations. Prof Haberstroh has met with Oludurotimi Adetunji, Associate Dean of the College and Director of Outreach at Brown's Science Center. Along with two undergraduate students funded by the grant, they have developed the script for the first of three Scitoons. This Scitoon covers the history of photovoltaics (what is it and why it's important). Finally, we are in the very early stages of developing a solar energy online course through Brown's School of Professional Studies (SPS), where Karen Haberstroh has a half-time appointment. The intended audience for the online course will be high school and community college students. Haberstroh has met with SPS's online team and the director at SPS, and the first brainstorming session with the PIs and the online team has reviewed and fleshed out the intended audience, course content, delivery modes, etc.

4. Spring cleanup of park rake, sweep, pick up trash.

Social service/ outreach

1. CIS donated over 100 children's holiday goody bags.

2. Conducted a clothing drive.

3. Obtain volunteers for Special Olympics summer games.

4. Collect professional clothes for donation to low income professionals seeking work.

5. Obtain volunteers for radiothon.
6. The Love Your Melon Campus Crew Program is an exclusive Crew made up of students that are determined to improve the lives of children battling cancer. Campus Crew Members are the driving force behind Love Your Melon. In communities across the country, our Crew Members raise awareness for childhood cancer, represent the brand through promotions and sales events and personally engage with our charitable programming initiatives. The Program has grown to include over 11,000 Crew Members nationwide at 740 different educational institutions.
7. Spend time with children once a week (draw/color, go outside).
8. BROWN GIVES is Brown University's workplace campaign directed to faculty and staff and benefits United Way of Rhode Island
9. The WaterFire Salute to Veterans event is a collaborative, community-wide celebration whose mission is to honor and recognize all United States veterans, active and reserve military personnel and families for their service, sacrifice and contributions to this nation, and to organize, exhibit and highlight the wealth of veteran oriented organizations and services available to them. <https://waterfiresalutetoveterans.org>
10. Solidarity with the homeless community through direct service and advocacy. Initiatives include nighttime outreach, city meal site and advocacy through the Yes on 7 campaign & Zero 2016 campaign to end chronic homelessness among veterans.
11. The Swearer Center has placed five Bonner Fellows to carry out direct and capacity-building services to DIIRI's refugee clients.
12. Hosted indoor soccer tournament to benefit CASO.
13. Special Olympics of RI annual HS basketball fundraiser.
14. Running club whose goal is to get community involved and access to running opportunities.
15. Day One Is a sexual assault awareness non-profit which runs a 5k from Brown Stadium annually.
16. Brown Basketball game to promote awareness of LGBTQ issues.
17. Volunteer to spend time with patients in memory care units of senior living facilities. Typically do crafts such as paint pumpkins (October), paint, make origami, etc.
18. Volunteer federal and state tax preparation for low income residents.
19. In the course ANTH 1301 each student will spend at least two hours per week in a local

homeless-serving agency in order to gain face to face experiences trying to ameliorate homelessness.

20. The Annual Brown/Bryant 5k and Family Wellness Day brings together faculty, staff, students and families from both Brown and Bryant for a 5k, 1k, and kid's fun run. Students from both institutions provide entertainment. Volunteers organize and run the event. Local wellness-related non-profits participate as well.

21. Volunteers in the herbarium assist with database quality control and herbarium curatorial work. Currently, there are 6 volunteers in the program, all from Providence.

22. PLME students go at least twice a semester to volunteer at AMOS House.

23. After the deinstitutionalization era, where did this population go? Many are aging in nursing homes, board and care facilities, prisons or on the streets. Currently, Rhode Island has one of the highest rates of mental illness in the U.S. and ranks 8th nationally and third in New England in the percent of people over age 65. It is estimated that close to 20 percent of adults over age 65 nationwide have a mental disorder and that equates to over 32,000 Rhode Island residents. I am collaborating with BHHDH who has connected me with community members and local agencies who provide legal assistance, housing and mental health services in Rhode Island to address the ongoing needs of this underserved and marginalized population. I attend monthly state agency and community meetings and have attained a Watson Collaborative grant to work with BHHDH to do qualitative research (conduct semi-structured interviews with stakeholders) to really understand the foundational issues, the gaps in service as well as what is already working and how we can build on these programs and policies. This will then inform my long-term aims and goals of developing a mixed methods research project that can be useful to the state to improve the long term care conditions of this population.

