

Original

Cover Sheet – Social Service Activity

AGENCY NAME: Center for New Americans
AGENCY ADDRESS: 42 Gothic Street, Northampton, MA 01060
AGENCY PHONE NO: 413-587-0084 CONTACT PERSON: Laurie Millman
CONTACT PERSON EMAIL: laurie@cnam.org
2015 CDBG REQUEST: \$15,000

1. Project Name: *With literacy and self-sufficiency for all*
2. Project Description (1-2 sentences): *Center for New Americans offers a comprehensive adult education program designed to help immigrants achieve economic self-sufficiency and integration into the community. CNA's program is built on a foundation of English language acquisition which is enhanced with instruction in technology and education and career advising.*
3. Project Location: *Downtown Amherst, 2nd floor of the Bangs Community Center*
4. Budget Request: *\$15,000*
5. Type of Activity (check one):
 - Family stabilization
 - Youth development
 - Economic self-sufficiency (adult education)
 - Food and nutrition
 - Emergency & preventive services: rental assistance, fuel assistance, and shelter services.
 - Other – please explain

6. National Objective

Total number of beneficiaries (individuals served): 100
Total Low/Mod beneficiaries (individuals served): 90

Please submit responses to the following questions:

Please submit responses to the following questions:

A. National Objective Description

Describe in detail how your project will meet a national objective and how it will be documented to ensure that participants meet low/moderate income requirements.

Center for New Americans serves immigrants who have come from countries as diverse as Ghana, Cape Verde, El Salvador, China, Tibet, Ecuador, Mexico, Cambodia, and increasingly, Syria, to make a home in the U.S., and specifically in Amherst. Since we do not serve international students who are affiliated with the university, but rather newcomers who have left their own countries, usually because the political and/or economic situation was not viable, they are almost entirely low-income.

Almost all of these immigrants are limited to low-wage jobs, such as cleaning, until they are able to become proficient enough in English and familiar enough culturally with U.S. norms to secure living wage jobs.

Center for New Americans verifies income status with an intake form which is completed by a CNA staff person with the student, who "self-declares" and signs the form declaring household size and income range before enrolling in the program.

B. Demonstrate Consistency with Community Development Strategy

Center for New Americans' program coincides closely with Amherst's community development strategy. The strategy puts a premium on a diverse population which is economically self-sufficient, with a key component of that self-sufficiency comprised of small business development. That is, Amherst planners recognize that UMass represents a significant portion of the town's economic engine, but are taking steps to encourage economic growth through small business development.

Center for New Americans' focus is to teach English and technology to newcomers, and to offer education and career advising so that immigrants who have chosen Amherst as a destination to begin a new life have the tools and the cultural understanding to become economically independent and civically engaged. Many of our students open businesses in town (restaurants, tailor shops) once they are able to communicate in English, navigate community institutions, and save money. They also become active members of the school community, as evidenced by the Cape Verdean parents group that meets to support their children in preparing for college.

C. Agency Information

Center for New Americans was founded in Amherst over 22 years ago as the English Language component of the Amherst-based Tibetan Resettlement Program. The program was founded by instructors at Greenfield Community College, and one of the initial participants, who is the Chair of the GCC Department of English for Speakers of Other Languages (ESOL), remains on CNA's board to this day. Center for New Americans is licensed and funded by the Massachusetts Department of Elementary & Secondary Education (DESE). CNA's experience in successfully providing education services and career guidance is proven by the fact that DESE re-funded CNA – and at a higher level – for the current five-year cycle when other similar programs were de-funded. CNA's effectiveness is proven by other indicators as well:

- *student learning gains, which are monitored and reported regularly to DESE;*
- *student goal achievement, which is also monitored and reported;*
- *student referrals to CNA of their friends and family members; in fact, most of our students learn of CNA through word-of-mouth and it is not uncommon for parents to introduce children and vice versa;*
- *agency and political leader reliance on CNA; for instance, when Senator Rosenberg seeks assistance in including immigrants in the Census every ten years, he enlists CNA's participation;*
- *CNA is fortunate to count on a veteran and highly trained staff.*

Explain your short-term goals and long-term goals.

Center for New Americans' goals are driven by students' goals which they articulate both at their intake session and in class each cycle. Usually, short-term goals include the acquisition of enough English for students to be able to communicate with a doctor independently, to communicate with a child's teacher, to be able to shop independently. Long-term goals often include pursuing additional education, obtaining a better job, buying one's own home, securing a driver's license, applying for citizenship. Center for New Americans' goals as an agency, short-term, are to continue to provide the education and support services immigrants depend on. Long-term, the agency's goals are to expand services to include some of the immigration services our constituents seek, but which have not hitherto been provided in Hampshire or Franklin Counties. Thanks to our new credentialing and the support of an immigration attorney, we hope to expand our services to fill this gap.

