

Connecting Curriculum and
Campus to Community

The CLiA Chronicle

2015-16 Annual Report of the
Center for Learning in Action
Williams College



CLiA
Center for Learning in Action



WHO WE ARE AND WHAT WE DO

The Center for Learning in Action (CLiA) cultivates and sustains experiential learning opportunities, curricular and co-curricular, in service of the teaching goals of our faculty, the civic aspirations of our students, and the needs of the wider community. The Center's programming and pilot projects include fieldwork courses, volunteer and paid work opportunities, summer internships and research fellowships. We also support the work of many other campus entities.

Our team of two full-time and nine part-time staff takes a collaborative and continuous learning approach, working with a wide range of community organizations, student groups, and campus partners to provide students opportunities to help address pressing civic problems.

CENTER FOR LEARNING IN ACTION STAFF

Paula Consolini, *Director*

Colin Ovitsky, *Program Assistant*

Jennifer Swoap, *Assistant Director, Elementary Education & Director of Elementary Outreach*

Kaatje White, *Assistant Director, Local High School Education & Director, Williams Center at Mt. Greylock*

Annie Valk, *Associate Director for Public Humanities*

Sharif Rosen, *Muslim Chaplain, Assistant Director, Lehman Council Advisor*

Tracy Finnegan, *Assistant Director for Regional and At-Risk Education*

Molly Polk, *North Adams Coordinator for Elementary Outreach*

Tracy Baker-White, *Williams Elementary School Coordinator, Elementary Outreach*

Lindley Wells, *Education Outreach Consultant, Elementary Outreach*

Jessica Dils, *Williams Fellows Program Coordinator, Williams Center at Mt. Greylock*

Cecilia Hirsch, *Adventures in Learning Coordinator*

Renee Schiek, *Lanesborough Elementary School Coordinator, Elementary Outreach*

Geraldine Shen, *Williamstown Elementary School Classroom Help Coordinator, Elementary Outreach*

*Cover Design Credit:
Claire Bergey '17*



***Great Society Symposium brainstorming discussion subgroup
facilitated by Raquel Rodriguez '16***

A note from the Director:

What a year it has been! A little over three years since our founding, and thanks to the considerable energy and cooperation across the campus and in the wider community, CLiA is hitting its stride. Established to promote learning by doing at Williams, our office has advanced this objective beyond our expectations. More faculty members are incorporating experiential elements into their teaching, more students are engaged in community work, and more campus departments and offices are sharing their expertise.

In this report, we describe and celebrate experiential learning and community work undertaken across Williams, while acknowledging the dedication of our faculty, students, staff, and many campus and community partners. We highlight some of this work below. A more complete listing can be found in the appendix. I apologize in advance for any omissions.

In 2015-16, CLiA aided (and in some cases, helped staff) over twenty courses involving experiential learning. We ran at least as many staff-directed programs and projects in education, social services, community development and the arts, evaluating and refining them as we went along. We have also supported more than twenty student organizations and informal groups engaged in service work in the Berkshires and beyond.

By our conservative count, over 800 students reached beyond the Purple Bubble this past year, joining the frontline community work of dozens of organizations in the Berkshires and the Northeast. Faculty and staff guided students in fieldwork courses, programs and extracurricular projects nearby, across the country, and around the globe. Students designed and led their peers in wide-ranging projects and service work such as the semi-annual Great Day(s) of Service organized by Lehman Community Engagement, "Break Out Trips" (BOTs) spring break service projects, the Williams Recovery of All Perishable Surplus (WRAPS) food program, and the ongoing Translation Project with the Berkshire Immigrant Center.

Some groups, such as Ephs Out Loud, the new music community outreach group, kicked off dramatically in 2015-16, organizing major events such as a community concert while leading workshops in 3rd-6th grade music classes in three area elementary schools. Others, such as the ten-year-old Williams Recovery of All Perishable Surplus (WRAPS), carefully revised their service

approach in response to new community challenges. When the Berkshire Food Project became overloaded with food donations from other sources, WRAPS arranged to donate the dining food it packaged directly to neighborhoods and a homeless shelter.

You will read here about the community impact of our students work. Some examples: the research conducted by MATH 317 students in Fall 2014 being used to develop a new class schedule plan currently under consideration by the Mount Greylock Regional School administration; the sorting software created by a team from the same course being used to streamline the Williams Center MathBlast and ScienceBlast programs, saving many hours of work; the brainstorming work at the Great Society Symposium, facilitated by student leaders, which sparked the creation of a new regional intercampus group, Cross-Campus Collaboration; and the Poverty Simulation health care module designed by CLiA Outreach Associate Dalia Luque, which was used by BayState Medical Center in June. There is much more we lack space to mention.

We hope you will read all the way to the end of this compendium, where we briefly list the valuable community work of other campus offices and departments, such as the new Alumni Office “Purple with Purpose” program and the longstanding Grand Canyon Spring Break Service trip led by Scott Lewis, Director of the Outing Club.

We are deeply grateful to the over 40 community organizations and leaders in our region and beyond, including our dedicated alumni, who have welcomed Williams students to work side by side with them as apprentices and partners. Their willingness to share wisdom about the complex challenges of their work has deepened and greatly enriched our students’ learning. We at CLiA are in the construction business: we build and maintain relationships and programs that provide a kind of scaffolding for practical learning at Williams. But we also realize that we are not in this alone. I hope you find this compilation of active collaborative learning inspiring and informative.

Looking forward to another great year of work and learning!

On behalf of CLiA,



Paula Consolini



L to R: Tracy Finnegan, Colin Ovitsky, Lindley Wells, Paula Consolini, Kaatje White, Geraldine Shen, Sharif Rosen, Molly Polk, Tracy Baker-White

Not Pictured: Jennifer Swoap, Annie Valk, Jessica Dils, Cecilia Hirsch, Renee Schiek

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EXPERIENTIAL LEARNING AT WILLIAMS



CURRICULAR EXPERIENTIAL EDUCATION

Courses with an experiential learning component provide students with guided opportunities to encounter first-hand the issues they read and study about. These require them to apply academic learning to non-academic settings and challenge them to use their experiences in those settings to think more critically about what they are studying.

At Williams, experiential pedagogies are not viewed as ends in themselves. They are, like tutorials, powerful teaching tools used to deepen and broaden student learning. Faculty select from the variety of experiential learning methodologies¹ the tools they deem most suited to the learning goals of their courses. In turn, our students, hungry to learn and hungry to use what they learn, get the chance to test ideas and concepts through their fieldwork, relating theory to practice.

Students are encouraged to think of their community service and other co-curricular experiences as informal learning opportunities which can prepare them for curricular experiential learning. This approach can be represented by a continuum, shown above, arraying experiential opportunities from those involving no formal academic analysis to those in which academic analysis is of primary importance. Analysis is here understood as making sense of experience in light of academic theory. Beyond specially designed courses, faculty welcome students developing their community service and work interests into curricular fieldwork, whether as a retooling of an existing assignment or an independent study.

Of the over eighty 2015-16 courses at Williams involving some form of experiential learning², those described here are notable for their engagement in community work. CLiA provided some form of support (staffing, strategic, logistical and/or financial) to those starred. We also provided support for fieldwork experiences in another ten courses not described here³:

¹ See Appendix A for key elements of experiential pedagogy and Appendix B for a glossary of the forms of experiential pedagogy.

² See Appendix C for the complete list.

³ AFR 350, ARTS 253, ARTS 220, ARTS 303, ARTS 324, COMP 208, PHIL 13, THEA 406, SPEC 21, SPEC 27. See Appendix C for the list of all the 2015-16 courses which included some form of experiential learning.

EXAMPLES OF SEMESTER COURSES

AFR 258: The Rhetoric(s) of Black Religious Traditions **VaNatta Ford (Africana Studies)**

This course introduces students to the rich religious expressions of Black Americans through their rhetorical traditions. It begins with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. The review yields some of the primary themes of Black religious experiences—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. The course then investigates how secular processes like commodification alter rhetorical practices.

To aid the students' understanding, Professor Ford led a weekend trip to Philadelphia to enable students to attend services and participate in discussions with the members of the historic Mother Bethel AME Church and the Masjidullah Mosque.

"We had a FANTASTIC trip and it was so much better than I could've ever imagined! The students were great and we had an awesome time with the members of Masjidullah and Mother Bethel AME Church." -- Professor Ford

ENVI 302: Practicum: Environmental Planning Workshop **Sarah Gardner (Environmental Studies)**

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and



community development. Students will get out of the classroom and gain direct experience working on the planning process in the Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies

creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and teamwork. The class culminates in a public presentation of each team's planning study. The complete reports of the Fall 2015 projects, listed below, can be found at: <http://ces.williams.edu/environmental-planning-papers/>:

THE PARK

Characterized by the most significant meander bend in the study area, the athletic fields in The Park have been reconfigured to embrace the river, placing the Hoosic at center stage. The curved flood control barriers, set at a 3:1 slope vary from lawn to native wildflowers and grasses, manageable for maintenance and lounging by the river. On the inside of the meander, gentle point bar banks just beyond the outfield offer an opportunity for interaction with the river, or a landing point for those paddling up or down river.



- **A River Runs Through It: Re-Connecting the North Branch of the Hoosic River and North Adams** by Katie Aguila, Caroline Beckmann, Miguel Méndez, Allie Rowe

- **Back to Our Agricultural Roots: Invasive Management, Visitor Engagement, and Local Partnership at the Clark Art Museum** by Nigel Bates, Sofia Roitman, Sophia Schmidt, Chris Stefanik

- **Planning the Greylock**

Mills Rooftop Greenhouse: A Community Food Project by Katie Costantini, Brett Bidstrup, Ali Hill, Jack Ryan, and Alex Schidlovsky

- **Stream Crossings: Continuity at the Junction of Two Linear Ecosystems** by Arnie Capute, Krystina Lincoln, Michaela Levine, Martin Strenk
- **Williamstown Bike Path** by Brendan Bossidy, Nikki Caravelli, Annie Tewksbury, Grace Weatherall

***HIST 371: Oral History: Theory, Methods and Practice** **Anne Valk (History and CLiA)**

Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. Using a variety of texts,



including transcripts and recorded interviews, students in this course consider what oral history offers as a source of information; how oral history is produced and analyzed; legal, ethical, and methodological considerations; the impact of digital technologies on oral history; and the ways that memory, context, and identity shape the interview. The class includes a hands-on component and a group final project, giving students the chance to conduct, archive, use and present interviews. Interviews will be added to the Williams College Archives.

In the Spring 2016 run of this course, the five students -- Peter Hale, Tobias McCarthy, Joshua Morrison, Abigail Rampone and Sofia Smith -- explored the history of industry and community life in nearby North Adams, Massachusetts through oral history interviews with current and former residents of the small city. Under the guidance of Dr. Valk and with help from local libraries and historians, they co-produced a booklet excerpting a dozen of their interviews. An online version of their work, including audio files, can be found at: <http://sites.williams.edu/hist371-16s/>.

"North Adams lives on in the imagination of people-- its future, present and past. Many people assessed the tension between North Adams' previous identity as an industrial center and its new and changing identity as a home for the arts. What became clear through the interviews was North Adams' enduring sense of place. Sprague might have left North Adams, but the loyalty and persistence of its residents hasn't changed." -- from North Adams Memories, 2016

***PHIL 306: The Good Life in Greek and Roman Ethics** **Keith MacPartland (Philosophy)**

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. This course examines some central texts in ancient Greek and Roman moral philosophy.



It begins by reading some of Plato's early dialogues and his Republic and then turns to Aristotle's Nicomachean Ethics. Next students collectively examine writings in the Stoic and Epicurean traditions, as well as Cicero's On the Ends of Good and Evil. Throughout the course, all look at the way in which each thinker characterizes happiness, virtue and the relation between the two. The seminar participants also pay close attention to the

way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

This course is part of the newly minted **Positive Pathways Partnership** between Williams College and the Berkshire County Jail and House of Correction (BCHOC), described in greater detail on page 33. It is composed equally of Williams students and BCHOC inmates with the major goal of encouraging students from different backgrounds to think together about issues of common human concern.

Recently, Sheriff Tom Bowler reflected on the impact of the “Inside-Out” course on the incarcerated students who have taken it, saying, “They take pride in completing a Williams College course because it shows they can accomplish any task put before them. This helps build their self-esteem and confidence for any future endeavors.” Williams students, too, are no less



inspired by the experience. As Rebecca Lewis '16 said, “Our classmates want to do better, and they are quick to take responsibility for their actions. The course made me realize that I can and should take responsibility for the community I live in and ask what the specific need is and can I make a difference.”

Staff and faculty involved in the enterprise all agree on the long term goal of adding a second course to the annual roster. In the interim, in response to growing Williams student interest, CLiA is working with the education department of the BCHOC to create a small volunteer tutoring program. In addition, a faculty advisory group is working with CLiA to draft and train new instructors and help determine how to improve the learning value of the course for inmates and Williams student participants alike.

***PHLH 402: Senior Seminar in Public Health**

Amie Hane (Psychology)

This course is designed to provide senior concentrators the opportunity to delve into the public health literature. Students read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health, including topics in the social determinants of health, environmental health risks, and access to health care. Students are then divided into research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. Some amount of off-campus travel is involved either during spring break or the latter half of the semester. This capstone course is required of all concentrators, but is sometimes opened to other students with relevant experience at the discretion of the instructor and the advisory committee, when space permits. Spring 2016 projects included an alternative health therapy fair to broaden awareness and access and research on community health programs.

***PSCI 309: Problems and Progress in American Democracy**

Justin Crowe (Political Science)

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his *Democracy in America*, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we ask several key questions.

How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science,

contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

***PSYC 352: Clinical and Community Psychology**

Laurie Heatherington (Psychology)

This pioneering 33-year-old course focuses on the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the Professor in a local mental health or social service agency. 2015-16 placements included school guidance offices, therapy programs, the Berkshire Medical Center, and Berkshire Pathways.

Here are comments from some of the Fall 2015 students:

"At BMC, I spent one day a week in the partial hospitalization program and one day in the inpatient unit. While there, I observed group therapy sessions, diagnostic disclosures, intake interviews, and clinician meetings, which provided me with a full picture of an intensive mental health treatment and exposure that I never would have thought possible as an undergraduate. At the end of the semester, I condensed and organized the many binders of partial hospitalization group materials into one "Handbook," which both helped me learn the material and give back to the program that had provided with such a wonderful opportunity. This year, I am working at McLean Psychiatric Hospital as a program coordinator/research assistant/administrator at Borderline Personality Disorder Training Institute and Gunderson Residence treatment center. I love my job -- I've already gained significant experience and knowledge about the world of personality disorders treatment and research and each day and growing more prepared for what I hope will be clinical psychology graduate school in the next few years." -- Ellen Finch '16

"I took Laurie's Clinical and Community Psychology course my senior fall, and it was my very first time doing field work in psychology! Laurie placed me at Berkshire Pathways -- a clubhouse in Pittsfield. Clubhouses are community-based organizations for adults with mental illnesses where they come both to socialize and to learn and practice skills for the workplace and school. Clubhouses are special because they see work as very therapeutic and they also value collaboration between staff and people served -- all activities and projects were always co-led. My supervisor immediately placed me on a project to strengthen the education resources of the clubhouse, and, alongside members, I got to compile information on all the local adult education centers, community colleges, and universities for members to continue their education if they wanted to... I had a great time and I learned a lot! It was definitely one of those experiences that's impossible to replicate by reading a textbook. My experience at Berkshire Pathways made me realize that I enjoyed working with adults with mental illness, and that contributed to my decision to apply to and accept a residential advisor

position at Fellside, a transition home in the Boston area that's part of the farm rehabilitation program Gould Farm... The similarities and differences between Berkshire Pathways and Fellside are teaching me so much about clinical psychology and are helping me figure out what I want to do in the future. -- Libby Dvir '16

***PSYC 372: Advanced Seminar in Teaching and Learning**

Susan Engel (Psychology Department & Director of the Program in Teaching)

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

In Fall 2015, Elementary Outreach placed 7 Williams students in classrooms at Williamstown Elementary for 8 hours a week of teaching practicum. This experience helped ground weekly class discussions around educational theory.

EXAMPLES OF WINTER STUDY COURSES

***BIOL 11: BioEYES: Teaching Fourth Graders about Zebrafish**

Instructors: Jennifer Swoap (CLiA) & Martha Marvin (Biology)

BioEYES brings tropical fish to 4th grade classrooms in local elementary schools through a week-long hands-on science workshop. Under the guidance of Williams student instructors, elementary school students breed fish in the classroom and then study their development and pigmentation for the rest of the week. Students in this course adapt BioEYES lesson plans to the science



curriculum for the schools they visit, work with classroom teachers to introduce

concepts in genetics and development, guide the 4th grade students in their lab work, and finally assess elementary student learning. No zebrafish experience is necessary. During the first week of Winter Study, students are taught how to set up fish matings, learn about embryonic development and the genetics of fish

pigmentation, and practice teach the 4th grade BioEYES lesson plans. In subsequent weeks, students work in the schools, analyze assessment data, and write papers on the goals and outcomes of the workshops. Data from BioEYES classrooms in Berkshire County is used in a larger research project run by UPenn's BioEYES partnership.



***ECON 19: Volunteer Income Tax Assistance (VITA)**

Jon Bakija (Economics), Sara LaLumia (Economics) & Paula Consolini (CLiA)

Both a course offered during Winter Study and a community service program (Purple Valley VITA), VITA examines tax policy toward low-income families in the U.S. and trains students to



provide low-income taxpayers assistance filing their income taxes. Once certified through the course and the IRS online training program (at [irs.gov](https://www.irs.gov)), student volunteers serve clients at the Berkshire Community Action Council in North Adams through most of the tax season. Through the experience of helping people prepare their tax returns, volunteers learn the stories behind personal financial struggle, gaining a deep understanding of the challenges that low-income individuals and families face “making ends meet.” Most of the 13 students who took the 2016 VITA course continued to serve in a

volunteer capacity through the spring, helping over 100 north Berkshire clients secure more than \$175,000 in federal and state refunds.

"Students and professors projected the ultimate courtesy with respect and professionalism shown to our clients. Our clients call year after year, some with special requests asking for a particular student by name that they had a positive previous experience with. The most difficult hurdle we have had to overcome was telling the clients their student choice had graduated... We look forward to another ten years of VITA with the Purple Valley Team." -- BCAC Deputy Director Aleta Moncecchi

"I just wanted to say how professional the Williams College income tax team was helping us with our 2015 income taxes. They had 3 people working on it to try to give us the best resources they could... I highly recommend this team to anyone... Great job to BCAC to have this program." -- 2016 client

***ECON 21: International Development** **Ashok Rai (Economics) & Paula Consolini (CLiA)**

This course provides opportunities for students to analyze development issues through interning in an organization active in a grass roots issue in a developing economy. Students read relevant background articles and keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. In 2016, student fieldwork placements included a fair-trade coffee cooperative in Nicaragua, the Peru Central Bank, and three internships in Kenya: Eldoret Children's Rescue Center, the Equity Group Foundation and the Sense of Worth Trust.