Food

1. Brown Dining and Farm Fresh RI coordinate a weekly campus farmers market every fall. It consists of between 8-12 local vendors ranging from farmers to food producers.

2. Food Recovery Network @Brown unites students to fight food waste and hunger by recovering surplus perishable food from campus dining halls that would otherwise go to waste and donate it to people in need, both through direct distribution (to soup kitchens and shelters) and through a collaboration with We Share Hope, who has its own distribution network. In addition to recovering food, FRN aims to create community ties both on and off College Hill.

3. We Share Hope, a Rhode Island based food rescuer is unique from other organizations in that its role is to locate, gather, and distribute food to groups that feed the poor, distressed, and the under privileged.

4. Food donation.

5. Helping prepare and serve food to those who can't afford it.

6. MOWRI has participated as an intervention site in two funded projects and a pilot site for a separate funded project.
7. Collect unused food from campus and Thayer to deliver to food insecure populations.
8. I've worked with the AARI almost every semester at Brown through my engaged scholar courses. We have helped them with market and product development. We also produced a cookbook for african crops, performed a southside survey of seafood consumption, helped with cooking demonstrations, volunteered at their community gardens, and worked on food justice issues (among other projects).
9. We Share Hope, a Rhode Island based food rescuer is unique from other organizations in that its role is to locate, gather, and distribute food to groups that feed the poor, distressed, and the underprivileged.

Arts

1. Free tickets distributed to Oasis Wellness Center for each performance of Sock and Buskin's Season.
2. La Esquinita, USA was a solo performance by writer/performer Rubén C. González, one of the principal members of El Teatro Campesino. Performances took place in South Providence and at Brown.
3. The Miracle Project™ an evidence-based theater, film and expressive arts program, for children, teens and young adults of all abilities and disabilities (verbal and non-verbal).
4. Brown University's Department of Theatre Arts and Performance Studies (TAPS) announced Toronto-based theatre artist and playwright Monique Mojica (Guna and Rappahannock Nations) as a Lawton Wehle Fitt '74 artist-in-residence. Mojica facilitated a three-week workshop in TAPS Professor Patricia Ybarra's "Embodied Stories" class, and worked with her artistic collaborators – poet, novelist and playwright LeAnne Howe, and director/choreographer and dance artist Jorge Luis Morejón – on their most recent work-in-progress, Side Show Freaks & Circus Injuns.
5. The Rhythm of Change Festival is an annual festival of Mande Performance and Social Engagement that brings together international artist-activists, educators, students, scholars, and social entrepreneurs in service to West Africa for a weekend of workshops, conversations, meals, and performances. The Rhythm of Change initiative is based on the idea that art and performance can inspire and instigate action.
6. Trinity Rep's education programs work closely with TAPS, both the Young Artists Program and the Brown/Trinity MFA programs.
7. A unique, award-winning program bringing students and teachers from around Providence to perform a Shakespeare play together! Each school gets a scene! Founded by Martha Douglas-Osmundson, presented by Lincoln School in Providence.