D. Project Budget Information

Please see attached.

Center for New Americans' class costs, including staff salaries, are largely determined by DESE, which funds approximately 60% of CNA's budget, and establishes the standards for class size, teacher qualifications, prep time, and professional development which apply to all credentialed programs. Center for New Americans has been funded by DESE through many funding cycles.

CNA's records are also audited annually by an independent auditor. For FY '14, which audit will be shared with the CDBG committee as soon as it is complete (within a couple of weeks), CNA received no findings.

Russell Bradbury-Carlin, the agency's Director, prepared the budget. He has worked in non-profit agencies for many years. All CNA budgets are reviewed by the agency's board of directors.

Answers for Parts E—I must not exceed six (6) pages

E. Project Description

Please provide a summary of the proposed project. The summary should include a detailed scope of the total project, including the non-CDBG funded components.

Center for New Americans offers a range of English classes, as well as wrap-around services, which are designed to help immigrants to integrate into their new community and attain economic independence and civic engagement. CNA classes range from beginning to high intermediate; integrate technology instruction into English-language learning, and are enhanced by additional "distance learning" classes which introduce curriculum on computer in a supported environment, and then provide an opportunity for students to practice online independently. Center for New Americans' education program also includes

literacy classes for students who have had very little formal education in their home countries, and "Bridges" classes for students who wish to become familiar with the vocabulary and protocols of such regional growth industries as healthcare in order to enroll in a certificate class at a community college.

Center for New Americans' curriculum is student-driven, in accordance with adult learning theory; students make learning requests that are geared to their needs and interests. Since Center for New Americans' teachers design their lesson plans in response to student requests, in essence, CNA's teachers and students co-create curriculum.

Center for New Americans' program is very goal-oriented. To that end, students meet with an education and career advisor who helps them to create a path of classes, as appropriate, and job steps.

Center for New Americans relies heavily on a core of loyal volunteers who range from college students to retired professionals. After a comprehensive orientation and training, volunteers meet one-to-one with students and/or participate as classroom assistants.

Although CNA's CDBG request is focused on economic self-sufficiency, in fact, CNA also offers a citizenship preparation program and, increasingly, immigration assistance for which the agency has recently become licensed by the Justice Department.

Most CNA students (at least 85%) are low or very low income, as determined by guidelines established by the Department of Housing and Urban Development. Many work in low-wage service sector jobs with little job security, no benefits, and little opportunity for advancement.

Demonstrate that the activity has been prioritized by the community at the local level.

Adult education, with a focus on immigrants, is not only named in the community development strategy as a priority, but prioritized by Amherst's public school staff who collaborate closely with CNA staff to serve the parents of current students.

Include information on the number of individuals or families to be served and who they are, i.e. disabled, low-income, homeless, etc.

Center for New Americans expects to serve at least 100 Amherst residents during the grant period with at least 90 of them qualifying as low-income. Several of our students are homeless, and many have learning challenges.

F. Project Need

- What is the need for the proposed project/program?

Amherst Public School data indicate that for 23.1% of students, English is not their first language, as compared to 18.5% of students statewide. Likewise, in Amherst, 15% of public school students are English language learners, as compared to 8.5% of students statewide. This data is the most reliable indicator of the extent of Amherst's immigrant population. To the degree that immigrants in Amherst do not speak English, they are destined to work low-wage jobs and to live on the margins of the community. To the degree that immigrants become proficient in English and familiar with U.S. cultural norms, they are more likely to engage fully in the life of the community. Most of the immigrants we serve at CNA tell staff that a key motivation for learning English is the need to navigate the community independently.

- Define the need or problem to be addressed by the proposed project. Explain why the project is important.

Most of the immigrants served at CNA have left their family, friends, and all that is familiar in their home countries because they are seeking a better life for themselves and their families. "A better life" can be defined by a life free from violence or poverty or political turmoil. Statistics provided by the Pioneer Valley Planning Commission indicate that while most immigrants are low-income upon arrival in the U.S., within just a few years, immigrants tend to improve their economic status since they take steps to learn English, and they work several jobs, if necessary, in order to achieve the goals which motivated them to immigrate.

G. Community Involvement and Support

- Demonstrate the involvement and opportunities available for the community and/or potential beneficiaries in the identification, planning and development of the proposed project.