***MATH 12: LEGO Adventures in Learning** **Steve Miller (Math)**



This course explores the Mathematics of LEGO bricks. Assembling complex LEGO projects serves as a vehicle to talk about some good mathematics (combinatorics, algorithms, efficiency). In prior iterations, the course focused on attempting to build a SuperStar Destroyer in record time. This goal was achieved in January 2015! The 2016 run took a community outreach tack, partnering with local schools to design and execute small units for students at various grades levels. Partner schools included the Williamstown Elementary School and Mt. Greylock Regional School.



***PHIL 25: Eye Care and Culture in Nicaragua**

Alan White (Philosophy) and Elise Harb (UC Berkeley School of Optometry)

Under the guidance of a Williams faculty member and a faculty member of the New England College of Optometry, students receive training in the provision of very basic eye care (eg., prescribing and fitting reading glasses) and then travel as a team to the rural east coast of Nicaragua, setting up temporary clinics and helping train local people in basic eye care provision. Readings and a lecture on the cultural, social, political and economic conditions of the region are completed in advance.

During the first week, students read about and discuss Nicaragua's history and current political situation. Also, Professor Elise Harb, of the UC Berkeley School of Optometry, trains the students in the course in giving eye examinations. The group then flies to Nicaragua and spends around eleven days traveling to different communities in the Atlantic Coast region, where the need is greatest, administering eye examinations and distributing glasses to people who have no other access to corrective eyewear. During the stay in Nicaragua, each student keeps a journal, with daily entries. Robert Peck, former Athletic Director at Williams who first taught this course thirteen years ago continues to serve as an additional instructor this year as he has in each successive year.

***PSCI 21: Fieldwork in Public Affairs and Private Non-Profits**

Cathy Johnson (Political Science), Nicole Mellow (Political Science) & Paula Consolini (CLiA)

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA);

nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. The instructors and members of the Political Science Department are available to help students find placements. Students keep a journal and write a final paper summarizing and reflecting upon their experience connecting their empirical work to relevant concepts and research. A class discussion session takes place after winter study.

Over 30 students participated in the 2016 run of this course. Placements included the Jeb Bush and Bernie Sanders campaigns, local and state government offices and initiatives in the United States and India, schools in Cambodia, Ghana and India and nonprofits across the U.S.

***PSCI 22: Learning Intervention for Teens**

Cheryl Shanks (Political Science) & Acting Pittsfield Police Chief Michael Wynn '93
Student Coordinators: Hannah Levin '16 & Audrey Thomas '17

This course pairs energetic Williams students with adolescents involved in the Juvenile Court System of Berkshire County. Judges can assign teens to this alternative sentencing program--this is certified as an official Commonwealth of Massachusetts probation program--their absence from or misbehavior in schools has been a central feature of their delinquency. The goal of this program is to give these teens the experience that learning can be fun, can center on topics that matter to them, and can be empowering. If the teens see school as something other than a form of incarceration, they will be motivated to stay there and to succeed.

Each Williams student helps a teen investigate, develop a report on, and present their conclusions about a topic of the teen's choosing. In the past, these have ranged from "Michael Jordan v. Kobe Bryant: Who is the best all-time shooting guard?" to "The Distinctions Among Ghosts, Poltergeists, Shades and Spirits," to "The Causes of Teen Methamphetamine Use," and more than once have featured those frogs that squirt blood from their eyes. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams faculty and community members.

Williams students gain experience serving in an official capacity, learn to teach and motivate challenging teens, and gain insight into the causes of and solutions to the incidence of juvenile crime. Williams students are expected to read relevant training materials, meet with their teens three times a week, give a final presentation, and keep a weekly journal detailing their meetings.

REL 26: Explorations in Solidarity: Stories of Struggle, Resilience and Hope in Nicaragua

Rev. Richard Spalding (Chaplain)

This course explores the lived realities of the hemisphere's second most impoverished nation, and the relevance of faith and religious community to the continuing struggle for social justice. Students reflect on these realities in the company of subsistence farmers, urban factory laborers, and leaders of grassroots organizations working for social change. The effects of free trade policies (CAFTA and FTAA) in an increasingly globalized economy, natural disasters, and the changeable attentions of the developed world are explored, along with other influences -

Christian, Marxist and neo-Liberal - on the material and spiritual well-being of Nicaraguan people. In particular, the course explores ways in which the paradigms of liberation theology and the base Christian community movement have shaped some Nicaraguans' views of the economic system and the natural environment in which they live, and some of their traditional folkloric and contemporary artistic responses to it.

Nicaragua offers a unique lens through which to view the culture and influence of the U.S. in this hemisphere, as well as the daily struggles, the dignity, and the hope of some of its most marginalized citizens. The experience of the course includes approximately ten days of living (with minimal amenities) with families in a subsistence farming community. Students also attend a number of Christian religious services, and take part in dialogues with communities in which liberation theology shapes perspectives and daily choices. (The course is open to students of any religious background or no affiliation.) And for a portion of the course the group is joined by Nicaraguan peers who are involved in youth empowerment movements or in the midst of university education. The goal is to explore the relevance of religious community to the possibilities for restorative justice, and to discover what it would mean to shape a relationship with the people of Nicaragua according to a paradigm of solidarity - in contrast to the more familiar paradigms of charity and national self-interest.

The course begins in Williamstown with several days of background reading (Nicaraguan history, liberation theology and current political and economic reporting), writing, and orientation. Once in Nicaragua there are daily reflection sessions, in preparation for which students keep a detailed personal journal. Other requirements include attendance at several orientation sessions during the latter weeks of the fall semester; participation in a group oral presentation to the Williams community upon return; and a final integrative 10-page paper.

***SPEC 28: Class of 1959 Teach NYC Urban Education Program** **Tracy Finnegan (CLiA)**

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's K-12 schools. Participants pursue a full day's program of



observing, teaching, tutoring and mentoring in their choice of more than 20 different school settings. Each of the participating schools assigns a supervisor who meets with the intern(s) to arrange schedules and provides professional mentoring during the month. Students live together in dormitory-style housing at the 63rd Street YMCA in Manhattan. In addition to their fieldwork in the schools, students keep a journal and write 5 page reflection papers. They also attend weekly dinner seminars organized by Ms. Finnegan. For the past six years Williams alumnus,

Kristen Johanson '79 has hosted dinners with delicious food, cozy atmosphere and compelling speakers in her apartment on the tenth street, which is always by far the favorite dinner venue.

The 2016 run of this course was cold, windy and snowy but that didn't stop the students from showing up to school every day with boots on and ready to work! Most had their routine down by day two. Boarding at the West Side YMCA at 63rd Street, several of the students would rise as early as 5:30am to make a 6:30am subway for their daily commute to schools as far away as Red Hook, Brooklyn and the South Bronx. Usually travelling and working in pairs, their commutes were filled with conversations about their students and the teachers with whom they were interning.

For good and for bad, each experience provided meaningful, authentic and varied contexts for rich, passionate and thoughtful conversations with one another, as well as with the Thursday night dinner discussions. The dinner meetings were held at low-key restaurants in Chinatown, Little Italy and midtown. This year, noted author and NYU professor, Wendy Suzuki spoke with the students about neuroscience, the human mind and learning. Other dinner speakers, DREAM charter school principal, Eve Colavito and husband, Jeremy Arbano, former principal of PAVE ACADEMY, were a dynamic duo, leading the discussion and fielding tough questions. They invited the students to challenge education policy and spoke at length on the topic of public vs. charter school. Eve, herself, attended NYC K-12 public schools and both of her parents were public school teachers, so she had a thorough understanding of the complexity of the issue.

In addition, Williams' alum Jim Clark '84 and his sister Betsy co-hosted a Thursday dinner at a Mexican restaurant in the village where public high school English teacher, Kim Kelly, talked with our students about her experience and the challenges of public school urban education. Corey Levin '08 was also part of the discussion. A Math for America graduate, he has hosted TeachNYC students for the past three years. Whenever the opportunity presents itself, connecting undergraduates with Williams alumni who are teaching is a priority. Finally, 2016 TeachNYC ended on an incredible high note with an unforgettable snowstorm! The students got to stay an extra night at the West Side YMCA, go out for pizza and hot cocoa - and experience the magic of the City in a blizzard!

"Participating in TeachNYC was truly an amazing experience for me... I felt that although I could not make a huge difference in these kids' lives, I was able to witness what urban education looks like. It was also great to have the other participants share their experiences with me and compare our very different schools. Having worked very closely with Ms. Evans, a third grade math teacher, also gave me insight into the system from a teacher's point of view. Through this program, my passion for education and helping to eliminate the unfair gaps that exist was strengthened. TeachNYC was truly life changing." -- Alexa Chumpitaz '18

"...what a HUGE influence your Winter Study course was on me. In August, I began teaching first grade at a Success Academy elementary school (SA Harlem 4), and I absolutely ADORE it. I cannot tell you what an incredible experience it has been, and I am so grateful to you for giving me my first real experience teaching in NYC." -- Chloe Snow '16

EXTRACURRICULAR EXPERIENTIAL LEARNING

Opportunities to apply creative energy and initiative abound in education, government and nonprofit organizations in the communities surrounding Williams. CLiA runs programs and projects involving over forty organizations in our region and also connects students to initiatives run by these and other organizations. In addition, we monitor community conditions and stakeholders in all our constituencies, scouting for and sometimes helping build the potential for new and enhanced initiatives. We take the elements of good pedagogy and use them throughout our work- offering additional guidance to improve student learning and effectiveness. In short, we help our students learn by doing good in any of a dozen areas of potential interest⁴.

Well over half of the 2015-16 extra-curricular opportunities run by CLiA staff involved teaching, tutoring or mentoring in local educational institutions. We also offered opportunities in many other areas, including food insecurity and other anti-poverty work, community and economic development, and public health. In addition, we supported many of the initiatives run by student groups. In what follows, we first share efforts directed by our staff, followed by those managed by students. We provide a complete list of programs and community partners, including names of participating students and links to more information in the Appendices.

WILLIAMS ELEMENTARY OUTREACH (WEO)

Director: Jennifer Swoap

CLiA's dedicated part-time elementary outreach staff help Williams students engage in teaching, tutoring, and mentoring in and for students in five local elementary schools in north Berkshire: Williamstown Elementary, Brayton Elementary, Greylock Elementary, Colegrove Elementary, and Lanesborough Elementary. WEO operates a dozen programs in partnership with these and other



schools, other campus

departments, and non-profits.

In 2015-2016, over 300 Williams students engaged in some capacity -- academic credit, paid or volunteer -- in local schools, serving more than 900 elementary students. These opportunities provided our students the chance to deepen and grow their understanding of frontline public education challenges while exploring their interests in education and serving the learning needs of

local children, many of them disadvantaged. As the perspectives we share here show, along the way they picked up valuable skills and the appreciation and respect of their hosts!

⁴ Our action areas include: Activism, Arts & Culture, At-Risk Youth, Community and Economic Development, Education, Health & Wellness, History, Government & Politics, International Development, Media and Technology, Religion & Spirituality, Science & Environment and Social Services.

SCIENCE FELLOWS in North Adams Public Schools

Coordinator: Molly Polk

In these paid positions, our students teach weekly hands-on science lessons with a Williams student partner at Brayton and Greylock Elementary schools in North Adams. 2015-2016 was



the second year of the Teach to Learn (T2L) partnership with MCLA and North Adams Public Schools. Students participated in related NSF funded T2L activities, including professional development, faculty associates discussions, and project research and evaluation. The primary responsibility of Science Fellows is a weekly 1.5-hour teaching block that they prepare and lead using T2L curriculum in collaboration with

classroom teachers. In 2015-2016, 28 Williams students taught science to 220 elementary students.

TEACH TO LEARN INITIATIVE

Williams Co-Principal Investigator: Jennifer Swoap, Coordinator: Molly Polk, Administrator: Lindley Wells

The [Teach to Learn \(T2L\)](#) partnership between Williams College, MCLA, and North Adams Public Schools (NAPS) is designed to impact the science learning experiences of undergraduate students by engaging them in a year-long experience to develop and implement science curricula in K-7 classrooms in the North Adams School District. T2L was awarded a 4-year \$810,876 National Science Foundation grant in September 2014. The principle focus of the grant is to gain new knowledge about the possible impact of the T2L program on the undergraduate, the teacher and elementary students. Overall objectives are to increase participant's understanding of the nature of science; undergraduates' ability to explain science concepts to a general audience; self-efficacy of all participants; the number of courses taken by education and other non-science majors/intended majors; and the completion of science majors for declared and intended majors. Multiple surveys are gathered from undergraduates, elementary students, and teachers on specific research questions about the nature of scientific inquiry and science pedagogy.

T2L is implemented by MCLA and Williams sending pairs of undergraduates to the three North Adams elementary schools, Colegrove, Brayton, and Greylock during the academic year to team up with a classroom teacher to teach hands-on science curricula. Undergraduates and classroom teacher teams together attend an orientation and one professional development training each semester. Trainings to date have focused on effective science teaching and learning and included topics on scientific argument, science journaling, and scientific modeling.

Over the summer months the T2L team has six undergraduate interns working alongside classroom teachers under the guidance of two North Adams Public School staff, the Administrator for Teaching and Learning and the Science Coordinator, to develop new hands-on science curriculum that aligns with the MA science standards.

One of the grant's major goals is to widely share the T2L model and T2L toolkit so other institutions can see how our partnership is working to impact science education at the elementary and undergraduate level. Williams students and staff presented about T2L at the MA STEM Summit, November 2015 and the Berkshire STEM Summit, December 2015.



"My knowledge of science has become more interconnected with my knowledge of other disciplines of education (math, English, etc.) and has increased in importance after seeing the science lessons in the classroom." -- Science Fellow

"I used to have a hard time talking about science with younger kids because I didn't know how to put the

information in a way they could understand it, without getting confused. I learned how to do this by participating in T2L." -- Science Fellow

"T2L has changed my understanding of how science is taught. [It] provides children with opportunities to discover science concepts themselves as opposed to presenting them." -- Teacher

SCIENCE FELLOWS at Williamstown Elementary **Coordinator: Tracy Baker-White**

In this 20+ year-old program, Williams students are paid to teach weekly hands-on science lessons with a Williams student partner in the Williamstown Elementary Science Lab. In 2015-2016, 21 Williams students taught science to 202 K, 1st, and 2nd grade students.

"I really saw the phenomena I learned in my developmental psychology class in Action. The things we learn are real!" -- Williams student

"As a sort of international student, I didn't feel connected to Williamstown besides the College. Now I sometimes see my students outside of class and they recognize me! It really heightens the sense of being part of the community." -- Williams student

"I noticed lesson plans drawing on the ideas of theorists I studied in Psychology of Education with Susan Engel." -- Williams student



CLASSROOM HELP at Williamstown Elementary

Coordinators: Amy Rosten '17, Jennifer Swoap



In this paid position at Williamstown Elementary School, students develop a relationship with a single class and teacher through supporting instruction, including leading small groups in reading and working one-on-one in writing and math. In 2015-2016, 23 Williams students supported the learning of 320 elementary students by overseeing students during lessons, managing classroom behavior, and dealing with social emotional learning.

"My experience has been very positive. My student comes on time, stays until the end, and is helpful for any tasks put forth. She has positive interactions with the

students and has been a reliable asset for the classroom." --
Jamie Elder, 4th Grade Teacher

"I really loved working with my teacher. She's very interested in talking about what she's doing with her classroom helpers. What I wasn't expecting was how much I learned about the curriculum elements, how the teaching works: how the curriculum is set up, how you start with an outline, and how it translates to the classroom. They're working with a new common core math curriculum, and it was really cool to see how they were trying to implement that." -- Marisa Flignor '19



AFTER SCHOOL TUTORING at Williamstown Elementary

Coordinators: Michael Wang '17, Julia Yarak '18, Jennifer Swoap

This paid job involves tutoring students at Williamstown Elementary either one-on-one or small-groups under the supervision of a teacher. In 2015-2016, 21 Williams students tutored 30 elementary students over four days each week.



"Homework help increases the student's self-confidence. A child coming to school with his or her homework complete, who usually doesn't have the independence or skills to do this task alone, takes on a different role in the classroom dynamic. I am very pleased that this program exists for our students. Working with a Williams College tutor gives the student the attention they crave and the confidence they need to move forward in their academic year." --
Tricia Bitteker, 6th grade teacher

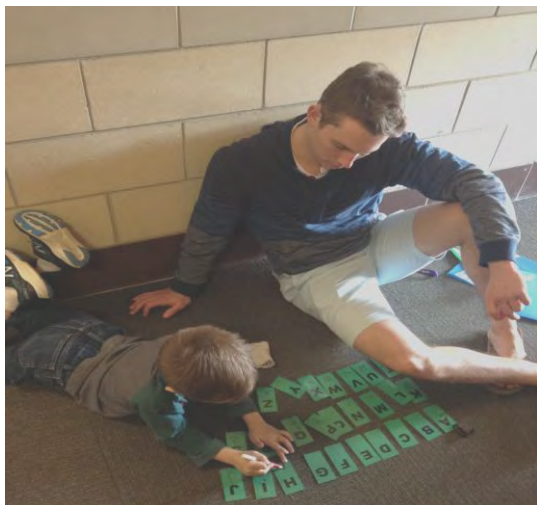
"[I] love them, love the program. Dealing with young kids is a good complement to hectic college stuff, which is why I love it." -- Jane Tekin '19, Williams Student Tutor



READING BUDDIES at Williamstown Elementary

Coordinators: Ned Lauber '18, Leonard Bopp '19, Jennifer Swoap

In this paid position, Williams students spend time working one on one with children in need of reading support at Williamstown Elementary. Reading Specialists train Reading Buddies in current strategies around identifying phonemes and increasing fluency. In 2015-2016, 36 Williams students provided extra (Tier 3) reading support to 270 elementary students.



"Getting to know the specific students and teachers here has been a pleasure. Watching students improve, whether in Reading Buddies when they complete the passage for the first time, or in After School when they are able to focus long enough to complete a math worksheet, is absolutely delightful." -- Williams student

"It was great to get out into the community and help out. I learned how challenging it is

to teach children to read." -- Williams student

"I developed my patience and ability to work with kids and help them develop their own skills." -- Williams student



FIRST GRADE BUDDIES at Brayton Elementary

Coordinator: Molly Polk

In this paid position, Williams students join Brayton Elementary first graders for lunch and recess once a week. During 2015-2016, 19 Williams students shared stories and encouragement with their 35 first grade buddies in North Adams.