8. Yearly exhibition of work by 2-7 local artists.
9. Offer free music lessons to Providence youth who are either not offered music in their schools or cannot afford lessons.
10. We research and develop repertory and context materials together and perform in joint presentations.
11. TMP- Brown brings together two successful, established programs, -TMP based in Los Angeles, CA (Founder, Elaine Hall) and Artists and Scientists as Partners (ASaP) a program in the Department of Theatre Arts and Performance Studies (TAPS) at Brown University (Co-founders, Julie Adams Strandberg and Rachel Balaban) and includes Dr. Barry Prizant, author, international autism expert and speech-language pathologist, and adjunct professor in the TAPS department. Miracle Project (TMP), founded in 2004 by Elaine Hall, a film and TV acting coach and mother of an autistic son, was established for individuals with autism and other disabilities, as well as their typically developing siblings and peers. It is recognized as the first systematic, evidence-based program to introduce theatre and performing arts to enhance quality of life and relationships and to change negative societal stereotypes about disabilities. We are currently in the process of establishing State-level and regional partnerships as this program will be strongly rooted in community partnerships and relationships.
12. Southern Old-time String-band repertoire class.
13. Trinity Rep's education programs work closely with TAPS both the Young Artsits Program and the Brown/Trinity MFA programs.

Athletics

1. Various amateur adult leagues utilize Brown facilities through the year including: Providence Roller Derby, East Side Lacrosse, Gansett Grays Lacrosse Club, RI Rebellion Rugby, RI Reds Soccer, Providence City Football Club, My Social Sports, Rhody Football Club, JE Adult Hockey League, Polak Hockey Group, Vetromile Hockey League, East Providence Oldies Hockey, RI Squash and Raquets Association, RI Senior Olympics, Providence Rugby Club.
2. Many youth leagues across the state utilize our facilities through the course of the year including but not limited to: Greater Providence Youth Hockey, Brown Youth Hockey, Providence Youth Lacrosse, Element Field Hockey, Lead the Way Field Hockey, RI Bulldogs Lacrosse, Bruno United Soccer, Next Level Flag Football, Falk Polevault School, Global Premiere Soccer, Seekonk Aquatics, East Bay Girls Lacrosse, SPOT Tennis, North Attleboro Devils Hockey, RI Sting Hockey, Ocean State Ice Theater, Woonsocket Northstars Hockey, Team Elevate Lacrosse, Fox Point Little League, 3D Lacrosse.
3. Providence PD Initiative to partner with the city youth and potentially develop future officers. They utilize our indoor track 4 times a year for programming.
4. Many high schools utilize our facilities throughout the course of the year (separate from the RIIL

post-season use). Schools that use our facilities include but are not limited to Hope High School, Providence Country Day, Moses Brown School, Wheeler School, Lincoln School, Barrington High School, North Kingstown High School, Bishop Hendricken High School, LaSalle Academy.

5. Field use by Breakthrough for various programming (soccer game, etc). Breakthrough Providence mission is to create a pathway to college for low-income, academically-motivated middle school students in Providence Public Schools, and to encourage talented high school and college students to pursue careers in education.

6. Wheeler School utilizes Pembroke Field for PE activity.

7. We allow access to Marvel Field for PE class.

8. Urban baseball non-profit.

9. Brown hosts 11 RIIL state championships annually.

10. Partnership with Central Falls High School track team. They are guests at our home competitions and are invited to attend and observe practice.

11. Youth teams and school teams attend Brown games and participate in numerous in-game experiences, including halftime games, high-five tunnels, pre-game skates, clinics, and other events.

12. All active military, veterans, and first responders receive free tickets to select games.

13. Elementary school students attend a Brown Women's Basketball game as a field trip, and before the game they hear from speakers about different professions and the importance of a balance of academics and athletics.

14. Brown Men's Lacrosse players volunteer their time teaching lacrosse to the youth of Seekonk, MA.

Economic Development

1. The TSDMA is focused on improving the Thayer Street business community.

2. SPS is a member of the JDA - additionally, we host and attend the monthly meetings at 200 Dyer (no fee to the JDA) as do a number of other entities from Brown (DPS, Govt and Comm Relations, Facilities).

3. WaterFire Providence® is an independent, 501(c)3 nonprofit arts organization whose mission is to inspire Providence and its visitors by revitalizing the urban experience, fostering community engagement and creatively transforming the city by presenting WaterFire for all to enjoy.