As indicated earlier, the project beneficiaries are directly involved in the project development since lesson plans are designed in response to student requests. In fact, CNA's program has evolved from constituent needs so that the conversation groups, support services, expanded immigration services have all been developed in response to students' requests and needs. In addition, Center for New Americans has an alumni association which provides a context for former students to remain involved and offer input, mentoring support, and feedback. Finally, CNA relies on the support of volunteers who contribute guidance, in addition to time and coaching services.

- Define the process to be used to maintain involvement of the project beneficiaries in the implementation of the project.

Center for New Americans incorporates regular feedback into class time so that after each learning activity, students record the activity in a "learning log" and indicate whether it advanced their learning. Student feedback is requested at the end of each week as well. Time is set aside every Thursday for an assessment of lessons learned and skills acquired during the week. Finally, Center for New Americans regularly schedules student focus groups to test the efficacy of a particular strategy and/or to solicit input on a proposed direction or new program.

H. Project Feasibility

- Why is the proposed project/program feasible?

The program is feasible for several reasons:

- *Center for New Americans is a lean organization which relies on volunteers and refers students to other organizations for services that are outside of Center for New Americans' scope;*
- *CNA has been offering education and support services for over 20 years, and has developed a rubric which student successes show to be effective;*
- *CNA is mission-focused, and is disciplined about offering only those services which are within our purview.*

Demonstrate that the project is capable of proceeding at the time of award, can be effectively managed, and can be physically and financially accomplished within the grant period.

Center for New Americans offers three class cycles every year and has been operating on this schedule for many years. Other regular funders, such as DESE and the United Way, also require that program services be delivered within the agreed-upon timeframe, and CNA has been regularly re-funded by these agencies because the organization has the systems and experience to deliver services as projected.

Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of **demand** for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.

Center for New Americans classes, which begin January 6 for the current cycle, are full. Classes were full in the last cycle as well.

Identify and describe the solicitation process used or applicable to the project.

Center for New Americans announces the dates and times of classes through fliers and through its website. Information is also shared with other service providers, such as the public schools. Many new students are introduced through current or former students.

Identify the roles and responsibilities of all personnel involved in the project as well as internal controls.

Center for New Americans programs are implemented by a veteran staff, many of whom have been with the organization for well over 10 years. Several teachers are not only licensed as teachers of English for Speakers of Other Languages (ESOL) but also hold a masters degree in education. A couple of teachers are also participating or have participated in a licensure program which represents the highest level of credentialing offered for ESOL teachers. We are especially pleased that this year, a former Amherst student has joined CNA as a teacher.

Center for New Americans receives oversight from its Board of Directors and an independent auditor. The entire CNA staff meets twice monthly, and teachers also meet twice monthly to brainstorm classroom challenges and approaches.

This year, CNA also became accredited by the Bureau of Immigration Affairs, a division of the Justice Department, which enables CNA to offer enhanced immigration services with the approval of U.S. Citizenship & Immigration Services.

Citing past accomplishments, document that the agency has the necessary past expertise to conduct the activity and has successfully completed past activities with CDBG or other programs in a timely manner.

Center for New Americans has been funded by Amherst Human Services since 2001 and with CDBG funds since at least 2011. CNA has been offering three class cycles per year for many years and holding an end-of-cycle celebration three times each year to celebrate student achievements. Many of these celebrations are attended by staff from U.S. Citizenship & Immigration Services who join CNA at these events to share important messages with immigrants and/or to encourage them to apply for citizenship. Every year, CNA brings students to Immigrants Day at the State House where they meet with Sen. Rosenberg's and Rep. Story's aides. Rep. Story has visited CNA classes, and attends our annual naturalization in Northampton .

Describe and identify the project milestones and timeline including unfinished project contracting and other project steps. State the duration of time needed for each milestone, and identify when each milestone will be completed.

Center for New Americans offers three class cycles each year. The cycles begin in January and end in April; begin in mid-April and end in mid-July; and begin in September and end in mid-December. Milestones include the end-of-cycle celebration which follows each cycle and honors students for their learning gains and goal achievement. Goal achievement includes obtaining a new job, securing a driver's license, buying a house, obtaining citizenship. There are no unfinished projects.

I. Project Impact

What will be the impact of the proposed project/program?

The impact of the project is that immigrants who are isolated and dependent on family members before they learn English are able to help themselves. In fact, students comment on this in their own words:

Ana Maria: "Because of CNA, I am free. I don't have to stay at home because I am afraid to talk to people. I can go out and understand people when they talk to me."

Dasmis - "Now, I can speak and understand others more than when I first came, and I can understand people at work."