"If I had to pick one hope for the year, it would be that I am able to get at least one first grader to come out of his or her shell a little bit. I was a very shy child myself, and my elementary school had a great buddy system, which contributed a lot to my becoming more outgoing, so this is an issue that is pretty important for me. I was a bit worried that I would be thought of as 'the new guy' since I wasn't there the first week. Luckily, that didn't seem to be an issue at all, and the kids were just glad to have another person to play tag with." -- Jonathan Hall '19

"(Here are) comments (our) students made about our FGB: 'Why do they have to leave? Why can't they come every day?' All your students were delightful and we were lucky to have this opportunity. I hope we can continue next year." -- Elizabeth Patenaude, First Grade Teacher

MIDDLE SCHOOL MENTORS at Greylock Elementary

Coordinator: Molly Polk

As mentors, Williams students develop a close relationship with 6th and 7th grade students in need of academic support at Greylock Elementary School in North Adams. During 2015-2016, eleven Williams students mentored 80 middle schoolers in English, Math, Science, and Social Studies. Classroom teachers engaged mentors in a variety of tasks, including reading to students, leading small group discussions, supporting students taking tests and writing reports, and going with students to gym and library.



"I am infinitely grateful for the experience at Greylock especially because it's made me aware of what it takes to be a helpful friend and leader for others. I acknowledge it was harder than I expected, and I don't think all my goals were fulfilled or that I've mastered the role of mentor. However, I would not give up this experience for anything because it was the first time I had a first-hand experience, a sort of 'testing the waters' moment, of working in a public school." -- Anna Kim '19

"The relationships the Williams College MSMs have formed with my sixth graders are invaluable. I am most impressed with the social and academic component of the relationship. My mentors offer excellent feedback and guidance in the moment to my students. When they enter the room, my students are excited and some even jump up to greet them. This demonstrates the importance of continuing this relationship on multiple levels. Many of our students live a life of revolving doors and new faces. The importance of fostering and continuing these relationships is powerful and arguably necessary." -- Annie Pecor, Middle School Teacher

HOPKINS FOREST EDUCATORS

Coordinator: Jennifer Swoap

In this program, Williams students work with Hopkins Forest Manager Drew Jones developing field trip curriculum for area elementary schools and hosting field trips. In 2015-2016, five Williams students and Drew hosted 17 field trips to Hopkins Forest serving over 700 students from 5 local schools and the Williams College Children's Center. Trips focused on curricular topics classes were covering in school including ecosystems, food webs, land history, and erosion.



"The trip was fabulous. I saw real growth in the college students' management of children from last year to this year. The garden activity was much better this year. The forest station is always great with Drew. And the stream has so much to find it is hard to go wrong." -- Jane Culnane, WES Kindergarten teacher

"This sixth grade field trip helps to connect students with their surrounding community, allows for small group exploration and identification. Use of knowledgeable college students helps to bridge understanding and enthusiasm." -- WES Sixth grade teacher

"Drew was great! I wasn't as comfortable with my knowledge of the forest, but he taught me everything I needed to know and always asked for feedback after each program. The other students and I coordinated well to make sure we balanced our skills for each of the field trips, and I never felt like I ran into a situation I couldn't handle. Being an educator was laid back, and I wasn't ever stressed about the work." -- Natalie DiNenno '18

WILLIAMSTOWN RURAL LANDS FOUNDATION (WRLF) EDUCATORS

Coordinator: Jennifer Swoap

As WRLF Educators, Williams students are paid to work with WRLF to design and run Woodchuck Wednesdays, an after-school nature education program using Sheep Hill's abundant natural resources and biodiversity. In 2015-2016, seven Williams fostered love of the beautiful Berkshires for 50 elementary children. Over fall, winter, and spring, students shared their enthusiasm and knowledge of nature with local children through activities such as hiking,



sledding, baking in an outdoor oven, catching frogs in the pond, and collecting mud from the river to create clay pots.

"Leslie works really hard to make sure that the educators have the opportunity to structure the afternoon program without putting too much pressure on them to come up with something. She would always ask for our input on the day's activities. The program always provided all the materials we needed for the program, from craft supplies like duct tape and construction paper to food." -- Peter Lugthart '18

"It was definitely a team atmosphere, so we shared responsibilities. Also we would support one another's new ideas and do our best to make them work." - Claire Leyden '16

iTEAM at Brayton Elementary

Coordinator: Molly Polk

iTeam is a paid position supporting technology use in Brayton Elementary classrooms. During 2015-2016, 12 Williams students led tutorials in iPad-based applications, developed and taught lessons on coding, and built skills for online research, serving 120 students in grades 3-7.

"I was impressed by the level of preparedness and adaptability of the team. The lessons that they presented were well planned and appropriately suited for students. Each lesson, whether it covered how to use an iPad, how to use the app Book Creator, how to code, or how to do research was engaging and 'user' friendly! Each team member not only had good technical knowledge of the devices and the apps but they also displayed a level of understanding and empathy toward each and every student. My students and I thoroughly enjoyed the experiences we had with the iTeam, and I am looking forward to continuing our collaboration." --



Robyn Lawson, Third Grade Teacher

"It's amazing how some of the kids caught on really quickly (to the lessons). I wish this could be a constant (for the elementary students) because some of them really seem like little computer scientists! I'm glad I was able to participate in such an opportunity because I was able to at least help kids get a taste of what is out there for them. I honestly first encountered computer science in my sophomore year of college and often regret that I didn't start learning it earlier." -- Leslie Chae '16

BIG SIBS at Williamstown Elementary

Coordinator: Jennifer Swoap

The Big Sibs Program seeks to foster strong relationships as Williams students serve as volunteer one on one mentors with students at Williamstown Elementary. This program allows Williams



students to share interests, get to know more about the community, and support the emotional and social development of children between the ages of 5 and 12 years old through weekly contact.

"My experience with Big Sibs has been great. Avery is an energetic and truly big-hearted person, and spending time with him is one of the best parts of my week. While hanging out with Avery is enjoyable, it has been particularly rewarding to build a relationship with him and to see his progress from last year to this year. The most challenging part of being a Big Sib has been

achieving a balance between being a mentor and being a friend, as sometimes the two do not directly align. This balance, however, has been progressively easier to achieve as I have come to know Avery better." -- Austin Wruble '17

ADVENTURES IN LEARNING at Williamstown Elementary

Coordinator: Cecilia Hirsch

In this after-school enrichment program run during the month of January at Williamstown Elementary School, Williams students volunteer to team teach short enrichment courses on the creative topic of their choice.

In 2015-2016, 37 Williams students led 17 classes including Building Bridges, Food and Fun, Heroism and Villainy, and Play with Clay, sharing their love for their topic and teaching 147 1st-6th grade students.



"Adventures in Learning was a great opportunity to practice teaching in an informal setting, with a very low time commitment. I was amazed how close I got to my group in only 4 weeks!" -- Emma Reichheld '19

"I loved being able to participate in Adventures in Learning during Winter Study - since I didn't have as many responsibilities academically at Williams, I was able to focus more of my time and energy into working at WES, which made it all the more fun and rewarding!" -- Emilia Maluf '18

"I learned a lot while working with AIL and I hope to get to apply some of the things I learned about working with people and managing a group in [future positions]." -- Cielo Perez '19



WILLIAMS CENTER AT MT. GREYLOCK & OTHER HIGH SCHOOL OUTREACH

Director: Kaatje White

Williams outreach to local high schools consists primarily of work with Mt. Greylock Regional School, the public middle and high school which serves the Williamstown and Lanesborough communities. Some Williams Center at Mt. Greylock (WCMG) programming -- MathBlast, for example -- partners with other area schools such as the Berkshire Arts and Technology (BArT) Charter School. In addition, a partnership with Pine Cobble, a nearby small local independent school, provides individual



Williams students opportunities to teach, mentor or work on new initiatives.

Since 2008, the *Williams Center at Mt. Greylock* (WCMG) has engaged Williams students, professors and resources throughout the Mt.

Greylock curriculum and beyond. Williams students support Mt. Greylock students during the school day in writing, homework help, foreign languages, math, science, history and academic support. Increasingly, Williams students play the role of special enrichment group mentors or coaches. Williams professors and Mt. Greylock faculty also have the opportunity to work together on academic programs and curriculum. WCMG continues to pilot new ideas for college-school collaborations, offering special opportunities to enrich both Mt. Greylock and Williams students' education.

During the 2015-2016 academic year, more than 70 Williams students participated in some form of activity with Mt. Greylock Regional School students. These engagements ranged from paid Fellows in the areas of afterschool tutoring, special group enrichment, English, science, language, music and special skills Fellows; one Williams student completed her class credit practicum at Mt. Greylock by designing a brochure and "get out the vote" campaign; a workshop with students from Sankofa, as well as the new MG StoryTime with 7th-9th grade students. One student also worked over the summer with an 8th grade science teacher to develop inquiry-based STEM science units tied to the Next Generation Science Standards. In addition, more than 40 Williams faculty and staff engaged in numerous ways, extending from participating in class visits and field studies to serving as college essay coaches. Seventeen Mt. Greylock faculty members served as mentors for Williams Fellows, both in the classroom and as after school enrichment group advisors. We highlight the major programs and activities, below.

WILLIAMS FELLOWS PROGRAM AT MT. GREYLOCK

Williams Fellows are undergraduates who work with Mt. Greylock students in various classrooms and subject areas including writing, study skills, history, music, and middle school math, science, and Spanish. About 40 Williams students engaged with MG students in various roles depending on student interest and MG faculty needs. Of particular note:

Writing Fellows

Coordinator: Jessica Dils

Williams students support writing in selected middle and high school English classes through one-on-one dialogue and revision-based editing.

Afterschool Homework Help: Free afterschool homework help is available for students in grades 7-9. Williams Fellows work one-on-one or in small subject groups with students on homework and study skills. This program is offered on Monday, Tuesday and Thursday afternoons from 2:30-4:00pm and is coordinated by middle school teacher, Marty Walter.

EXTRACURRICULAR GROUPS & ADDITIONAL ACADEMIC SUPPORT

These are special groups led by Williams Fellows who offer expertise and engage MG students in learning beyond the classroom usually on a weekly basis. Organizing and sustaining these groups is dependent on scheduling and student interest each year. 2015-16 groups included:

Middle and High School After School Writing: Williams students led MG students in mentor/peer-supported writing activities and projects.

Envirothon: This new group, coached by Jeffrey Rubel '17, a veteran of the national environmentally themed academic competition of the same name, met weekly to study and prepare for the state-wide competition in May. The group won 4th place overall!

Ephs Out Loud: Williams music students offered weekly individual instrument and voice lessons to beginning and intermediate MG students. In addition, group member Daniel Potter '16 served as MG Glee Club advisor.

Greylock Outdoors: A Williams Outing Club leader led outdoor skills work and games weekly for middle school students.

High school Tuesday evening tutoring: Williams Fellows ran weekly one-on-one or small group sessions with Mt. Greylock students on the Williams campus for subject specific assistance.

High school science study groups: Williams Fellows led study groups on the Williams campus in AP chemistry, physics, and biology

College essay coaching: Williams students joined experienced community members to provide one-on-one online feedback to Mt. Greylock seniors on their personal college essays.

College application camp (at MG): Local college counselor and former Williams Admission Officer Beth Nesbitt offered a three-day program in June to juniors wishing to jump start their Common Application and their own college essays.

Field Studies and Special Academic Programs

The Williams Center supports many “field studies” -- one-day and short-format activities at Mt. Greylock, at Williams, and beyond. Highlights of 2016 field studies include:



Astronomy: Dr. Burdick's astronomy class visited the Williams planetarium/telescopes.

AP Physics: Four college-level labs are held on the Williams campus in collaboration with college department lab offerings.

Greylock Talks: A collaboration between WCMG and the MG student council. This past year MG hosted Williams faculty including Physics Professor Tiku Majumder, Environmental Studies Professor Pia Kohler (on the far left with MG students in the photo to the left), English Professor Jim Shepard, Chaplain Rick Spalding and Williams student Jeffrey Rubel '18.

StoryTime @ MG: Williams College student *StoryBoard* members presented life stories to MG 7th-9th grade students. Manami Diaz '18 shared her story about her “global life,” Alex Huang '17 shared his thoughts on Happiness (pictured here on the right), and Max Harmon '18 shared stories from his 2,200-mile Appalachian Trail hike.

Human Library: 7th grade English students attended the Human Library, a community understanding program at Williams.



Mandarin independent study: This 1-2 year elective, was taught by Williams students under the guidance of the Williams' Chinese department.

MathBlast: These hands-on math workshops for Greylock 10th grade students and faculty as well as those from other schools in the region are taught at Williams each December by professors in the Williams Math and Statistics Departments.

ScienceBlast: All Greylock 11th graders and their teachers spent a morning in late spring at Williams sampling lab-based workshops taught by professors in psychology, biology, physics, chemistry, geoscience, astronomy, computer science and neuroscience.

Visiting Professors: Williams faculty and staff generously offer their time and expertise to visit MG classrooms. Of note in 2015-16: visits by the four Williams Chaplains, President Adam Falk, Prof. Bill Lenhart and Tom Powers, Director of the Center for Development Economics.

'62 Center Series workshops: Internationally-acclaimed guest performers visit Mt. Greylock as part of their Williams College residencies, and Mt. Greylock students attend free Center Series events at the college. In 2015-16, Mt. Greylock students participated in workshops with the NYC Ballet, Toshi Reagon, Baba Brinkman, and Dorrance Dance.

"We are...currently working on compiling an anthology of writings-- so far, three of the high school girls have submitted pieces for us to edit and for them to revise. Tony, Bee, and I will be editing those pieces soon and seeking submissions from more students...I personally have been working with the high schoolers, and that has been going really well. The prompts have been pretty diverse and I think the students have been enjoying it. The girls that have been consistently coming to the club week after week are a really tight-knit group, and I think they have become increasingly comfortable sharing their writing with each other." -- Writing Group Mentor Arielle Rawlings '18

"So far, it's been going great in the classroom! The Tolkien class is starting their research papers, and the proposals so far have been stellar! I've led a couple lessons on dragons in Tolkien's lore, origins of the dwarves from Slavic and Norse mythology, and how to approach a research paper."-- Writing Fellow Evelyn Mahon '18

"WOW! Another wonderful edition of StoryTime today at MG!!! Melanie – it was so much fun to learn of your background and your experiences working at Facebook this past summer. The students were talking about it for the rest of the day! What an interesting approach to running a company- I love that we are opening young people's eyes to the opportunities out there in the world. Your last point about not being afraid to be different and to go for your dreams was perfect. Thank you so much for taking the time to share your story with our students!" -- 8th Grade English Teacher Liza Barrett

BREAK OUT TRIPS (BOTs)

Coordinators: Colin Ovitsky (CLiA) and Megan Maher '17

Break Out Trips (BOTs) are College-sponsored ventures in which students (and sometimes, faculty and staff) provide hours of voluntary service through short-term intense work projects conducted over part of the College's spring break. BOTs offer opportunities for students to participate in experiences that are transformative both for them and for their host agencies/communities by immersing themselves in carefully planned projects in close collaboration with their hosts.



In 2016, 77 Williams students and 5 staff members participated in 7 trips ranging from right here in Berkshire County to as far away as Panama, contributing nearly 3,000 hours of volunteer service work. This year, with a designated and dedicated student assistant (Megan Maher '17) working year-round, we were able to make great strides, expanding the documentation and resources for trip leaders, and for the first time, organizing a larger collaborative fundraising event, the "Valentine's Soiree."

This past year's trips included:

- ***Awaken in Austin:** Work addressing homelessness, food equity and community self-authorship
- ***Berkshire Break Out Trip (B-BOT):** Community outreach & service in Berkshire County
- ***Chaplains' Interfaith Team:** Home building with Habitat for Humanity in Tuscaloosa, Alabama
- ***Claiming Dominico-Haitian Identity in the Dominican Republic:** Immigrant advocacy work
- ***Global Medical Training:** Clinical medical work in Panama
- ***New York Education Outreach to Low Income Students:** Tutoring & mentoring youth in NYC
- ***ServeUP:** Hurricane Katrina recovery work



"The experience actually going out there and volunteering at all these places, being able to talk to the organization's founders and beneficiaries, and spending time every night debriefing and discussing what we learned were just such valuable experiences that I couldn't really have had in the same way in a classroom."

"It was one thing to read about the aftermath of Katrina through the ethnological analysis provided by a book (Markets of Sorrow, Labors of Faith), but it was another to sit down with residents and talk about their lives. I got a real-world experience that I wouldn't have been able to get on the Williams campus."

"The intersection of spirituality, civil rights, and service were so incredibly woven together on this trip, and made me ask many new and essential questions."

"[We] got the opportunity to work with people who are in need right outside of our campus and the chance to see the people [our] work is directly impacting."

"The experience/work was much more than just academic learning; rather, it was about making genuine connections with the students, which was really meaningful and a lot of fun."



GIVE IT UP!

Coordinator: Colin Ovitsky (CLiA)

Give It Up! (GIU) enables students to donate their unwanted items at move-out time to local charities and non-profits, benefiting the local community and preventing waste. The campaign takes place from the beginning of final exams in mid-May through Commencement in early June, and is coordinated by CLiA. Student workers are hired to transport donated items from strategically placed storage pods diverting goods that would otherwise head to landfills.

GIU operates with financial support from the Zilkha Center for Environmental Initiatives (paying for student labor) and Facilities (paying for the storage "pods"), and logistical support from Campus Safety & Security (CSS) and the Office for Information Technology (OIT). Our community partners are the First Congregational Church (FCC) and ABC Clothing Sale (who later sell the collected goods to benefit local charities) as well as the Williamstown Food Pantry. The donated books are sold to Water Street Books and Better World Books for resale or recycling, with sales proceeds benefitting Konyango Community-Based Organization (KCBO).



The third "win" of this reuse/recycle program benefits incoming Williams students in the early fall, when the clothing and housewares sales at the nearby First Congregational Church offer students convenient access to needed items at very affordable prices. The estimated value of goods collected in the 2016 run of GIU: \$20,000.

WILLIAMS POVERTY INITIATIVE & THE 2015 GREAT SOCIETY SYMPOSIUM

Coordinators: Dalia Luque '18, Tracy Finnegan, Sharif Rosen, Paula Consolini (all CLiA)

Faculty, staff, and students at Williams College are committed to teaching about, studying, and addressing poverty and related issues. The mission of the Williams Poverty Initiative (WPI) is to coordinate, organize, and strengthen these efforts both inside and outside the classroom. The initiative encourages a broad set of students to study poverty so that they are more informed and more compassionate actors in their future professional and civic endeavors, whatever those may be. It also aims to highlight the diverse curricular and co-curricular offerings related to poverty and the many efforts made in the community to better understand and alleviate poverty, and to strengthen linkages between the classroom and experiential approaches to poverty.