Pong and Thanida – "We came to learn English. We want to be able to speak and listen to everyone. We want to be able to help ourselves buy the things that we need. We want to be able to meet new friends and talk with them. We learned how to pronounce words in English. We learned how to write words correctly. We learned how to speak to everyone. We feel comfortable meeting new people. Now we can go anywhere to buy food, clothes. We can return something to a store. We can go to the doctor or the dentist."

Once they are able to help themselves by making and receiving phone calls in English, speaking with a doctor on their own, talking to a bank teller, meeting with a child's teacher, they are able to become involved in the community, obtain living wage jobs, rent a better apartment and/or purchase their own homes. Many of our students have started their own businesses, pursued a college education, obtained better jobs.

• Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity and will benefit the intended beneficiaries? How much of the need will be addressed?

The activity enables immigrants to become economically self-sufficient, often by starting their own businesses. The tailor shop in the former Carriage Shops is one example of a small business run by one of CNA's former students.

o Describe the changes in the target population that indicate the program's success. How will these changes be measured?

The target population – students – achieve learning gains in English which are measured through the BESTPlus, a standardized test which measures language acquisition and proficiency. In addition, CNA tracks student goal achievement to monitor how many students who have designated getting a new job as a goal have, in fact, achieved that goal.

How will the impact of this service on individual clients be tracked over time?

CNA's Alumni Association is one way CNA stays in touch with former students to track progress. In addition, Center for New Americans maintains a database which tracks student milestones and successes, such as the purchase of a new home, the establishment of a business. CNA invites students to share successes through an interactive form on our website. CNA also stays in touch with other service providers, such as GCC, to track students' pursuit of additional education.

Define the direct and indirect outcomes that will result from the project.

The direct outcomes that will result is that students will improve their ability to speak, read, and write English and to use technology. The indirect outcomes that will result is that this increased proficiency in English will help them to open other doors, such as apply for jobs, take care of their health, improve their dwelling, etc.

Identify quantitative and qualitative measures to determine that the outcomes are achieved.

Quantitative measures include BESTPlus test scores, which show learning gains, and notes regarding goal achievement. Qualitative measures include stories which immigrants share about their progress. One CNA staff member described an incident where she was meeting with a student and the student's new tutor in the library when a former student approached them. The former student told the current student: "I was once like you. I did not know any English. Now look at me. I write for the local newspaper and I have become a U.S. citizen."

Will this service enable clients to become self-sufficient?

This service will go a long way towards enabling clients to become self-sufficient.

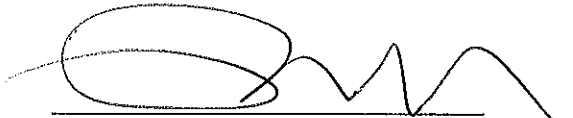
How is this service linked to other human/social service programs in the community?

Center for New Americans' program is closely linked to the Amherst Public Schools. In addition, CNA is a member of COSA, the Council of Human Service providers, and works closely with the Career Center.

CERTIFICATE OF TAX COMPLIANCE

Pursuant to Massachusetts General Law chapter 62C, sec 49A, I hereby certify under penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

04-3224215
Social Security or Federal I.D. number


Signature: Individual or Corporate Officer

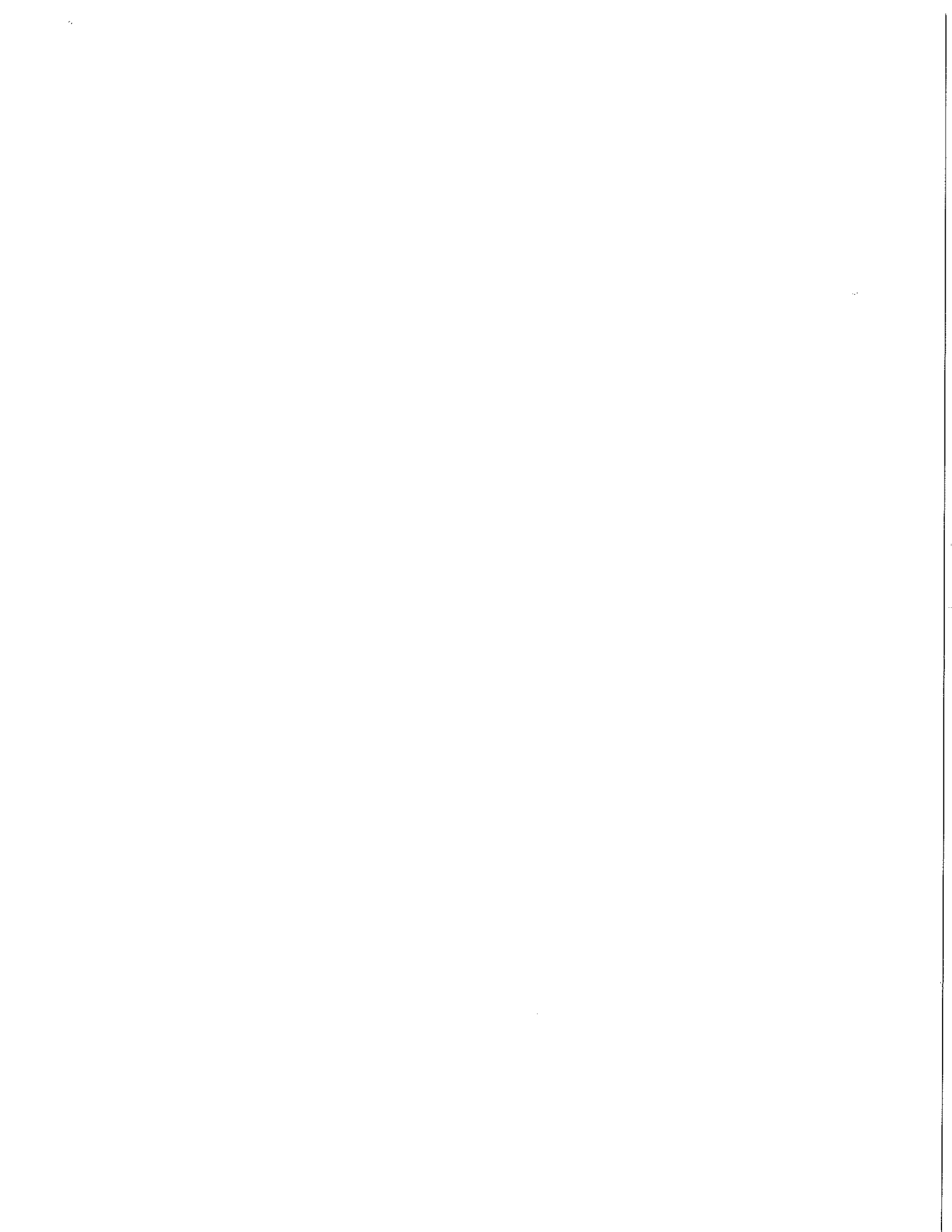
11/3/15
Date

PLEASE PRINT

Corporate Name: CENTER FOR NEW AMERICANS

Address: 42 Gothic St.


City, State, Zip Code: NORTHAMPTON, MA 01060



CERTIFICATE OF NON-COLLUSION

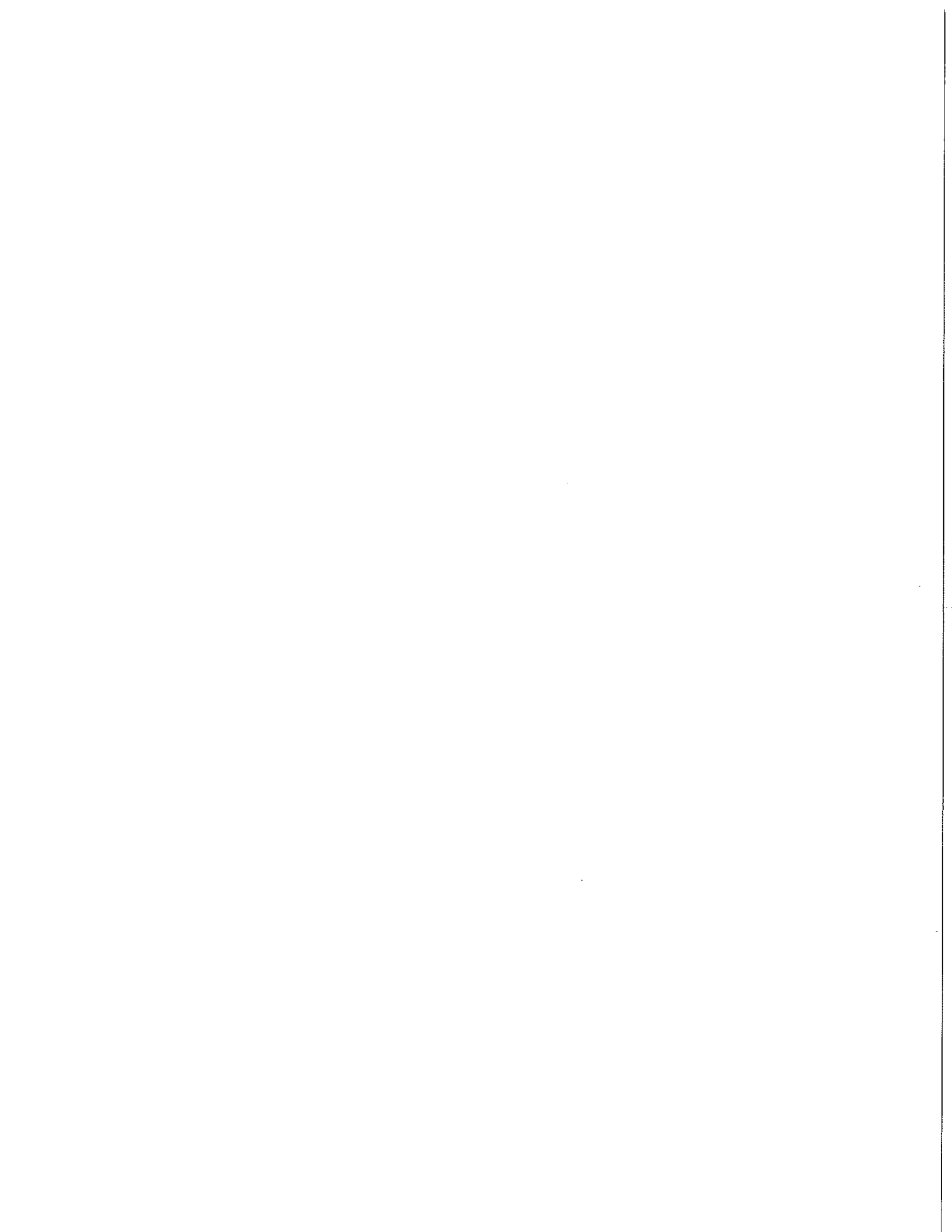
The undersigned certifies under penalties of perjury that this Proposal or proposal has been made and submitted in good faith and without collusion or fraud with any other person, business, partnership, corporation, union committee, club or other organization, entity or group of individuals.