In the fall of 2015, leaders of the initiative organized a symposium focused on the legacy of the "Great Society". Moderated by Political Science Professor Cathy Johnson, the event featured late Professor of History, Leslie Brown, who kicked off the session with an eloquent and inspiring keynote address



putting the Great Society into historical perspective. Next, BCAC Executive Director Deborah Leonczyk, shared her view of the regional successes and challenges that remain today. The 80 participants in attendance -- faculty, students, staff and community members--then broke into small discussion groups. Led by student facilitators they brainstormed local successes, challenges and opportunities for improvement. The ideas shared were later incorporated into winter study research and initiatives undertaken by Megan Maher '17, Claudia Forrester '18, Eleanor Lustig '18 and Dalia Luque '19.

THE POSITIVE PATHWAYS PARTNERSHIP (P3)

Coordinator: Sharif Rosen (CLiA and Muslim Chaplain)

This new initiative expands the academic course partnership begun in 2012 as part of the Gaudino Fund "Danger Initiative" led by History Professor Magnus Bernhardsson. In 2015-16, working closely with Berkshire County House of Corrections (BCHOC) leadership, CLiA staff laid the foundation for a volunteer tutoring program for both in-custody and post-release adults to be coordinated with the annual "Inside Out" course taught by Williams faculty at the BCHOC. The initiative also coordinates with the work of Williams student groups, Converging Worlds and the Griffins Society, focused on addressing criminal justice system problems. In 2015-16, four Williams students trained and received volunteer security clearance in preparation for tutoring to begin in Fall 2016.

P3 aspires to offer respect, empathy, and compassion to individuals with penal backgrounds to help empower them to overcome the profound challenges they face. Starting in spring 2017, P3 will complement CLiA's "Inside-Out" program by functioning as the tutorial support for the course taught by a Williams faculty member each year to a class comprised of both our students and in-custody individuals.

Now in its 5th year, the Williams "Inside-Out" course has become one of the most valued partner-programs that the Berkshire County Sheriff's Office provides inmates at its Pittsfield-based House of Corrections. Through classes that have tackled themes like "The Good Life in Greek and Roman

Ethics” and “Happiness,” Williams faculty have accomplished at the jail what they do best on campus: creating learning settings that connect theory to the relevant questions of our time. Indeed, faculty’s role in strengthening this CLiA partnership is inestimable, surpassed only by their ability to further the intellectual growth of the inmates and Williams students taking these courses.

SENTINELS SUMMER RESEARCH FELLOWSHIP

The Sentinels Summer Fellowship is a competitive fellowship which supports student projects focused on contemporary issues in U.S. economic or social policy, including but not limited to regulation, inequality, community and regional development, and/or processes and powers of American government. Students are encouraged to engage in original research and in addition to a \$4000 stipend, are provided a \$500 expense account to help cover field research expenses.

Projects are guided by an advisor, preferably a Williams faculty member, who commits to regular oversight of the Sentinel Fellow’s work throughout the research period.

Eleven students were awarded fellowships for Summer 2015. Their topics included research on Hepatitis C, police brutality, public transit, American Eugenics, political participation and rural economic development. Abstracts for each project are available on the Sentinels webpage at: <http://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship/2015-sentinels-fellows/>

STUDENT-LED COMMUNITY WORK

Williams students engage as passionately (and sometimes more!) in their extracurricular community pursuits as they focus on their academic work. We share brief summaries of the work of 20 formal student groups here. Note that, in addition to these, there are pop-up projects that our review has missed.

Lehman Community Engagement (LCE)

Lehman Community Engagement (LCE) strives to promote and facilitate fellow Williams' students' relationships and interactions with our Berkshire community, both by providing regular opportunities for such engagement and supporting existing initiatives with similar goals. In 2015-16, LCE ran both fall and spring term "Great Days of Service" drafting a total of over 180 students, between the two, to work on community projects such as house building with Habitat for Humanity, river trail clean up with the Hoosic River Watershed Association and donation sorting with Goodwill Industries. The group also hosted monthly Super Service Saturdays providing students opportunities to help and become more familiar with lesser known non-profits such as the Berkshire Humane Society and the Turner House Center for Veterans.



Williams Recovery of All Perishable Surplus (WRAPS)

WRAPS packages and delivers surplus dining hall food to the communities in and around North Berkshire facing food insecurity, including Mohawk Forest Housing Community, Brayton Hill Apartments and Louison House in North Adams. Volunteers ordinarily commit one evening per week, and can participate in pickup, packaging and/or delivery efforts.



The WRAPS program has existed at Williams for over 10 years, originally delivering surplus food in bulk from the Williams dining halls to the Berkshire Food Project (BFP). In 2014, as BFP began sourcing more of their food from other donors, the program shifted to packaging individual frozen meals and delivering them to the Mohawk Forest and Brayton Hill low-income housing neighborhoods. This model has continued to the present and is continually evolving and improving.

In 2015-16, for the first time, the group implemented a three-person leadership team (Logan Lawson '16, Eleanor Lustig '18 and Val Pelayo '16), with one student coordinating food pickups from the dining halls and

delivering it to Paresky, another managing all of the packaging sessions, and another handling all of the deliveries to Mohawk Forest.



Also new: the addition of fresh produce from Wild Oats. Meals in past years tended to be heavy on meats and starches, and short on produce, both due to the nature of the surplus food and the need to freeze the food prior to delivery. To resolve this, the students worked out an arrangement with Wild Oats to pick up fresh fruits and vegetables on the way to Mohawk Forest. These were a welcome and much-appreciated addition to the donated meals!

WRAPS continued to work closely with Dining Services to identify an eco-friendly container that could also hold liquid and withstand both being frozen and then microwaved by the end consumer. This proved challenging, as most of the products tested did not hold up sufficiently. The issue was further complicated when the new Williamstown bylaw for plastics took effect in February, rendering the containers the group had been using as no longer compliant. They again searched for a suitable product that would also be in compliance with the bylaw, and found a container that works.

By the end of June 2016, the WRAPS team had delivered 1,409 Meals to Mohawk Forest, an estimated value of \$11,272 in donated food (valued at \$8/meal).

Ephs Out Loud

Ephs Out Loud is a student-led initiative, sponsored by the Williams Music Department and the Center for Learning in Action, and designed to promote community engagement and collaboration through music. Ephs Out Loud provides opportunities for Williams students to participate in outreach programs including community-based performances and workshops, educational programs at local schools, and collaborations with Williams groups and community partners.

In 2015-16, the new group led workshops in classes in three elementary schools and co-organized a Berkshire Symphony community concert featuring Kids 4 Harmony guest performers.

The “Assist” Program

This group aims to positively impact the lives of students attending elementary schools in North Adams. Through mentorship and tutoring, they help provide hope and encouragement to seek achievement beyond high school. Ultimately the program aspires to help negate the cyclic nature of poverty by inspiring students to pursue education and professional careers. The Deans of Students of Brayton and Greylock Elementary Schools pair individual Williams students with elementary students (age 6-13). The mentor/tutors meet with those they assist for one hour every week to discuss whatever is on their mind, help them work through problems they face,

and celebrate their achievements with them. If the mentor feels that their student is in need of tutoring as well as psychological support, they may choose to allocate part of their hour to tutoring, or arrange for an additional time to meet to help with school work.

Williams at Berkshire Farm Center

Williams at Berkshire Farm Center (WBFC) works with at-risk youth living and learning at the Berkshire Farm Center (BFC), a residential treatment center and alternative middle and high school in Canaan, NY. BFC students are males ages 12-18 who have committed some sort of minor infraction and have been court-ordered to stay at BFC for a designated amount of time or have enrolled in the school of the Center. Williams volunteers meet with the youth, alternating between visiting BFC and hosting activities on the Williams campus. Every weekend is a new opportunity to discover more about what Williams and the Berkshires have to offer while building a meaningful connections with the youth and other Williams participants.

Brayton Tutoring Program

Each semester, Williams students have the opportunity to serve as tutors and mentors to K-7th grade students at the Brayton Afterschool Program in North Adams. Williams volunteers work closely with teachers to improve literacy, as well as inspiring a general love of learning in the classroom through themed programs such as “Under the Sea,” “Kitchen Science” and “Rainforest Adventures.” The commitment is about three hours, one afternoon per week, including travel time. The Program is open to all class years and is a great way to get involved in education, work with kids, and make a difference in the Berkshire community! Weekly commitment is essential to the success of the program. In 2015- 2016, leaders of the program recruited and trained over 50 of their peers to work weekly in the program. Some Williams students led classes in the program while some others served as teaching and reading assistants.

Converging Worlds (CW)

Converging Worlds serves as a pen pal exchange between students and incarcerated people in which both parties involved are able to build a bond and those that were once considered as “outsiders” in our communities have the opportunity to share their experiences. CW’s focus is prison education and criminal justice reform targeting laws that affect marginalized members of society. CW’s research and volunteer work has been critical to the development of the tutoring programs being launched within the Positive Pathways Partnership (P3) with the Berkshire County House of Correction.

Cross-Campus Collaboration of the Berkshires (CCCoB)

Newly-created in 2015, CCCoB is a student-initiated group of students and staff from colleges in Berkshire County that seeks to serve each other's campuses and surrounding communities. We hold monthly meetings to build connections and communicate about how we can better create lasting change in the Berkshire area through collaborative action and community engagement events.

Eph Buddies

Eph Buddies was created to facilitate friendships between the students at Williams College and members of our community who have mental and physical disabilities. The group strives to

support these individuals, provide them with additional resources and activities, and create for them a greater sense of social belongingness in our community. Most of the group's work is with the United Cerebral Palsy (UCP) of Berkshire County and Berkshire Family & Individual Resources (BFAIR).

fEMPOWER

fEMPOWER is a student initiative to promote positive self-esteem and a healthy lifestyle in elementary school girls at Brayton Elementary School through a mentorship program with Williams College students. Each week Williams students meet with a small group of 4th and 5th grade girls to workshop a different topic and play active games, encouraging girls to get active and live a strong, empowered life as they enter into the formative middle school years.

InterFaith

InterFaith is dedicated to fostering discussion and cooperation between faith communities on campus. We also provide a place for individuals to explore a diversity of perspectives and traditions in a welcoming group. Throughout the year we organize and cosponsor different types of events including formal and informal discussions, social gatherings, sustainable dinners, cultural events. We also have weekly dinners and open board meetings and engage in monthly or bi weekly community service projects.

Kinetic

Kinetic strives to empower students to design and implement sustainable solutions to national and international issues by emphasizing in-depth research, innovation and collaborative problem solving. The group envisions a culture of boldly engaged global citizens who combine empathy, analysis, and action to create innovative solutions to prevailing problems.

Matriculate

Matriculate is a Williams College extracurricular organization dedicated to helping low-income high-achieving high school juniors and seniors of primarily underrepresented minorities gain access to higher education through a cohesive mentoring program. Matriculate's mission is to create long-lasting mentorships that help our students get into the nation's best colleges and become leaders in their communities.

Mohawk Forest Mentoring Program

Williams students mentor elementary and middle school children multiple days during the week at the Mohawk Forest low-income housing complex in North Adams, preparing shared dinners, playing games, sports, music, teaching computer skills, and providing homework help. Occasionally, the group takes weekend field trips, especially to Williams.



Mohawk Forest kids, Williams mentors and “Purple with Purpose” alums share an afternoon of fun.

Sankofa

Sankofa is Williams College’s step team founded by students in 1996. Stepping is a percussive dance form created by black fraternities in the mid-1900s. This movement style is influenced by military drill, South African gum boot, West African dance, and hip-hop. The word Sankofa is from the Akan language of Ghana that translates in English to “reach back and get it.” Sankofa uses this concept to reach back in order to step forward, reflecting the organization’s mentality. Sankofa has been known to incorporate everything from pop music, spoken word, break dance, and gymnastics in its choreography, making for loud, high energy, and incredibly exciting performances. Sankofa offers dance workshops in the local schools and for other organizations in the region.

Sweet Brook Volunteers

Sweet Brook Volunteers organize transportation to-and-from the Sweet Brook Rehabilitation and Nursing Center every week. Once volunteers are accepted by the nursing center, they become “friendly visitors” and are matched up with one of the senior residents. “Friendly visitors” spend quality time with their resident each Sunday. Each pair determines how to spend their weekly time together. Some volunteers play games with their residents, others read out loud to them and yet others simply chat.

thinkFOOD

Think Food comes from a food system — from seed to plate — that fundamentally respects human dignity and health, animal welfare, social justice, and environmental sustainability. We use “Think Food” as a holistic term to bring together many of these diverse ideas people have about a values-based food economy.

Williams College Jewish Association (WCJA)

The mission of the Williams College Jewish Association is to provide a space modeling the richness and diversity of Judaism and Jewishness, to foster a community of plurality and acceptance and to provide opportunities for Jewish involvement in the community. WJCA also coordinates special outreach visits to the North Adams Public Schools during Hanukkah.

Williams College Law Society

The Williams College Law Society was founded with the goal to bring students interested in law together, and provided a support system for them in terms of providing an avenue to express their interest in law and involve themselves in related activities. The Law Society seeks to promote a familiarity and understanding of the law and the legal profession among students. Members will have an opportunity to learn about the field of law and the career options it provides and understand the legal framework in which the world operates. The Law Society teaches lessons on relevant topics at Williamstown Elementary School.

Williams Homeless Outreach (WHO)

Williams Homeless Outreach is dedicated to raising campus awareness and enacting systemic change regarding the issues of homelessness and economic disparity, especially as they pertain to the local families of rural Massachusetts. Our club meets biweekly to collaboratively create student-led, philanthropic initiatives that are determined by the interests of the current members of WHO. Additionally, we provide a platform for volunteerism at local non-profits.

Williams Initiative for Student Health in Elementary Schools (WISHES)

WISHES (Williams Initiative for Student Health in Elementary Schools) is a group of Williams students who teach a health and nutrition class to the Williamstown Elementary School fifth grade classes. We teach one class per week in the spring, and the class we teach uses games, activities, and lessons to teach the students about the food pyramid, healthy exercise, body image, and a variety of other health and nutrition related topics. Each member of the group is in charge of a group of about 4 students to whom they deliver the week's lesson plan every week.

Willy Good Wood: Student Woodworking Initiative

This newly launched organization aims to provide an opportunity for Williams College students to learn and practice woodworking and related handicrafts in a safe and educational environment. They aim to engage with the community through woodworking-related service projects with organizations such as Habitat for Humanity. The club offers a place for students to create and work with their hands in a way that may not be included in their normal academic schedule, and a chance to engage in community service projects using the skills they have acquired through club activities.

CAMPUS PARTNERS & ALLIES

We thank these campus offices and programs for their guidance and support of students' community engagement work.

Alumni Office

- Purple with Purpose Program

Athletics

- Crossover Academy

Campus Safety & Security

- Give It Up!

Career Center

- Alumni Sponsored Internship Program

Chaplains' Office

- Where Am I?!
- Break Out Trips
- Take & Eat

Davis Center

- Martin Luther King, Jr. Day of Service
- Break Out Trips
- ROOT

Dining Services

- WRAPS

Facilities

- Give It Up!

Gaudino Fund

- Break Out Trips
- PHLH 23: Uncomfortable Learning: Gaudino Fellowship

Health Services

- Williams Doula Project

Hopkins Memorial Forest

- Hopkins Forest Educators

Office for Information Technology

- Give It Up!

Office of Student Life

- Leading Minds

Williams Outing Club

- Grand Canyon Spring Break Service Trip
- Outdoor Education Workshops for local youth

Williams College Museum of Art (WCMA)

- Museum Associates Program

Zilkha Center for Environmental Initiatives

- Winter Blitz
- ROOT
- Eco Advisors
- Break Out Trips

APPENDIX A

KEY ELEMENTS OF EFFECTIVE EXPERIENTIAL PEDAGOGY

Experiential pedagogy in its various forms (collaborative, community-based, problem-based, service learning, etc.) is a valuable approach to deepen student learning and improve understanding of unfamiliar or personally challenging concepts and issues. Courses effectively employing experiential pedagogies should include the following key elements⁵:

PREPARATION AND GUIDANCE

Students should be intellectually and psychologically prepared for the experience or project. Depending on the learning goals of the course or module, a combination of readings, lectures, discussions, training and/or role playing exercises, can be used to focus student attention on relevant concepts and issues. Guidance during the experience could consist of scheduled in-person or electronic debriefings.

METHOD(S) OF INQUIRY

Students should be conscious of how they are learning. Review and training in appropriate research method(s) should take place before the learning experience begins or at least in the early period of the experience. Literature on ethnographic, participant/observation and/or interview methods would be appropriate.

APPROPRIATELY STRUCTURED (OR UNSTRUCTURED) EXPERIENCE

Fieldwork or experiential projects should be arranged by the instructor to suit the educational goals of the course or learning module within it. For example, small-scale projects or assignments such as a single work session in a local community organization can be organized so that students are exposed to social, political and/or economic issues relevant to the goals of the course. Large-scale fieldwork with specific expected outcomes could include work scheduling or sequenced experiences.

REFLECTION

The course or module should include some form of reflection involving written and/or oral processes through which students review their experience. Journals and group discussions are the most common techniques used.

ANALYSIS

Analysis involves making sense of field experience in light of some or all of the learning goals and literature of the course. For example, fieldwork can be used as an opportunity to critique existing theory or develop new theory.

FEEDBACK

The best way to continuously improve the use of experiential pedagogy is to include feedback (survey, written response, focus group, etc.) within or shortly after the course or module.

⁵ These guidelines were developed using John Dewey's *EXPERIENCE AND EDUCATION* (New York: Collier, 1938), David A. Kolb's *EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING*, (Englewood Cliffs: Prentice Hall, 1984), and the National Society for Experiential Education Foundations Document Committee's "Best Practices of Experiential Learning (1997) and the author's teaching and training work.

APPENDIX B

AN EXPERIENTIAL LEARNING GLOSSARY (Compiled by P. Consolini, Center for Learning in Action)

ACTIVE LEARNING

"A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation." In active learning, the instructor facilitates rather than directs learning and students generate rather than simply receive knowledge. Active learning is usually contrasted with the straight lecture method. Activities range from paired or "buzz groups," (in which two students discuss material during a short pause in a lecture) to more extensive engagement methods such as case studies, role playing and group projects. Active learning often (though does not necessarily) involves collaboration with other students in the course. In some circles, also known as cooperative learning (See Cooperative Learning, below). Source: http://en.wikipedia.org/wiki/Active_learning

APPLIED (vs BASIC) RESEARCH

Term (from natural science) to describe "research designed to solve practical problems of the modern world rather than to acquire knowledge for knowledge's sake." Examples of applied research: investigations to treat or cure disease, investigations into ways to improve the energy efficiency of homes, offices, etc.

BASIC (vs. APPLIED) RESEARCH (aka fundamental or pure research)

A term used in natural science to describe research which is driven by a scientist's curiosity or interest in a particular scientific question (such as how do slime molds reproduce?)