11/3/15
Date


Signature of individual submitting Proposal or proposal

CENTER FOR NEW AMERICANS
Name of Business

47 Gothic St. Northampton, MA 01060
Address of Business



Center for New Americans
Profit & Loss
 September 2013 through August 2014

	Sep '13 - Aug 14
Ordinary Income/Expense	
Income	
4300 · Foundation and Corporate Grants	
4330 · General Found.&Corp. Grants	54,421.32
4310 · United Way	34,534.32
Total 4300 · Foundation and Corporate Grants	88,955.64
5000 · Government Grants	
5040 · Subcontracted Government Grants	45,000.00
5030 · Other Government	10,859.84
5020 · Municipal/Block Grants	15,740.53
5010 · DESE Grants	436,557.62
Total 5000 · Government Grants	508,157.99
4200 · Contributions	
4202 · General Donations	22,809.37
4201 · 30 Poems	24,936.69
Total 4200 · Contributions	47,746.06
4800 · Misc Inc	2,095.63
Total Income	646,955.32
Gross Profit	646,955.32
Expense	
6110 · Payroll	
6110.2 · Vacation Accrual Difference	336.43
6111 · Gross	
6111.1 · Gross Administrative Wages	103,781.28
6111.2 · Gross Professional Wages	266,874.64
6111.3 · Gross Support Wages	58,325.28
Total 6111 · Gross	428,981.20
6112 · Fringe & Taxes	
6122 · Employee Retirement Benefit	5,999.62
6121 · Worker's Compensation	2,551.96
6120 · Comp WFT Fund	144.70
6119 · Comp SUI	8,636.20
6117 · Comp MCARE	5,940.36
6116 · Comp FICA	25,400.33
6115 · Comp MA Health Insurance	1,049.57
6114 · Comp Health Insurance	53,655.46
Total 6112 · Fringe & Taxes	103,378.20
Total 6110 · Payroll	532,695.83
6300 · Contractual	
6302 · Contractual	11,451.62
6307 · Childcare & Instruction	1,894.50
6301 · Substitutes	180.00
6304 · Prof.Fees & Services	
6304.2 · Marketing	1,960.00
6304.1 · Accounting	5,470.00
Total 6304 · Prof.Fees & Services	7,430.00
Total 6300 · Contractual	20,956.12
6600 · Supplies	
6601 · Computer Supplies & Software	1,091.11
6603 · Office/Classroom Suppl&Material	6,775.14
6605 · Postage	1,221.71
Total 6600 · Supplies	9,087.96

11:19 AM
01/03/15
Accrual Basis

Center for New Americans
Profit & Loss
September 2013 through August 2014

	Sep '13 - Aug 14
6700 · Travel	
6701 · Travel-staff	4,404.66
6703 · Registration	1,228.00
Total 6700 · Travel	5,632.66
6800 · Other	
6801 · Telephone & Internet	3,563.39
6803 · Membership & Subscriptions	1,287.39
6804 · Advertisement	1,250.00
6805 · Insurance	5,242.11
6807 · Occupancy	66,000.04
6808 · Events	3,164.55
6809 · Student/Client Transportation	168.00
6812 · Printing & Duplication	5,894.87
7140 · Misc Expense	19.95
Total 6800 · Other	86,590.30
6900 · Indirect costs	
6901 · Fees & Charges	1,805.42
Total 6900 · Indirect costs	1,805.42
Total Expense	656,768.29
Net Ordinary Income	-9,812.97
Net Income	-9,812.97

CENTER FOR NEW AMERICANS

Organizational Budget Summary - FY-2015 - September 1, 2014 to August 31, 2015

EXPENSES		
Personnel		
Administration & Program Coordination	\$	145,982
ESOL Program	\$	190,798
Education and Career Advising	\$	24,046
Volunteer Program	\$	13,549
Technology Program	\$	15,212
Citizenship Program	\$	46,299
Fringe Benefits	\$	110,493
Non-Personnel		
Contractual	\$	21,900
Supplies	\$	6,450
Travel	\$	4,478
Other	\$	87,019
TOTAL EXPENSES	\$	666,226

REVENUES		
DOE 359	\$	399,268.00
DOE 540	\$	34,755.00
Northampton CDBG	\$	9,000.00
ORI	\$	10,031.00
U. Way - FC	\$	13,000.00
U. Way - HC	\$	25,000.00
Dow Jones	\$	33,333.00
Community Foundation Western MA	\$	10,000.00
USCIS	\$	5,000.00
Health Care for All	\$	20,000.00
<i>Fundraising projected</i>	\$	<i>50,000.00</i>
<i>Misc. Foundations/Grants Projected</i>	\$	<i>56,839.00</i>
TOTAL REVENUES	\$	666,226