COLLABORATIVE LEARNING (CL)

A philosophy of interaction (versus Cooperative Learning, a classroom technique) which assumes a sharing of authority and acceptance of responsibility among group members for the group's actions. As a learning approach, CL "suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions.... The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people."⁶

COMMUNITY-BASED LEARNING (CBL)

A set of teaching/learning strategies that enable students to learn by applying knowledge and analytic tools gained in the classroom to pressing issues that affect local communities. Some

⁶ From "A Definition of Collaborative vs Cooperative Learning" by Ted Panitz (1996) in Deliberations at: http://colccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf

variations emphasize mutual change on the part of students and community organizations, others, social change, still others, the problem-solving nature of the enterprise. See especially <http://www.princeton.edu/~cbli/>

COMMUNITY-BASED RESEARCH

Research project(s) involving partnerships and/or beneficiaries at local and/or regional levels of community and society. Such projects have immediate or short-term possibilities to help solve problems that affect the citizens of the locality or region.

COMMUNITY-BASED PARTICIPATORY RESEARCH

"A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve... outcomes." (from the WK Kellogg Foundation Community Health Scholars Program) See the Community-Campus Partnership for Health at: <http://depts.washington.edu/ccph/index.html>

COOPERATIVE LEARNING

A pedagogical method in which students work in groups to maximize the learning of all individuals in the group. Typically, students work in small groups (usually 3-5 people) on an assigned project or problem under the guidance of an instructor who monitors the groups to make sure students stay on task and come up with the correct answers (to the extent there are correct answers). Key pedagogical elements include: positive interdependence, face-to-face promotive interaction, individual accountability, social skills use and development and attention to group process.⁷ See: http://highered.mheducation.com/sites/0072486694/student_view0/glossary.html

EXPERIENTIAL LEARNING

"Learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning thus involves a 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it' (Borzak 1981: 9 quoted in Brookfield 1983 cited at <http://www.infed.org/biblio/b-explrn.htm>).

PARTICIPANT OBSERVATION

"A set of [research](#) strategies which aim to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, or subcultural group, or a particular community) and their practices through an intensive involvement with people in their natural environment, often though not always over an extended period of time." Methods include "informal interviews, direct observation, participation in the life of the group, collective discussions," etc. "Observable details (like daily time allotment) and more hidden details (like taboo behaviour) are more easily observed and understandable over a longer period of time. A strength of observation and interaction over long periods of time is that researchers can discover discrepancies between what participants say -- and often believe -- should happen (the formal system) and what actually

⁷ Source: David W. Johnson, Roger T. Johnson, Karl A. Smith. *Active Learning: Cooperation in the College Classroom* (Edina, MN: Interaction Book Co., 1991), 1:19-20.

does happen, or between different aspects of the formal system.”⁸ See also:

https://en.wikipedia.org/wiki/Participant_observation

PARTICIPATORY ACTION RESEARCH

Referred to as PAR, a multi-cycle collaborative social science and education research methodology designed to ensure that those who are affected by the research project have a voice in it. PAR “is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped” (Wadsworth, Y. (1998). <http://www.scu.edu.au/schools/gcm/ar/ari/p-ywadsworth98.html>). Cycles of a PAR project may include participants helping with any or all of the following: a) formulation and/or assessment of the research problem, b) determination, implementation and/or assessment of the intervention. Multiple research methods are often used with PAR, including (but not limited to) surveys, focus groups, interviews, observations, etc.

PRACTICUM

“A college course, often in a specialized field of study, designed to give students supervised practical application of a previously studied theory. “Practica are common for social work and education majors. (<http://en.wikipedia.org/wiki/Practicum>)

PROBLEM-BASED LEARNING

“Problem-based learning (PBL) is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems. PBL curriculum provides authentic experiences that foster active learning, support knowledge construction, and naturally integrate school learning and real life.” Key elements include: 1) student responsibility for own learning, 2) Problem simulations must be “ill-structured”⁹ and allow for free inquiry, 3) learning should be integrated from a wide range of disciplines or subject, 4) collaboration is essential, 5) what students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution, 6) assessment of learning should include self and peer assessment.¹⁰

PROJECT-BASED LEARNING

“A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge.” The project may be instructor-defined or student-defined. Essential elements include: key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, student voice & choice, reflection, critique and revision and public product (http://bie.org/about/what_pbl).

⁸ Source: DeWalt, K. M., DeWalt, B. R., & Wayland, C. B. (1998). "Participant observation." In H. R. Bernard (Ed.), *Handbook of methods in cultural anthropology*. Pp: 259-299. Walnut Creek, CA: AltaMira Press

⁹ “ill-structured” is understood as designed to allow students free inquiry through observation, interview, and review of records or documents in order to obtain information needed to support or verify hypotheses.

¹⁰ Source: *Problems as Possibilities: Problem-Based Learning for K–16 Education*, 2nd Edition (pp. 15–16), by L. Torp & S. Sage, 2002, Alexandria, VA: Association of Supervision and Curriculum Development.)

PUBLIC HUMANITIES

A variant of project-based learning that teaches methods to “engage the public in conversations, facilitate and present lectures, exhibitions, performances and other programs for the general public on topics such as history, philosophy, popular culture and the arts. Public humanities programs encourage recognition of diverse heritage, traditions, and history, and the relevance of the humanities to the current conditions of life. Public humanities projects include exhibitions and programming related to historic preservation, oral history, archives, material culture, public art, cultural heritage and cultural policy. Practitioners of public humanities are invested in ensuring the accessibility and relevance of the humanities to the general public or community groups.” Public humanities projects can be embedded in courses or practicum experiences and often entail partnerships with nonprofit cultural organizations or government agencies. (from https://en.wikipedia.org/wiki/Public_humanities)

SERVICE-LEARNING

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Service is combined with structured opportunities that link the work to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content (from National Service Learning Clearinghouse, <http://www.servicelearning.org>).

STUDENT-ACTIVE SCIENCE

Natural science variant of project and problem-based learning involving hands-on, active learning in the classroom and laboratory focused on open-ended inquiry and related learning techniques and skills that are explicitly aimed at fostering higher-order thinking both in the individual and in a collaborative setting.” The approach is investigative, often collaborative, and involves students in working on complex, often real-world problems and gathering and interpreting their own data. Student-Active Science “fosters higher order thinking skills and intellectual maturity,” asking students “not only to accept knowledge but to aid in forming it” and showing them “both the power and limitations of particular scientific ‘ways of knowing’.”¹¹

Version 12.16.16

¹¹ McNeal, Ann P. and D'Avanzo, Charlene, "Student-Active Science: Models of innovation in College Science Teaching" (1997). *Centers for Teaching and Technology - Book Library*. Paper 112.

APPENDIX C

2015-2016 COURSES INVOLVING EXPERIENTIAL LEARNING¹²

SEMESTER COURSES

AFR 299: Rastafari: Dread, Politics, Agency

AFR 315: Blackness 2.0

AFR 258: The Rhetoric(s) of Black Religious Traditions

AFR 319: Ethnographic Approaches to Africana Studies

AFR 350: Organizing Resistance: Black Activism, Then and Now

AFR 370: Displaying, Collecting and Preserving the Other

AFR 476: Black Radicalism

AMST 101: Introduction to American Studies

AMST 221: Introduction to Urban Studies

AMST 231: Approaches to Media Studies: Analyzing Mediated Difference

AMST 309: Womanist/Black Feminist Thought

ARTH 223: Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

ECON 27: Acquiring Art: Selecting and Purchasing Objects for WCMA

ENVI 302: Environmental Planning Workshop

MAST 104: Oceanography

MAST 211: Oceanographic Processes (offered only at Mystic Seaport)

MAST 311: Marine Ecology (offered only at Mystic Seaport)

MAST 351: Marine Policy (offered only at Mystic Seaport)

MAST 352: America and the Sea, 1600-Present (offered only at Mystic Seaport)

MUS 104: Jazz Theory and Improvisation I

PHIL 306: The Good Life in Greek and Roman Ethics

POEC 402: Political Economy of Public Policy Issues

PSCI 309: Problems and Progress in American Democracy

PSYC 352: Clinical and Community Psychology

PSYC 372: Advanced Seminar in Teaching and Learning

PHLH 402: Senior Seminar in Public Health

¹²Descriptions of each of the courses listed here can be found at
http://web.williams.edu/admin/registrar/catalog/bulletin2015_16.pdf

WINTER STUDY COURSES

AMST 10: Digital Storytelling

SOC 12: Community Connections Through Agriculture

ARAB 25: Borderlands, Migration and Indigenous Cultures in Chiapas, Mexico

ARTS 13: How to be a Medieval Stone Mason

ARTS 15: Mapping the Museum: - Intervention and Participation in Contemporary Museum Life

CHIN 13: Tai Chi

BIOL 11: BioEYES Teaching 4th Grade about Zebrafish

BIOL 13: Introduction to Animal Tracking

CHEM 10: Storytelling with Animation

CHEM 11: Science for Kids

CHEM 16: Glass and Glassblowing

COMP 11: Historic Bookbinding

CSCI 12: Stained Glass Tiling

CSCI 14: Creating a Roguelike Game

DANC 15: Dance in Creation

ECON 11: Real Estate Development

ECON 19: Volunteer Income Tax Assistance (VITA)

ECON 21: Fieldwork in International Development

ECON 52: Micro-simulation Modeling for Ex-Ante Policy Analysis

ENGL 14: REEL Debate

ENGL 18: Stories and Pictures (and Trailers and Posters)

ENVI 16: Cheesemaking and the Benefits of Value-added Production in Small Scale Agriculture

ENVI 17: Writing & Drawing: The Naturalist's Journal

ENVI 25: Sustainable Agriculture in California

GEOS 14: Landscape Photography

GEOS 25: The Geology and Climate History of Monterey Bay

HIST 18: Feng Shui: Space in Theory and Practice

LEAD 18: Wilderness Leadership in Emergency

MATH 12: LEGO Adventures in Learning

MUS 15: Contemporary American Songwriting

MUS 25: The Calusa Indians of South Florida: The Cultural Legacy and Inspiration of an Extinct Civilization

PHIL 13: Boxing

PHIL 25: Eye Care and Culture in Nicaragua

PHLH 17: Addiction Studies and Diagnosis
PHLH 23: Uncomfortable Learning: Gaudino Fellowship
PHYS 10: Light and Holography
PHYS 16: 3-D CNC Machining: CAD, CAM and Multi-axis Milling
PHYS 18: Wood and Woodturning
POEC 23: Institutional Investment
PSCI 16: Waging Peace: Aikido as a Tool for Personal and Political Reconciliation
PSCI 17: Pope Francis and the Problem of Evil
PSCI 21: Fieldwork in Public Affairs and Private Non-Profits
PSCI 22: Learning Intervention for Teens
PSYC 15: Ephquilts: An Introduction to Traditional Quilting
REL 11: Zen Buddhism
REL 25: Encountering the Sacred and its Forms in Buddhist & Hindu South Indian Communities
REL 26: Explorations in Solidarity: Stories of Struggle, Resilience and Hope in Nicaragua
RLFR 11: Audible Imagination: Exploring Sound Across the Arts
THEA 12: Revision in Theatre: Princess Ivona
THEA 15: Plays for the Festival and Beyond
WGSS 25: Creating Social Enterprises with Marginalized Ugandan Youth
SPEC 19: Medical Apprenticeship
SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents
SPEC 25: The Food Workforce: Learning and Labor in the Vermont Food System
SPEC 27: Sustainable Agriculture at Caretaker Farm
SPEC 28: Class of 1959 Teach NYC Urban Education Program
SPEC 35: Making Pottery at the Potter's Wheel

APPENDIX D

PROGRAM PARTICIPANTS & LINKS TO MORE INFORMATION

CURRICULAR PROGRAMS

Volunteer Income Tax Assistance (VITA) Program (PSCI 21)

Site Administrator: Paula Consolini (CLiA)

<http://learning-in-action.williams.edu/courses-teaching/volunteer-income-tax-assistance-program/>

Chinonso Anokwute '19
Arno Cai '19
Robbie Dulin '19
Miaoru Guan '17
Ryan Hamilton '16

Juchan Kim '18
Abraham Kirby-Galen '16
Austin Lommen '16
Alejandra Magana '19
John Marando '19

Paul-Adrien Morange '19
Nolan Raimo '16
Ang Sherpa '19
Sarah Wu '16
William Zito '16

Class of 1959 Teach NYC Urban Education Program (SPEC 28)

Instructor: Tracy Finnegan (CLiA)

<http://learning-in-action.williams.edu/courses-teaching/teach-in-new-york-city>

Madeline Abrahams '18
Alexa Chumpitaz '18
Edward (Ned) Lauber '18
Lylia Li '18

Katherine Nunez '16
Kyung Chan Park '17
Ryan Roels '18

Alexia Royal-Eatmon '18
Andrea Trevino '18
Daniel Wong '17

EXTRACURRICULAR PROGRAMS

The Williams Poverty Initiative

<http://learning-in-action.williams.edu/courses-teaching/williams-poverty-initiative/>

Advisory Board

Tara Watson, Economics, Coordinator
Leslie Brown, History
Cathy Johnson, Political Science
Gretchen Long, History
Lucie Schmidt, Economics
Lara Shore-Sheppard, Economics
Dalia Luque '18
Paula Consolini, Center for Learning in Action

Student Volunteers

Claudia Forrester '18
Eleanor Lustig '18
Megan Maher '17

Williams Elementary Outreach

Director: Jennifer Swoap (CLiA)

<http://learning-in-action.williams.edu/elementary-outreach>

* = Student Leaders

- | | |
|---|--|
| <ul style="list-style-type: none"> • Adventures in Learning (AiL) • After-School Tutors (AST) • BioEYES (BIO) • Classroom Helpers (CH) • Crossover Academy (CA) • First Grade Buddies (FGB) • Hopkins Forest Educators (HF) | <ul style="list-style-type: none"> • iTeam (iT) • Middle School Mentors (MSM) • Reading Buddies (RB) • Science Fellows (SF) • Williamstown Rural Lands Foundation Educators (WRLF) |
|---|--|

Jason Adulley '19 (AST)
 Bushra Ali '17 (SF)
 David Ariyibi '19 (RB)
 Parmalier Arrington '15 (AiL)
 Bryan Bailey '19 (iT)
 Michelle Bal '17 (AiL)
 Daisy Banta '18 (SF)
 Alexia Barandiaran '19 (AiL)
 Jackson Barber '18 (FGB)
 Arianna Basche '16 (SF, AiL)
 Shubhashree Basnyat '19 (FGB, RB)
 Matthew Baya (AiL)
 Kendall Bazinet '18 (MSM, RB)
 Katherine Bennett '16 (BIO)
 Thomas Benz '19 (RB, AiL)
 Brett Bidstrup '17 (AiL)
 Derrick Bonafilia '17 (iT)
 *Leonard Bopp '19 (RB, AST)
 Brooke Bovier '17 (CA)
 Erik Bovino '19 (AiL)
 Kaitlin Braband '19 (RB)
 Michelle Buestan '18 (RB)
 John Chae '16 (SF)
 Leslie Chae '16 (SF, iT)
 Miranda Chaiken '19 (iT)
 Caroline Charles '18 (CH)
 Betty Chen '19 (AST)
 Christina Chen '16 (SF)
 Victoria Chentsova '19 (SF)
 Zoe Chevalier '19 (AiL)
 Christopher Chorzepa '17 (MSM)
 Yoon Chung '18 (FGB)
 Rachel Clemens '17 (AiL)
 Katharine Costantini '16 (WRLF, SF)
 Phacelia Cramer '19 (CH)
 Naomi Currimjee '18 (BIO)
 Jacob Cytrynbaum '18 (FGB)
 Danielle D'Oliveira '19 (AiL)
 Olivia Daniels '16 (SF)
 Alejandra Davila '19 (RB)
 Benjamin Decker '18 (SF)
 Hadley DesMeules '16 (SF)

Sean Dory '19 (MSM, AST)
 Elyza (Sharai) Dottin '18 (CH)
 Libby Dvir '16 (SF, AiL)
 Ellis Eaton '18 (AST)
 Nicholas Erickson '18 (AST)
 Ashraf Farhoud '19 (AiL)
 Gregory Ferland '16 (SF, AiL)
 Kathryn Flaharty '18 (AST)
 Marisa Flignor '19 (CH, FGB, AST, SF)
 Elliott Fong '19 (CH)
 Caleigh Forbes-Cockell '19 (AST)
 Claudia Forrester '18 (SF)
 Haomiao Geng '19 (SF)
 Hae Gim '19 (RB, AiL)
 Diego Gonzalez '18 (SF)
 Omar Gouda '16 (AiL)
 Lydia Graham '18 (AiL)
 Paul Griffith '19 (AiL)
 Alexandra Gudaitis '19 (CH)
 Danielle Guerrero '16 (SF)
 Mary Guma '19 (RB)
 Jacques Guyot '17 (AiL)
 Jonathan Hall '19 (FGB)
 Merritt Harlan '16 (SF)
 Zoe Harvan '17 (MSM)
 Ross Hoch '19 (AiL)
 Stephanie Horan '17 (RB)
 Phoebe House '16 (CH)
 David Huang '19 (iT)
 Joyce Huang '16 (AiL)
 Kristina Hwang '18 (CH)
 Gabrielle Ilagan '18 (BIO)
 Raisha Ismail '18 (CH, RB)
 Matthew Jang '17 (SF)
 Sarah Jensen '17 (CH, AiL)
 Eleanor Johnston '18 (CH, RB)
 Reuben Kaufman '19 (RB)
 Julia Kawano '19 (AST)
 Ryan Kelley '19 (CH)
 Juliet Kelso '18 (FGB, RB, SF)
 Anna Kim '19 (MSM)

Jessica Kim '19 (CA)
 Ye Rem (Jeremiah) Kim '18 (SF)
 Victoria Kingham '18 (AiL)
 David Krane '19 (AiL)
 Neftaly Lara '19 (AST)
 Lara Lathrop '18 (MSM)
 *Edward Lauber '18 (MSM, RB)
 Dongheon Lee '17 (AST)
 Laura Lee '17 (HF)
 Lester Lee '19 (RB, AST)
 Haley Lescinsky '18 (WRLF)
 Claire Leyden '16 (WRLF)
 Olivia Lima '17 (AiL)
 Austin Lommen '16 (CA)
 Stephanie Liu '18 (iT)
 Sophie Lu '19 (RB)
 Calvin Ludwig '18 (RB)
 Peter Lugthart '18 (CH, WRLF)
 Grace Mabie '19 (AiL)
 David Madding '18 (RB)
 Haley Mahar '16 (RB)
 Krushangi Maisuria '19 (RB)
 Emilia Maluf '18 (CH, RB, AiL)
 Aaron Maruzzo '17 (SF)
 Frances (Lauren) Martin '18 (AST, SF)
 Maryanne Masibo '19 (SF)
 Abigail Matthew '18 (MSM, AST)
 Emma McAvoy '17 (HF)
 Rebecca McClements '17 (HF)
 Alexandra Mendez '16 (AiL)
 Steven Miller (AiL)
 Tobias Muellers '18 (SF)
 Connor Mulhall '17 (AiL)
 Trevor Murphy (AiL)
 Mariama Ndiaye '17 (FGB)
 Johnson Nei '17 (AST)
 Hoi Yan Ng (AiL)
 Tyma Nimri '19 (SF)
 Christine Nyce '19 (RB)
 Valerie Oyakhilome '18 (FGB)
 Cynthia Okoye '18 (SF)

Natalie DiNunno '18 (HF)	Bum Shik Kim '19 (AiL)	Alyssa Ostrow '19 (AST)
Brandon Dory '17 (AST)	Hyo Jung (Aria) Kim '19 (AST)	Perez Padgett '17 (RB)
Kristen Park '19 (AST)	Carl Sangree '18 (SF)	Ogechukwu Uwanaka '16 (CH)
Alejandra Patlan '19 (RB, AST)	Jaqueline Serrano '17 (SF)	Devin Vaillant '19 (AiL)
Dawn Penso '19 (RB)	Ashna Shah '17 (iT, SF)	Laura Varela '18 (AiL)
Cielo Perez '19 (AiL)	Anne Sher '17 (AiL)	Julia Vargas '19 (CA)
Nicole Perez '18 (FGB)	Ang Sherpa '19 (CH, SF)	Rehaan Vij '18 (FGB) Austin Vo '18
Elowyn Pfeiffer '18 (RB)	Aesha Siddiqui '19 (AST)	(iT)
Ellyn Pier '19 (FGB)	Justin Sim '18 (AST)	Emma Waddell '18 (MSM)
Sarah Pier '16 (iT)	Liam Simpson '18 (WRLF)	Rachel Waldman '17 (SF, AiL)
Abigail Pugh '16 (SF)	Michaela Smith '19 (iT)	Kyle Walker '19 (CH, RB, SF)
Andrea Quintanar '19 (RB)	Skylar Smith '18 (WRLF)	Kelly Wang '16 (AiL)
Apshara Ravichandran '18 (SF)	Alexander Smith-Bove '19 (WRLF)	*Michael Wang '17 (CH, AST)
Arielle Rawlings '18 (RB)	Valeria Sosa-Garnica '19 (SF)	Harrison Weber '16 (AiL)
Moiz Rehan '19 (SF)	Lauren Steele '18 (FGB)	Theodore Weiss '19 (AST)
Emma Reichheld '19 (FGB, AST, AiL)	Grace Sullivan '17 (SF)	Emilia Welch '18 (CH)
Alia Richardson '19 (SF, iT)	Mano Sundaresan '19 (SF)	Sophia Wilansky '16 (HF)
Sarah Ritzmann '17 (AST)	Margaret Sutton '18 (MSM)	Nambi Williams '19 (RB)
Jose Rivas-Garcia '17 (SF)	Madeleine Swarr '17 (FGB)	Joseph Wilson '19 (FGB)
Emily Roach '16 (iT)	Marcus Talbott '18 (iT)	Allison Wong '18 (AiL)
Dominique Roberts (AiL)	Apurva Tandon '17 (AST)	Dawn Wu '18 (SF)
Ryan Roels '18 (SF, FGB, RB)	Anqi Tang '19 (AST)	*Julia Yarak '18 (FGB, AST)
Emma Rogowski '19 (RB)	Jane Tekin '19 (AST)	Emma York '19 (RB, AST)
Evelyn Rojas '16 (CH)	Chelsea Thomeer '17 (AST)	Gregory Zaffino '17 (SF)
*Amy Rosten '17 (CH, AST)	Mairead Toms '17 (AiL)	Chanel Zhan '16 (AST)
Christa-Maria Rousseva '18 (AST)	Darla Torres '18 (SF, MSM)	Adam Zoen '19 (AiL)
Abigail Sanchez '16 (SF)	Luis Urrea '16 (AST)	

Williams Center at Mt. Greylock

Director: Kaatje White (CLiA)

<http://learning-in-action.williams.edu/high-school-outreach/>

* = Student Leaders

- | | |
|-------------------------------------|--|
| • Afterschool Homework Fellow (AHF) | • Sankofa (SAN) |
| • Envirothon (ENV) | • Science Fellow (SF) |
| • Ephs Out Loud (EOL) | • Student Support Fellow (SSF) |
| • Glee Club (GLEE) | • StoryTime (ST) |
| • GreylockTalks (GT) | • Tuesday Evening Tutoring Fellow (TETF) |
| • Model UN (MUN) | • Writing Fellow (WF) |
| • GreylockOutdoors (OUT) | |
| • Pine Cobble (PC) | |

Philemon Abel '19 (AHF, EOL)	Coly Elhai '19 (EOL)	Diane Kim '18 (AHF)
Jackson Barber '18 (AHF)	Courtney Fields '17 (AHF)	Taylor Knoble '18 (SF)
Janae Barrett '17 (SAN)	Grace Flaherty '17 (WF)	Lylia Li '18 (WF)
Kaitlin Braband '19 (AHF)	Hannah Goodrick '18 (EOL)	Elisama Llera '18 (WF)
Nicolle Cabral '19 (AHF)	*Jack Greenberg '18 (MUN)	Eleanor Lustig '18 (PC)
Adam Calogeras '18 (AHF)	Alexandra Griffin '18 (PC)*Miaoru	Evelyn Mahon '18 (WF)
Angela Chan '19 (EOL)	Guan '17 (TETF, SF)	Julia Matajcek '16 (PC)
Cordelia Chan '19 (AHF)	William Gutierrez '16 (WF)	Abigail Matthews '18 (AHF)
Michael Chen '18 (EOL)	*Max Harmon '18 (OUT, AHF)	Gillian Miller-Lewis '16 (WF)
Elim Cho '17 (SSF)	Eli Hoenig '17 (TETF)	Rodsy Modhurima '19 (TETF)
*Ellen Coombe '17 (SSF)	Sarah (Shanti) Hossain '19 (WF)	*Eric Muscosky '18 (WF) Cynthia
Scott Daniels '17 (EOL)	Alex Huang '17 (GT)	Okoye '18 (SF, AHF)
Alejandra Davila '19 (AHF)	Oliver Joseph '17 (SAN)	Erikka Olson '19 (AHF)

*Anna DeLoi '18 (EOL)
 Manami Diaz '18 (ST)
 Robert Dulin '19 (TETF)
 Ryan Roehls '18 (AHF)
 *Jeffrey Rubel '17 (SF, WF)
 Jeffrey Rubel '17 (ENV, GT)
 Elizabeth (Bee) Sachsse '18 (WF)
 Divya Sampath '18 (AHF)
 Marissa Shapiro '18 (WF)

Juliet Kelso '18 (WF)
 Aubrey Kenefick '16 (WF)
 Erin Kennedy '19 (EOL)
 Skylar Smith '18 (WF)
 Abigail Soloway '18 (EOL)
 John Spence '19 (AHF)
 Hayley Tartell '18 (WF)
 *Darla Torres '18 (SSF, AHF)
 Johanna Wassermann '18 (WF)

Tressa Palcheck '17 (TETF)
 Kurt Pfrommer '18 (EOL)
 *Daniel Potter '16 (GLEE)
 *Daniel Wong '17 (TETF)
 Jamie Wu '18 (AHF)
 Benjamin Young '18 (AHF, SAN)
 Adam Zoen '19 (AHF)

Break Out Trips

Coordinators: Colin Ovitsky (CLiA) & Megan Maher '17

<http://learning-in-action.williams.edu/opportunities/bot/>

*** = Trip Leaders**

- **Awaken in Austin (AUS)**
- **Berkshire Community Outreach & Service (BBOT)**
- **Chaplains' Interfaith Service Team: Tuscaloosa (TUSC)**
- **Claiming Dominico-Haitian Identity in the Dominican Republic (DR)**
- **Global Medical Training: Panama (GMT)**
- **New York Education Outreach to Low-Income Students (NYC)**
- **ServeUP: New Orleans (NOLA)**

Philemon Abel '19 (NOLA)
 Veronica Addai Mensah '17 (DR)
 *Ava Atri '17 (GMT)
 Daisy Banta '18 (GMT)
 Kristen Bayrakdarian '19 (BBOT)
 *Sierra Betts '17 (NOLA)
 *Kathy Bi '18 (NYC)
 Nikki Caravelli '16 (NOLA)
 Andy Castaneda '18 (GMT)
 *Fr. Gary Caster (TUSC)
 Stephanie Cedillo '18 (DR)
 Angela Chan '19 (BBOT)
 *Michael Chen '18 (BBOT)
 Justin Cho '18 (NOLA)
 Alexa Chumpitaz '18 (NYC)
 Ranana Dine '16 (TUSC)
 *Michael Ding '18 (AUS)
 Quan Do '19 (BBOT)
 Elyza Dottin '16 (NYC)
 Courtney Fields '17 (NOLA)
 Naomi Francois '18 (NOLA)
 Remy Gates '16 (TUSC)
 Garrick Gu '17 (GMT)
 Danielle Guerrero '16 (NOLA)
 Morgan Harris '19 (TUSC)
 Anand Hemmady '17 (TUSC)
 Gwyneth Henke '19 (TUSC)

Elizabeth Hibbard '19 (AUS)
 Gabrielle Ilagan '18 (AUS)
 Raisha Ismail '18 (GMT)
 Patrick Kane '17 (NYC)
 Jeremiah (Ye Rem) Kim '18 (GMT)
 Joyce Kim '18 (GMT)
 Benjamin Lamb (AUS)
 Neftaly Lara '19 (DR)
 Charles Laureore '18 (NYC)
 Elizaveta Lavrova '18 (NOLA)
 Da Young Lee '16 (NOLA)
 Janice Lee '17 (AUS)
 *Joyce Lee '17 (BBOT)
 Stephanie Li '18 (TUSC)
 Jilly Lim '17 (NOLA)
 Patricia Lozano '19 (GMT)
 *Dalia Luque '18 (DR)
 *Megan Maher '17 (AUS)
 Caroline McArdle '18 (NYC)
 Naomi Medina-Jaudes '18 (DR)
 *Alexandra Mendez '17 (DR)
 Xianglong Meng '18 (BBOT)
 Nebiyu Metaferia '16 (TUSC)
 Morgan Michaels '18 (NOLA)
 Natalia Miller '18 (NOLA)
 Sean Ninsing '19 (NOLA)
 Cynthia Okoye '18 (NOLA)

Apshara Ravichandran '18 (BBOT)
 Moiz Rehan '19 (BBOT)
 *Adam Resnick '17 (GMT)
 Michael Rodriguez '17 (NOLA)
 *Sharif Rosen (TUSC)
 Allison Rowe '16 (AUS)
 Diana Sanchez '17 (TUSC)
 Andrew Scharf '18 (GMT)
 *Hazzan Bob Scherr (TUSC)
 Ang Sherpa '19 (TUSC)
 Molly Siebecker '17 (NYC)
 *Uygar Sozer '17 (NYC)
 *Rev. Rick Spalding (TUSC)
 Anna Sun '19 (NYC)
 Penny Sun '16 (AUS)
 Hayley Tartell '18 (GMT)
 Ryan Taylor '19 (TUSC)
 Q. Aunrika Tucker-Shabazz '16 (DR)
 David Vascones '18 (TUSC)
 Austin Vo '18 (NOLA)
 Kevin Walsh '17 (GMT)
 Keiana West '16 (NOLA)
 *Jenny Wheeler '18 (BBOT)
 Colin Williams '18 (NOLA)
 Suyee Win '17 (GMT)
 Emma York '19 (NYC)
 Lauren Yu '16 (BBOT)

Give It Up! Student Workers

Coordinator: Colin Ovitsky (CLiA)

<http://learning-in-action.williams.edu/opportunities/give-it-up/>

Aaron Hamblin '16
*Katherine Hrach '16

Samantha Stone '18
*Jasmine Thomasian '15

Dvivid Trivedi '17

Sixth Grade College Visit Volunteers

Coordinator: Tracy Finnegan (CLiA)

Danielle D'Oliveira '19
Naomi Francois '18
Miaoru Guan '17

Jae Hyun Jeong '17
Dalia Luque '18
Evelyn Mahon '18

Darla Torres '18
Raquel Rodriguez '16
Kathleen Westervelt '16

CLiA Summer Interns, Outreach Associates & Office Assistants

Claire Bergey '17
Gregory Ferland '16
Jahangir (Jay) Habib '18
Christopher LeFlore '16
Jilly Lim '17

Dalia Luque '18
Jonathan (Nico) MacDougall '17
Megan Maher '17
Sam Park '17
Amy Rosten '17

Isha Singh '18
Grace Sullivan '17
Darla Torres '18
Charlie Volow '16
Ellie Wachtel '17

CLiA Student Van Drivers

Coordinator: Colin Ovitsky (CLiA)

Sierra Betts '17
Andrew Bloniarz '18
Christopher D'Silva '18

Agastya (Billi) Easley '18
Jacqueline Harris '16

Christopher LeFlore '16
Julia Yarak '18

STUDENT ORGANIZATIONS

Learn more about these organizations by visiting the CLiA website:

<http://learning-in-action.williams.edu/opportunities/>

*** = Student Leader**

The "Assist" Program

Liam Albrightain '19
Margo Beck '18
Margaret Belk '16
John (Jack) Bissell '16
Kent Blaeser '18
Devon Caveney '17
Christopher Chorzepa '17
Marcus Christian '16
Griffin Colaizzi '18
Benjamin Decker '18
Elijah Eaton '16
Ellis Eaton '18
Kristin Fechtelkotter '18
Christopher Galvin '18
John Gannon '18
Samuel Gowen '18
Emma Grauberger '16

Noah Grumman '16
Alexander Hagerty '17
Emily Harris '19
Cameron Helm '18
Makena Jones '18
Erik Kessler '17
Michael Kidd-Phillips '18
Lindsay Klickstein '19
*Katie Litman '16
Patrick Loughran '19
Vincent Molinari '16
Frank Mork '17
MaryKate O'Brien '16
Zachary Ottati '19
Chris Pak '16
Liam Pembroke '18
Frances Pietrantonio '17

Adam Regensburg '18
Jennifer Roach '18
Jake Savoca '18
Amanda Siedem '16
Steven Servius '16
Delaney Smith '18
Eric Smith '19
Gregory Stone '16
Marcus Talbott '18
Lucas Thoreson '16
Robert Welch '18
Benjamin Wertz '17
Andrew West '19
Tyler Young '17
Gregory Zaffino '17
Lydia Zaleski '18

Berkshire Farm Center

Terricka Parker '19
*Isha Singh '18

*Skylar Smith '18
Tesnim Zekeria '19

Joseph Wilson, Jr. '19

Brayton Tutoring Program

Funmi Adejobi '17
Katie Aguila '16
Tamar Aizenberg '18
Leonard Bopp '19
Ryan Buggy '19
Jordan Carfino '18
*Mary Robert Carter '17
*Angela Chang '17
Zoe Chevalier '19
Silje Christofferson '17
Alexa Chumpitaz '18
Griffin Colaizzi '18
Raza Currimjee '16
Kelsie Dalton '19
Kevin Deptula '18
Danielle D'Olivera '18
Ellis Eaton '18
Jesse Facey '19
Shelby Fisher '18
Marisa Flignor '19
Haelynn Gim '19

Rebecca Gorelov '18
Hailey Herring-Newbound '16
Ross Hoffman '17
Steve Hogan '18
Marcus Hughes '18
Sumun Iyer '18
Julia Kawano '19
*Martin Keenan '17
Juliet Kelso '18
Esther Kim '18
Neftaly Lara '19
*Claire Leyden '16
Borah Lim '17
Grace Mabie '19
Haley Mahar '16
Chinmayi Manjunath '17
Zahida Martinez '18
Alexandra Melishkevich '19
Jessica Munoz '19
Augusta Nau '19
Mariama Ndiaye '17

Jack Page '18
Spring Pham '18
Jesse Rodriguez '16
Allie Rowe '16
Caroline Ryan '18
Divya Sampath '18
Abigail Sanchez '16
Reed Sawyers '18
Annie Sher '17
Ang Sherpa '19
Molly Siebecker '17
*Lauren Steele '18
Greg Steinhelper '17
Angela Tang '19
*Christine Tanna '19
Stephen Tyson '17
Wilson Wang '18
Johanna Wasserman '18
Wendy Wiberg '17
Allison Wong '18
Sabrina Zaldana '17

Converging Worlds

*Kiyana Hanley '17
*Cynthia Okoye '18

*Anna Pomper '18

*Keiana West '18

Cross-Campus Collaboration of the Berkshires

Danielle Grier '18
Sophie Kitchen '17
Nora Lee '17

Dalia Luque '18
*Megan Maher '17

Marybeth Mitts
Robert Rowledge '18

Eph Buddies

*Helena Barber '16
Kendall Bazinet '18
Ryan Buggy '19
Angela Chan '19
Valeria Sosa Garnica '19
Megan Greiner '18

Kyung Shin Kang '19
Lara Lathrop '18
Hannah Levin '16
Mei Liang '19
Sarah McLaughlin '19
Augusta Nau '19

Sean Pasquali '18
Abigail Pugh '16
Emma Reichheld '19
Kelly Tellez '17
Catherine Tan '19
*Juliana Veira '17

Ephs Out Loud

Philemon Abel '19
*Stephen Ai '18
Margo Beck '18
Leonard Bopp '19

Phoebe House '16
Benjamin Kaufman '16
Erin Kennedy '19
Taylor Knoble '18

*Kurt Pfrommer '18
Daniel Potter '16
*Abigail Soloway '18
Samantha Stone '17

Angela Chan '19
 *Michael Chen '18
 Scott Daniel '17
 *Anna DeLoi '18
 Coly Elhai '19
 *Hannah Goodrick '18

Fernanda Lai '17
 Samuel Lang '19
 Lisa Liu '16
 Christine Pash '18
 Austin Paul '16