ATTACHMENT-E

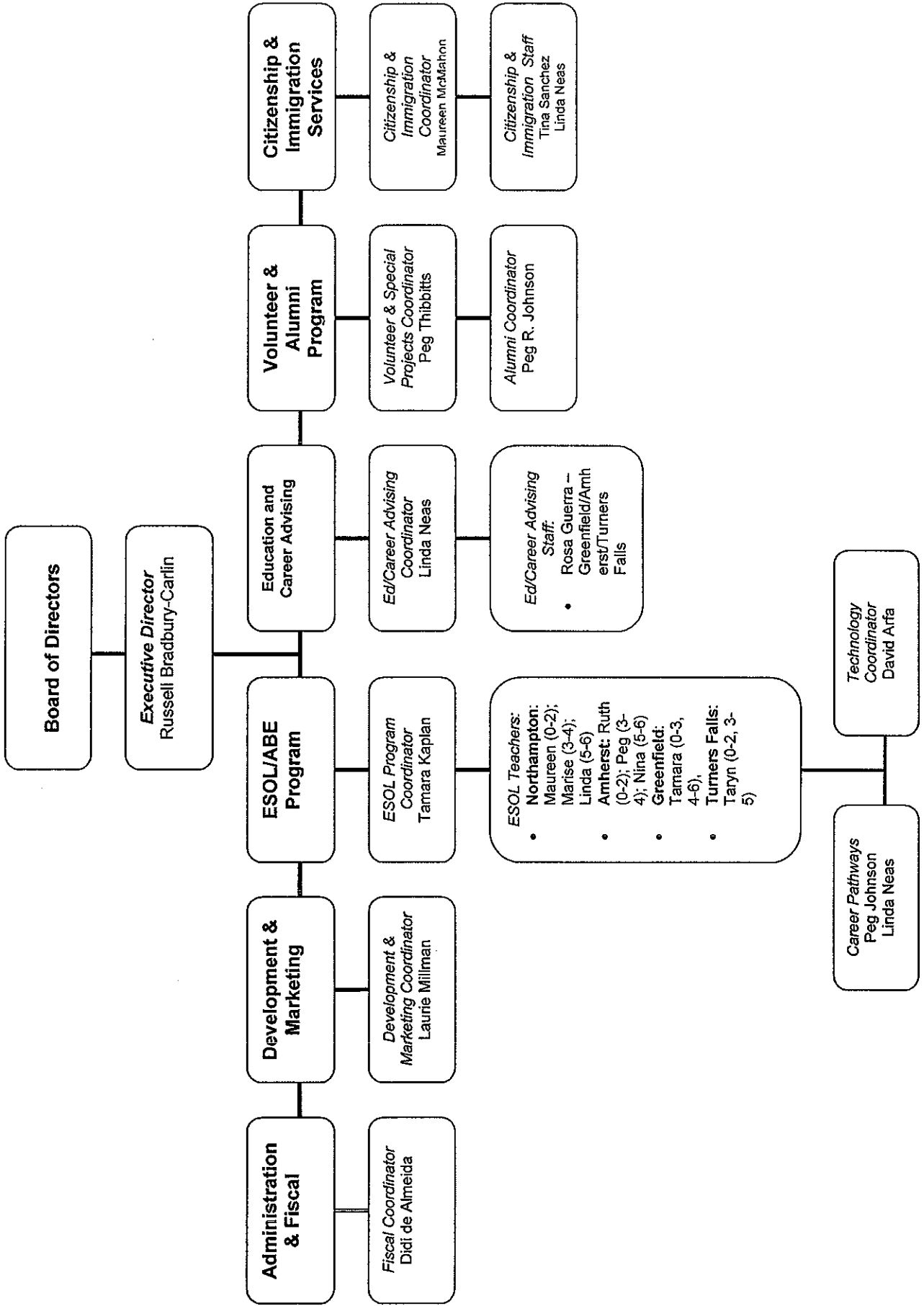
PROJECT BUDGET FORM

Program Name: Center for New Americans

Program Period: **12 Months**
July 2015 through June 2016

Personnel Position	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non-CDBG Cost
ESOL Teachers (3)	\$ 20.50	42	46	\$ 39,606	\$ 3,000	\$ 36,606
Education/Career Coordinator	\$ 20.50	1	46	\$ 943	\$ 500	\$ 443
Education/Career Advisor	\$17.37	8	46	\$ 6,392	\$ 2,000	\$ 4,392
Literacy Teacher	\$20.50	3	46	\$ 2,829		\$ 2,829
Technology Coordinator	\$ 17.37	4	46	\$ 3,196	\$ 1,000	\$ 2,196
Volunteer Coordinator	\$ 17.37	3	52	\$ 2,710	\$ 1,000	\$ 1,710
ESOL Coordinator	\$ 21.00	5	52	\$ 5,460	\$ 1,000	\$ 4,460
Support Services Asst.	\$ 14.79	3.5	52	\$ 2,692		\$ 2,692
Marketing and Development	\$ 25.00	1	52	\$ 1,300		\$ 1,300
Total Salary				\$ 65,128	\$ 8,500	\$ 56,628
Fringe				\$ 16,282	\$ 2,125	\$ 14,157
TOTAL PERSONNEL				\$ 81,410	\$ 10,625	\$ 70,785
Non-Personnel						
Rent, utilities, security				\$ 16,800	\$ 2,500	\$ 14,300
Substitute Teachers				\$ 50		\$ 50
Education Supplies				\$ 600	\$ 375	\$ 225
Conference Registrations				\$ 216		\$ 216
Student Events				\$ 943		\$ 943
other:						
other:						
TOTAL NON-PERSONNEL				\$ 18,609	\$ 2,875	\$ 15,734
TOTAL ADMINISTRATIVE				\$ 19,975	\$ 1,500	\$ 18,475
TOTAL PROGRAM COSTS				\$ 119,994	\$ 15,000	\$104,994

Center for New Americans Organizational Chart



**Center for New Americans
Current Members of the Board of Directors**

Cristin Carpenter, Board Chair (Gill Resident)
Director of ESOL Program, Greenfield Community College
One College Drive
Greenfield, MA 01301
Work #: 413 -775-1226
Email: ccarpenter@gcc.mass.edu
End of Term: September 2016

Jean Blakeman, Clerk (Williamsburg Resident)
Training Specialist, Dow Jones & Company
84 Second Avenue
Chicopee, MA 01020
Cell #: 413-531-1340
Email: jmahieu24@comcast.net
End of Term: June 2016

Sara Nolan de Aguilar, Treasurer (Northampton Resident)
Comptroller, Northeast Painting Associates, Inc
149 Barrett Street
Northampton, MA 01060
Home #: 413-695-9308
Email: snolandeaguilar@comcast.net
End of Term: October 2016

Anne-Marie Demetz (Amherst Resident)
528 Pratt Corner Road
Amherst, MA 01002
Home #: 413-253-9620
Email: am.demetz@gmail.com
End of Term: January 2016

Wendy Berg (Northampton Resident)
Staff Attorney, Community Legal Aid
136 Crescent Street
Northampton, MA 01060
Home #: 413-586-6259
Work #: 413-727-7106
Cell #: 413-539-1003
Email: wberg@gmail.com
End of Term: October 2016