Tiffany Sun '18
 Stacey Tamura '17
 Darla Torres '18
 Yi-Tong Tseo '17
 Qiana Yang '19

fEMPOWER

*Sarah Becker '18

InterFaith

Ranana Dine '16
 Aaron Hamblin '16
 Kathy Hrach '16
 Louisa Kania '19

Abraham Kirby-Galen '16
 Borah Lim '17
 Megan Maher '17
 Carman Nareau '16

Christine Pash '18
 *Abigail Rampone '17
 Diana Sanchez '17
 David Vascones '18

Kinetic

John Ahn '18
 Bushra Ali '17
 Isabel Andrade '18
 Yu Bai '18
 Jackson Barber '18
 *Jessica Bernheim '16
 John Brady '19
 Sara Brownrigg '17
 Benjamin Bui '19
 Betty Chen '19
 Kelly Chen '17
 William Chen '19
 Marcus Colella '17
 Ian Concannon '18
 Christopher D'Silva '18
 Zoe Dutton '19
 Alyssa Epstein '18
 Syed Hussain Fareed Bukhari '18
 Cole Fluehr '18
 Derek Galvin '18
 Benjamin Gips '19
 Miaoru Guan '17
 Thomas Luke Guest '17
 Elizabeth Hibbard '19
 Isabella Huang '18
 Benjamin Incera '18

Sonya Jampel
 Luis Jaramillo '17
 Autumn Jocas '19
 *Bryan Jones '16
 Louisa Kania '19
 Jacqueline Lane '16
 Jackson Lauroesch '16
 Jae Yeon Lee '17
 Stephanie Li '18
 Stephanie Liu '18
 Lawrence Luo '16
 Krushangi Maisuria '19
 John Marando '19
 *Dylan Martin '18
 Caroline McArdle '18
 Grace McCabe '18
 Madeline McFarland '18
 William McGuire '17
 Tobias Muellers '18
 Connor Mulhall '17
 Emily Orchant '18
 Christopher Owyang '16
 Anjali Pai '19
 Sean Pasquali '18
 Chetan Patel '18
 Sohumi Patnaik '18

Chandler Pearson '19
 Elizabeth Poulos '19
 Christine Reed '17
 Thomas Riley '18
 Thomas Abraham Rosal '18
 Emma Robinson '18
 Nicole Salani '17
 Jake Savoca '18
 Kevin Silverman, '19
 Josemaria Silvestrini
 *Allegra Simon '18
 Skylar Smith '18
 Melanie Subbiah '17
 Gregory Szumel '18
 Christine Tamir '18
 Chelsea Thomeer '17
 Phuong Vo '18
 Prem Wadhwani '19
 Evan Wahl '17
 Keiana West '18
 Margaret Whitney '18
 Hallee Wong '18
 Allison Wu '16
 *Ying Xia '18
 Julia Yarak '18
 William Zito '16

Lehman Community Engagement (LCE)

LCE Leadership Team

Hoi Ching (Sonia) Cheung '16
 Danielle Grier '18
 Kevin Kelly '17

Sophie Kitchen '17
 Nora Lee '17

Robert Rowledge '18
 Jacob Watt-Morse '17

LCE Fall & Spring Great Day of Service Volunteers

Roua Agrebi '19	Caroline Atwood '16	Margo Beck '18
Natasha Albaneze '18	Dolly Bai '18	Alexander Besser '17
Alvaro Aleman '16	Bryan Bailey '19	Varun Bhadkamkar '17
Mohibullah Amin '17	Ari Ball-Burack '19	Liliana Bierer '19
Mikhayla Armstrong '19	Arianna Basche '16	Andrew Bloniarz '18
Ashley Arnold '17	Lucien Baumann '19	Lauren Brown '19
Abby Brustad '19	Alexander Hagerty '17	Sehwheat Manna '19
Jonathon Burne '17	Nina Hampton '18	Brenna Martinez '18
Minwei Cao '17	June Han '19	Aaron Maruzzo '17
Melissa Caplen '17	Merritt Harlan '16	Zander Masucci '16
Bennett Caplin '19	Matthew Hayes '17	Julia Matejcek '16
Taylor Carmola '18	Gwyneth Henke '19	Anna May
Isabelle Carr '17	Matthew Hennessy '17	Caroline McArdle '18
Mary Robert Carter '17	Keanu Hilaire '19	Lauren McCall '17
Tiffani Castro '19	Stephanie Horan '17	Logan McCracken '16
Roberto Cellini '19	Isabella Huang '18	Emily McDonald '19
Cordelia Chan '19	Alexander Huang '17	Petra McGinty '19
Angela Chang '17	Caroline Hung '19	Yuuka McPherson '19
Jacques Chaumont '18	George Hunkele '17	Connor Meike '19
Betty Chen '19	Quenton Hurst '19	Alexandra Melishkevich '19
Michael Chen '18	Deepak Indrakanti '19	Rachel Mills
Victoria Chentsova '19	Spencer Irvine '16	Rodsy Modhurima '19
*Hoi Ching (Sonia) Cheung '16	David Italiano '18	Marcus Mollica '19
Jaeho Choi '17	Sumun Iyer '18	Zsanelle Morel '19
Nikolai Christoffersen '19	Grant Johnson '17	Frank Mork '17
Silje Christoffersen '17	Makena Jones '18	Jessica Muñoz '19
Ivy Ciaburri '17	Lauren Jones '17	Erica Myers '17
Bradley Clark '18	Arron Juang '19	Mandela Namaste '19
Olivia Clark '17	Louisa Kania '19	Esmeralda Navarro '19
Meghan Collins '17	Juliet Kelso '18	Mariamama Ndiaye '17
Colby Cretella '18	Erin Kennedy '19	Anna Neufeld '18
Alexa Curt '18	Moon Hyung (Jacob) Kim '16	Sarah Neumann '17
Kelsie Dalton '19	Kennedy Kim '19	Conor Newton '18
Leigh Davidson '18	Min Kim '17	Nana Ama (Obeyaa) Ofori Atta '19
Alejandra Davila '19	Tracey Kim '17	Erikka Olson '19
Luke Davis '19	Ye Rem (Jeremiah) Kim '18	Alyssa Ostrow '19
Frances Dean '19	Julius Kindfuller '19	Harmon Pardoe '19
Ricardo Diaz '17	Abraham Kirby-Galen '16	Francesca Paris '18
Madeline Downs '18	*Sophie Kitchen '17	Terricka Parker '19
Adam Dulsky '18	Hanson Koota '17	Christine Pash '18
Libby Dvir '16	Rachel Krcmar '16	Sean Pasquali '18
Nicholas Dyja '16	Kiran Kumar '18	Taylor Patterson '17
Hayley Elszasz '16	Samuel Lang '19	Celeste Pepitone-Nahas '17
Jesse Facey '19	Neftaly Lara '19	Seth Perlman '18
Kristin Fechtelkotter '18	Michael Lata '19	Megan Pierce '17
Tayana Fincher '17	Lara Lathrop '18	Michael Pinios '19
Alexander Flick '16	Logan Lawson '16	Priscilla Pino '16
Marisa Flignor '19	*Nora Lee '17	Lillian Podlog '16
Ioannis Florokapis '17	Bryanna Lee '19	Katherine Priest '18
Elliott Fong '19	Matthew Lennon '19	Cassie Pruitt '18
Caleigh Forbes '19	Charles (CJ) Levin '17	Mack Radin '19
Dylan Freas '16	Jonah Levine '17	Julia Randall '19
Gabrielle Gauthier '17	Kit (Jerry) Li '18	Apshara Ravichandran '18
Haomiao (Julie) Geng '19	Irene Lim '16	Paul Redelmeier '18
Rachel Gerrard	Olivia Lima '17	Moiz Rehan '19

Matthew Gibson '17
 Seth Goldstein '19
 Kiara Gordon '19
 Lydia Graham '18
 Samuel Gray '17
 Megan Greiner '19
 *Danielle Grier '18
 Nathaniel Gruendemann '18
 Miaoru Guan '17
 Elizabeth Gudas '18

Kenny Liu '19
 Patricia Lozano '19
 Sophie Lu '19
 Henry Lu '19
 Calvin Ludwig '18
 Peter Lugthart '18
 Dalia Luque '18
 Christopher Lyons '17
 Camila Magendzo '17
 Krushangi Maisuria '19

Brianna Rettig '18
 Claudia Reyes '18
 Therese Richman '19
 Anna Ringuette '19
 Marianna Rodriguez '19
 Ryan Roels '18
 Chloe Rogers '17
 Moises Roman '19
 Allison Rowe '16
 *Robert Rowledge '18

Alexia Royal-Eatmon '18
 Emily Rush '19
 Isabella Salmi '17
 Miguel Samayoa '17
 Diana Sanchez '17
 Emma Sawkins '18
 Carly Schissel '16
 John Sciales '18
 Olivia Segal '19
 Brendon Seyfried '19
 Anne Sher '17
 Ang Sherpa '19
 Temair Shorty '16
 Alina Shubina '19
 Aesha Siddiqui '19
 Christopher Siemer '16
 Larissa Silva '19
 Justin Sim '18
 Allegra Simon '18
 Michaela Smith '19
 Delaney Smith '18
 Ashish Solanki '19

Leah Sorkin '18
 Valeria Sosa '19
 Sean Spees '17
 Payton Spencer '18
 Cameron Speyer '17
 Benjamin Stanley '19
 Malena Steelberg '18
 Lukas Stickel '17
 Anna Sun '19
 Anqi Tang '19
 Ryan Taylor '19
 Spencer Thomas '18
 Isabel Torres '19
 Caitlin Ubl '19
 Laura Ureste '16
 Devin Vaillant '19
 David Vascones '18
 Lauren Vostal '19
 Dragan Vujovic '19
 Emma Waddell '18
 Kevin Walsh '17

Joyce Wang '18
 Mia Wang '18
 Caroline Weinberg '19
 Matthew Werner '16
 Kathleen Westervelt '16
 Jocelyn Wexler '17
 Wendy Wiberg '17
 Sophia Wilansky '16
 Natalie Wilkinson '19
 Rebecca Williams '17
 Joseph Wilson, Jr. '19
 Daniel Wong '17
 Daniel Yoo '16
 Tyler Young '17
 Ross Yu
 Lydia Zaleski '18
 Christopher Zaro '19
 Tesnim Zekeria '19
 Linda Zeng '19
 Fangyuan (Yolanda) Zhao '18
 Weitao Zhu '18

Matriculate

Jason Adulley '19
 Alejandro Arechiga '18
 Chinonso Anokwute '19
 Ben Bui '19
 Kai Cash '19
 Skylar Chaney '19
 Alejandra Davila '19
 Robbie Dulin '19
 Zoe Dutton '19
 Elijah Hale '19

Aria Kim '19
 Neftaly Lara '19
 Rachel Levin '19
 Jian Lu '19
 *Daniel Maes '18
 Alejandra Magana '19
 Zahida Martinez '18
 Maryanne Masibo '19
 Lesya Melishkevich '19
 Esmeralda Navarro '19

Rachel Retica '19
 Nohemi Sepulveda '18
 Larissa Silva '19
 Christine Tanna '19
 Chrisleine Temple '19
 Lina Velcheva '19
 Atzin Villarreal Sosa '19
 Kyle Walker '19
 Adam Zoen '19

Mohawk Forest Mentoring Program

*Walford Campbell '17
 Mary Beth Dato '17
 Mei Liang '19

Alyza Ngbokoli '17
 Chandler Pearson '19
 *Raquel Rodriguez '16

*Justin Sardo '18
 Patricia Wong '18
 *Julia Yarak '18

Sankofa

*Alexandra DeSousa '16
 *Janae Barrett '17

*Kaitlin Macholz '16
 *Elyza (Sharai) Dottin '17

*Samuel Steakley '17

Sweet Brook Volunteers

Samantha Avila '16
Paige Chardavoyne '17
Jacqueline Harris '16
Joyce Huang '16

Kimberly Kiplagat '16
Mei Liang '19
*Ashley Ngo '16
Nicole Perez '18

Michaela Smith '19
*Megan Steele '16
Miranda Weinland '19

thinkFOOD

*Sarah Becker '18

*Eleanor Lustig '18

*Jordan Fields '17

Williams College Jewish Association (WCJA)

*Abraham Kirby-Galen '16
*Daniel Brandes '18

*Ranana Dine '16

*Miranda Cooper '16.5

Williams College Law Society

*Angela Chang '17
*Mary Beth Dato '17

*Drew Fishman '19
*Robin Park '17

*Reed Sawyers '18
*Marisol Sierra '17

Williams Homeless Outreach (WHO)

*Julia Cheng '17

*Aaron Goldstein '18

*Aaron Maruzzo '17

Williams Initiative for Student Health in Elementary Schools (WISHES)

*Louis Gilbert-Bono '16

*Duncan Cummings '17

Williams Recovery of All Perishable Surplus (WRAPS)

Zaid Adhami
Andrew Bloniarz '18
Michael Chen '18
Caroline Hogan '18
*Logan Lawson '16
*Eleanor Lustig '18

Monica Mackey
Jessica Munoz '19
Katherine Myers
*Valeria Pelayo '16
Jennifer Roach '18
Allison Rowe '16

Sophia Schmidt '17
Mackenzie Snyder '18
Jacob Sperber '18
Emily Sundquist '18
Julia Yarak '18

Willy Good Wood: Student Woodworking Initiative

*Andrew Bloniarz '18
*Cole Erickson '18
*Gef Fisher '18

*Robert Hefferon '18
*Evelyn Mahon '18
*Ann Neufeld '18

Logan McCracken '16
*Jensen Pak '18

APPENDIX E

COMMUNITY PARTNERS

Our gratitude to these organizations for allowing us and our students to join them in their community building work during this past year.

ABC Clothing Sale

<https://www.facebook.com/abcclothingsale>

Our mission is to benefit the environment by recycling & local charitable organizations that serve families at risk & address hunger, poverty & inequality.

Art Museum Partnership for Education (AMPED)

<http://www.ampedmuseums.org/>

Berkshire Children and Families

<http://berkshirechildren.org/>

“Every child in a family, every family in a community”

Berkshire Children & Families has a long history of serving Western Massachusetts families, with the well-being of children and families central to our mission. We know that children achieve their highest potential growing up in supportive, healthy families. Partnering with families is the best way to promote healthy, happy children to make strong families and better communities. BCF helps families to recognize and build on their strengths to address challenges.

Our work is concentrated in four key areas: early education and care; child and family well-being; intensive foster care and adoption; and Kids 4 Harmony, an intensive classical music program for social change. BCF's goals are to provide services and supports that transform the lives of children, families and communities by creating opportunities that inspire hope, promote possibilities, and fulfill dreams.

Berkshire Community Action Council (BCAC)

<http://www.bcacinc.org>

The Berkshire Community Action Council, incorporated in 1966 as a non-profit human service organization, was designated the anti-poverty Community Action agency for Berkshire County, MA. We serve to act as a catalyst to stimulate quantifiable change in people's lives as they work towards self-reliance. Our programming is designed to minimize the impact of poverty on people's lives, help people help themselves and each other, and make Berkshire County a better place to live.

The BCAC offers a comprehensive list of programs to tackle poverty in the Berkshires such as asset development, emergency services, food depot, medical reassurance, weatherization, heating system repair and replacement, LIHEAP-fuel assistance, Project RECONNECT, and transportation.

Berkshire County Regional Employment Board (BCREB)

<http://www.berkshirereb.org>

The mission of BCREB is to develop opportunities that will assist Berkshire County households in securing the skills, knowledge, and resources necessary to achieve self-sufficiency and household stability. We do this by developing and implementing a continuum of services and programs that address the underlying causes of household instability and homelessness. Our institution serves to assist households to develop strategies to overcome barriers to self-sufficiency and collaborate with other human service providers, including grass roots organizations and faith-based organizations, to alleviate the causes and effects of household, housing, and community instability.

Berkshire Family and Individual Resources (BFAIR)

<http://www.bfair.org>

The Berkshire Family and Individual Resources is a national and state accredited human service agency responsive to the unique needs of people with disabilities and their families through a dedication to excellence, diverse service options, safe and healthy environments, fiscal responsibility, and community partnerships, career opportunities and advancement.

Berkshire Farm Center & Services for Youth

<http://www.berkshirefarm.org>

Our Mission: "to strengthen children and families so they can live safely, independently, and productively within their home communities."

Berkshire Farm Center & Services for Youth is one of New York State's leading nonprofit child welfare agencies, serving 8,500 children and their family members across New York State in 2014 alone.

Our employees, who work in settings that often challenge the heart and the mind, know that what they do matters. They understand that their work directly contributes to the success of the agency and to the many achievements made by the thousands of young lives we serve. With support from caring individuals and forward looking businesses, we empower children, their families, and their communities to become healthier and stronger.

Berkshire has a distinguished history of working with children and families for more than 129 years. Helping children and families become healthier and stronger has been at the heart of Berkshire's mission since its founding in 1886.

Berkshire Food Project (BFP)

<http://www.berkshirefoodproject.org>

The BFP seeks to alleviate hunger, food insecurity, and social isolation by serving healthy and dignified noontime meals every weekday, by providing education in making good nutritional choices and by helping people access available food resources. We also seek to alleviate a need that had grown even in periods of economic expansion nationally. We seek

to provide a forum to facilitate unselfconscious interaction among disparate segments of the population. And lastly to provide information helpful to our consumers.

Berkshire Humane Society (BHS)

<http://www.berkshirehumane.org>

Berkshire Humane Society (BHS) is a private, non-profit organization, not affiliated with the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA) or any other animal welfare group. We have been in operation since 1992 after taking over for a failed MSPCA operation in Berkshire County. BHS, an open-admission animal shelter, receives no public funds from local, state, or federal sources. The welfare of our companion animals and the future of our organization depend on the compassion and generosity of our community.

Since our beginning, BHS has sheltered over 43,000 homeless animals who are cared for and made available for adoption. Between 1992 and 2013, our surrenders have been gradually decreasing, a trend which we attribute to the availability of our spay/neuter programs and the years of education we have provided the community. For example, in 2012, BHS took in 1,446 homeless pets, but in 2013, that number dropped to 1,168. We're proud that we were able to rehome 100% of all our healthy, adoptable dogs, cats, small mammals, and birds.

Berkshire Immigrant Center

<http://www.berkshireic.com>

The mission of the Berkshire Immigrant Center is to assist individuals and families in making the economic, psychological and cultural adjustment to a new land, not only by meeting basic needs, but also by helping them to become active participants in our community. The Center also aims to build bridges of understanding and cooperation across cultures, to fight racism and discrimination in all forms, and to advocate for the rights of immigrants from all backgrounds.

The Center offers comprehensive services for individuals from more than 80 countries to promote civic engagement, facilitate cultural integration, and assist in navigating the complex U.S. immigration system.

Berkshire Interfaith Organizing (BIO)

<http://www.berkshireinterfaithorganizing.org>

The goal of Berkshire Interfaith Organizing is to alleviate the root causes of poverty in the community. We seek to gain a seat at decision making tables and change the power relationship that exists between our member congregations and allies, and institutions whose decisions shape access to income, transportation and food for the poor and working poor in Berkshire County. Our strategy is to develop leadership skills of hundreds of clergy and lay leaders in our member institutions, leading to a powerful Berkshire organization capable of making systemic changes.

Berkshire Regional Transit Authority (BRTA)

<http://www.berkshirerta.com>

The Berkshire Regional Transit Authority provides public transportation services to its 25 member communities within Berkshire County, the western most region of Massachusetts. The BRTA's daily service area spans a region as large as Rhode Island; bordered by Vermont to the north, New York to the west and Connecticut to the south. Fixed route service is provided by fourteen bus routes in 12 communities from Williamstown to Great Barrington, Monday through Saturday. Paratransit services are provided to eligible persons from the BRTA's member communities for ambulatory, non-ambulatory, or complementary paratransit ADA service.

The Caleb Group / Mohawk Forest

<http://www.thcalebgroup.org/wp1/find-housing-2-2/massachusetts/mohawk-forest-north-adams>

The Caleb Group is a nonprofit, faith-inspired affordable housing organization that creates residential communities that are attractive, well-managed, nurturing, and affordable for those of low to moderate income in North Adams, Mass. Mohawk Forest is a 190-unit townhouse and garden style community. In 1999, Caleb purchased and renovated this community and built a new community center. This project is an example of intergenerational collaboration working to build community and enhance the lives of all the residents. The Caleb Group provides resident service coordination to assist in linking residents to the services they need within the community. A frequent beneficiary of grant funding, this property has wonderful programs for residents of all ages and interests.

E3 Academy

<http://dhs.napsk12.org/>

The E3 Academy is a competency-based program of Drury High School, designed for students who are under-credited and at risk of dropping out. Located in the Windsor Mill, E3 is comprised of two teachers, one counselor, and up to 12 students. E3 stands for Effort, Employability, and Essential Skills and Knowledge. We are both competency- and project-based. Each trimester, students conduct whole group and independent projects, based upon a specific theme, designed to grow the students' abilities in math, science, English, history, and social and career readiness. These projects, along with community internships and constant one-on-one attention, provide our students with a unique learning experience.

Ecu-Health Care

<http://ecuhealth.boxcarexpress.com>

We are a private non-profit health coverage access program located at 99 Hospital Avenue Suite 208, on the Northern Berkshire Campus of Berkshire Medical center, in North Adams. Our mission is to help the uninsured and underinsured residents of North Berkshire access affordable health care.

Ecu-Health Care is the designated outreach and enrollment site in northern Berkshire County for all of the Massachusetts health programs and we also help residents enroll into

all supplemental programs associated with Medicare. The programs we help residents access include: The new subsidized and unsubsidized Qualified Health Plans implemented under national health reform, ConnectorCare, MassHealth, the Health Safety Net, The Children's Medical Security Plan, Medicare Part-D, Prescription Advantage for seniors and the disabled, Medicare premium assistance, reduced fee dental care, and all prescription assistance programs.

First Congregational Church, Williamstown

<http://firstchurchwilliamstown.org>

The First Congregational Church of Williamstown is a lively, progressive congregation, meeting in the iconic white clapboard Meetinghouse in the center of town. Our church's architecture may be conservative, but our thinking is innovative. Our church has been active from our earliest days to the present speaking out for the oppressed in our society. It was predominantly members of our church who started the local ABC House, the only member of the national "A Better Chance" organization to send kids to a public high school. We have been active in supporting LGBT rights, and have been glad to host gay and lesbian commitment ceremonies, and weddings since 2004, when the Massachusetts began issuing marriage licenses.

Goodwill Industries of the Berkshires, Inc.

<http://www.goodwill-berkshires.com>

At Goodwill, your donations help people find good jobs. Proceeds from your shopping treasure hunt stay in our community supporting job skill training for your neighbors. Every item you donate, every item you buy, gives back to the community. You help people, of all ages, and from all walks of life, get job skill development and training at Goodwill that strengthens their family's economic status.

Goodwill industries offers workforce development programs including Business 101 job training, skill development, recycling processes, logistics, and retail sales job training. These programs include the following projects: Spot-on cleaning, Recycled Rags, Waste Cardboard Recycling, Dell Reconnect Computer Recycling, Popcorn Wagon Project, Office Internships, Suit YourSelf, Soft Skill Development, Electrical Testing and Quality Control, Donation- to-Resale and After-Market Handling and Processing, Certification for Forklift Operation & Safety Training, Retail Associate Training Program, and Retail Associate In-Store Training.

Growing Healthy Garden Program

<https://www.facebook.com/GrowingHealthyGardens>

Over the past 9 years, the Growing Healthy Garden Program has developed thirteen school and community gardens in North Berkshire County as a way to encourage people to eat more vegetables, and we are involved in a grassroots initiative to preserve and increase farming and infrastructure in Berkshire County to create a successful local food system.

Higher Ground

<http://highergroundnb.org>

Our mission is to provide services and funds to meet the immediate and long-term physical, emotional, and spiritual needs of survivors. We develop disaster replacement housing for those who lost their homes in the flood and prepare our community for future disasters and to assist in disaster response.

This past winter, Williams students offered to compile “Memory Books” for any current or former Spruces residents who wished to preserve the memory of their home and experiences in the park. Paula Consolini, Director of the Williams College Center for Learning in Action, and student Bushra Ali '17 led the project with the assistance of other students. At the end of the semester, participating Sprucians were treated to a lovely picnic dinner and received first drafts of their books, which are still in production.

Hoosac Harvest

<http://www.hoosacharvest.org>

The mission of the Hoosac Harvest is to support and encourage access for North Berkshire residents across income levels to sustainably-raised, locally grown food while building relationships between the land, each other, and our food. We value food security for all members of our community, local food, farmers, and farmland as keystones to the health and well-being of our community, agriculture as a vital facet of a thriving economy, and community-based action as a crucial component in creating lasting social change.

Hoosac Harvest partook in the creation of Square Roots Farm and Many Forks Farm both of which operate on the community supported agriculture model. We raise funds to subsidize one-fifth of the shares available at both farms to enable low-income community members to participate. Our program Know Your Farmer, Know Your Food connects farmers, small food producers, and the community. We also have a Sharing the Abundance program for local gardeners and volunteers.

Hoosic River Watershed Association (HooRWA)

<http://hoorwa.org/>

HooRWA is a citizens' group that looks after the river. We are dedicated to the restoration, conservation and enjoyment of the Hoosic River and its watershed, through education, research and advocacy. We envision a watershed that is ecologically sound and adds to the quality of life of its residents.

Hoosic River Revival

<http://www.hoosicriverrevival.org/>

The mission of the Hoosic River Revival is to reconnect the community to a healthy, scenic, wildlife-and-people-friendly river, which will provide 21st Century flood protection and also enhance North Adams' recreational, cultural, and economic vitality.

Lanesborough Elementary School
<http://www.wlschools.org/page.cfm?p=511>

“To inspire in all students a love of learning and challenge them to grow in heart and mind.”

Lanesborough Elementary School is a pre-K to grade 6 elementary school with over 200 students. The school has an experienced, highly educated teaching staff, skilled paraprofessional and support staff, and all are dedicated to the success of our students. Approximately 38 staff serve as classroom teachers, special education teachers, specialists, paraprofessionals and support staff.

The school has a proud heritage of offering a quality education to its young students. Lanesborough Elementary School is recognized by the state as a level 1 Commendation School for its high achievement, high progress, and narrowing proficiency gaps. It also is fortunate to have excellent programs in art, music, drama, technology, library, and physical education to foster a well-rounded education.

Lever, Inc.
<http://www.leverinc.org/>

Lever supports local economic development by creating and growing enterprises that leverage local assets, including the talents of young people from our region's colleges.

Louison House
<http://louisonhouse.org/>

Louison House, Inc. is a private, 501 (c) (3) non-profit organization that was established in 1990 by local agencies to address the issue of homelessness that had become more pervasive as a result of the economic decline in Northern Berkshire County during the 1980's. Over the past twenty years, Louison House has provided homelessness prevention and housing services to over 3,500 individuals and families throughout Berkshire County.

Our vision is to become a leader in creating a homeless-free community in Northern Berkshire County over the next 20 years. Our mission is to reduce homelessness and its causes in Northern Berkshire County.

Massachusetts College of Liberal Arts
<http://www.mcla.edu/>

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Massachusetts Museum of Contemporary Art (MASS MoCA)

<http://massmoca.org/>

Through innovative collaborations, MASS MoCA helps artists and their supporters create and show important new work, bringing to our visitors bold visual and performing art in all stages of production, creating a stimulating center of creativity and commerce that brings life and economic vibrancy to its region.

MASS MoCA is one of the world's liveliest centers for making and enjoying today's most evocative art. With vast galleries and a stunning collection of indoor and outdoor performing arts venues, MASS MoCA is able to embrace all forms of art: music, sculpture, dance, film, painting, photography, theater, and new, boundary-crossing works of art that defy easy classification. Much of the work we show in our light-filled spaces, on our technically sophisticated stages, and within our lovely network of late 19th-century courtyards is made here during extended fabrication and rehearsal residencies that bring hundreds of the world's most brilliant and innovative artists to North Adams all year round.

Meals on Wheels

[http://www.esbci.org/programs and services/nutrition.html](http://www.esbci.org/programs_and_services/nutrition.html)

The Meals on Wheels program provides homebound elders with a nutritious, hot meal each weekday at the noon hour. Frozen meals are available for those elders who are in need of weekend meals.

Mount Greylock Regional School District

<http://www.wlschools.org/page.cfm?p=513>

Mount Greylock Regional School is a public middle and high school serving grades 7-12 located in Williamstown, Mass. The region includes Williamstown and Lanesborough, representing a combined population of 11,000 residents. Enrollment is 600 students with a capable faculty and staff of 100. Mt. Greylock is a spirited educational community that celebrates human differences, recognizes individual abilities, and challenges its students to strive for excellence by realizing their full talents and aspirations. Located in an idyllic setting with stunning views of the highest peak in Massachusetts, Mt. Greylock offers generous expanses of open green space, a full range of playing fields, and miles of hiking trails through the surrounding woods. Student learning is enhanced by proximity to three museums (Clark Art Institute, Williams College Museum of Art, and MASS MoCA, and two colleges (Williams and MCLA).

North Adams Council on Aging / Mary Spitzer Senior Center

http://www.northadams-ma.gov/index.php?nav_id=25

North Adams Public Schools

<http://www.napsk12.org>

The mission of the North Adams Public Schools is to help every child learn every day and empower all students to recognize and optimize their full potential.

Northern Berkshire Community Coalition (nbCC)

<http://www.nbccoalition.org>

The mission of the coalition is to improve the quality of life for people in Northern Berkshire by organizing, supporting, and empowering the community. The Coalition works to achieve its mission by connecting and providing a public space for the community, providing prevention strategies, building stronger neighborhoods, promoting positive youth development, helping families stay healthy, happy, and strong, and helping to make healthy choices, the easy choices.

Our programs include: Coalition Core, Northern Berkshire Neighbors, UNITY Youth Programs, nb21 Prevention Programs, Mass in Motion, and The Family Place.

Northern Berkshire Habitat for Humanity

<http://www.northberkshirehabitat.org>

Northern Berkshire Habitat For Humanity is an affiliate of Habitat for Humanity International. Our offices are in North Adams, Massachusetts and we serve the surrounding communities of Adams, Cheshire, Clarksburg, Williamstown and Stamford, Vermont, as well as North Adams. We are a non-profit, all volunteer organization and receive no financial support from Habitat International

Our mission is the same as Habitat International. We are working to eliminate poverty housing and to provide decent, safe, and affordable housing for people in need. Currently, we are the only organization in northern Berkshire actively working to alleviate the shortage of housing for low-income working families. By building or renovating homes we are empowering our homeowners to become contributing members of the community and providing security for their children to grow and prosper.

Northern Berkshire Interfaith Action Initiative / Friendship Center Food Pantry

<https://www.facebook.com/Northern-Berkshire-Interfaith-Action-Initiative-Friendship-Center-100392236707183>

The Northern Berkshire Interfaith Action Initiative (NBIAI) is a group of people of faith working together with others of goodwill to find ways to serve our community. The NBIAI meets the third Friday of each month at 10 a.m. at the First Baptist Church of North Adams. In addition to agenda items, each meeting begins with a period of silent prayer, faith sharing, and brief community announcements. All people of goodwill are welcome to participate.

The Friendship Center is the home of the Northern Berkshire Interfaith Action Initiative. It also hosts a food pantry. The Food Pantry is open from 10 a.m. to 2 p.m. and from 4 to 6 p.m. on Wednesdays. Donations of food may be brought to 43 Eagle St. on Tuesdays between 11 a.m. and 2 p.m.

The Nutrition Center

<http://www.thenutritioncenter.org>

Our mission is to inspire a healthy relationship to food through counseling, nutrition, and culinary education, TNC provides nutrition and cooking education services to everyone, regardless of insurance status or ability to pay. We work to improve the overall wellness of people by inspiring them to cook and eat real food. We strive to accomplish our goals of reducing obesity rates and managing and/or preventing chronic disease by empowering our clients with the tools and resources they need to make informed decisions and to nourish themselves and their families.

Successful TNC programs include Food Adventures, Cooking & Nutrition, Fresh Start Cooking, Berkshire Food Web, Think Food Conference, Nutrition Counseling, and Wellness in 5.

Pine Cobble School

<http://www.pinecobble.org>

Pine Cobble School is a co-educational day school for children in preschool through ninth grade. For over three quarters of a century, Pine Cobble has nurtured creativity, curiosity, outstanding character, and a lifelong love of learning.

Our mission is “to cultivate in each student a lifelong passion for learning, a strong sense of self-worth, and respect for others throughout the community.” This mission is what drives us, every single day. It drives us to approach every moment as a teachable moment. It’s what inspires us to go the extra mile for our students, to bring out their excellence as scholars, artists, athletes, and human beings with integrity.

Sand Springs Recreational Center

<http://www.sandspringspool.org>

Opened in 1907 as the Wampanaug Inn and Bath House, The Sand Springs Recreational Center has been serving as a “community gathering place” ever since. Our goal is to preserve this historic place, while expanding the programs to better serve all.

Our goal is to create a sustainable community gathering place where residents and visitors can gather in an historic and bucolic setting for relaxation in natural spring waters, outdoor recreation, and fitness.

Take & Eat

<http://takeandeat.org>

Take and Eat was founded in 2003 by Rev. Mr. Francis Ryan, Ed.D and his wife Kathleen as a Non-Profit organization to recruit, train and empower volunteers in various faith based community organizations to prepare and deliver, free of charge, hot meals to the homebound elderly on weekends and three-day holidays.

The government funded Meals-on-Wheels Program provides meals to seniors from Monday thru Friday. On weekends and holidays these elders in need for the most part

have no access to a nutritious meal and in many instances no contact with another human being.

Turner House Living Center for Veterans

<http://turnerhousevets.weebly.com>

Residence for 10 homeless veterans. Program is a case management model working toward helping vets overcome what caused homelessness so that they can live independently after graduation.

Williamstown Affordable Housing Committee

http://williamstown.ws/?page_id=1896

The mission of the Williamstown Affordable Housing Committee is to promote the creation and preservation of housing and housing programs in Williamstown that ensure that people with incomes below the area median can access an affordable place to live. We seek to create enough affordable housing so that ten percent of the town's total housing units be affordable to those whose incomes are at or below eighty percent of the area median income. Additionally we promote an economically vibrant community and maintain and preserve the character and historic nature of Williamstown.

Williamstown Chamber of Commerce

<http://www.williamstownchamber.com>

The Williamstown Chamber of Commerce serves Williamstown and our neighboring communities by supporting efforts in communication, education and coordination of our members, our residents and our visitors.

Williamstown Community Chest

<http://www.williamstowncommunitychest.org>

Once quite common across the country, Community Chests extended a helping hand to people in need. Today, the Williamstown Community Chest is one of just a handful of these local charitable organizations left. In these times of decreasing funding, cutbacks in programming and increasing need, we remain deeply committed to helping solve problems right here in our own neighborhoods.

We conduct annual fundraising campaigns to support services provided locally by our member agencies. Your contribution to the Williamstown Community Chest is distributed to these 16 local agencies working to help people in our community meet a variety of challenges. Your gift addresses the needs of many who are struggling with issues of poverty, addiction and abuse right here in Berkshire County.

Williamstown Council on Aging / Harper Center

<http://williamstownma.gov/2157/Council-on-Aging>

Williamstown Elementary School

<http://www.wlschools.org/page.cfm?p=512>

“To inspire in all students a love of learning and challenge them to grow in heart and mind.”

Williamstown Elementary School (WES) is a pre-K to grade 6 elementary school with approximately 450 students. WES is housed in a state of the art green building that is environmentally responsible, energy efficient, and uses recycled and natural products throughout.

Williamstown Elementary School has an experienced, highly educated teaching staff, as well as a skilled paraprofessional and support staff, all dedicated to the success of our students. Approximately 78 staff serve as classroom teachers, special education teachers, specialists, paraprofessionals and support staff.

Williamstown Historical Museum

<http://www.williamstownhistoricalmuseum.org>

The Williamstown Historical Museum was founded in 1941, as the Williamstown House of Local History, to preserve and to promote knowledge of the town's history. Our goal is to document the diverse people and buildings, the associations and businesses, the institutions and events, which form the town's history from the earliest days to the present time.

Our collection includes photographs, documents, and artifacts from the 1700s to the present day, as well as published works related to the town's history. We have a permanent display set up, and rotating exhibits which use many items in the collection to help educate our community on many aspects of the town's history.

Williamstown Rural Lands Foundation

<http://www.wrlf.org>

The Williamstown Rural Lands Foundation is a private, non-profit, member-supported land conservation trust. It was founded in 1986 to address the loss of open space and public access, the disappearance of family farms in the Williamstown area and to encourage responsible development.

The Mission of the Williamstown Rural Lands Foundation is to conserve the rural character of Williamstown: to enable working landscapes such as forests and farms; to promote land stewardship; and to connect the community to the region's natural heritage.

Williamstown Youth Center

<http://www.williamstownyouthcenter.org>

The Williamstown Youth Center is a non-profit corporation located in Williamstown, Massachusetts and dedicated to providing quality recreational programs and activities for youths in grades 1-12.

The Williamstown Youth Center is committed to nurturing the recreational, social and emotional well-being of the youth in Williamstown and surrounding communities through quality programs for all. We will accomplish this in a safe and enjoyable environment led by positive role models who provide and adapt programs and activities based on the needs of the community.

WilliNet

<http://www.willinet.org>

WilliNet's Mission: To provide the citizens of Williamstown free access to video technology and training, and to show town government proceedings, school committee business, community events and locally created and sponsored programming. WilliNet serves as an avenue of free speech for the people of Williamstown to communicate, educate, and entertain.

WilliNet is a community media resource offering free instruction in all aspects of video production. Local residents can borrow cameras and equipment the same way the library loans books. Regional non-profit organizations and individuals are encouraged to produce studio programs and share announcements on our community bulletin board. Our experienced staff will help get you started. Come visit our studio at 34 Spring Street. Volunteers welcome!

