



Celebrating the First Fifteen Years of ReachOut56-81-06 Fellowships 2002-2016

awarded to

Aili McConnon '02
Lindsay Campbell '02
Dan Stover '03
Jessica Munitz '03
Katie Grim '04
Robin Williams '04
Rebeca Gamez '05
Mallika Ahluwalia '05
Derrick Raphael '06
Krista Brune '06
Lillie Romeiser '07
Charles Staab '07
Anne Armstrong '08
Adrienne Simpson '08
Mark Buettner '09
Vanessa Rodriguez '09

James Bryant '10
Katie Hsih '10
Fatu Conteh '10
Karen Champion '11
Clare Herceg '11
Hanna Katz '11
Ceymi Doenyas '12
Cristina Martinez '12
Abigail Greene '13
Christina Laurenzi '13
Harriet Kristin Wilson '14
Sacha Finn '14
Bina Peltz '15
Cody O' Neil '15
Farah Amjad '16
Clarissa Kimmey '16

Plus a ReachOut56-81-06 Building Bridges Grant to
Nushelle De Silva '11

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On the occasion of the
60th Reunion of the Class of 1956
May 2016

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We invite you to meet each of our Fellows
in the pages of this special booklet.



Assembled by
Jim Freund '56
* * *
Special thanks to
Tracy Pogue '81
and to my assistant
Raymond.

PRINCETON REACHOUT56-81-06 FELLOWSHIPS

May 2016

To our '56 classmates,
on the occasion of our 60th Reunion,
and
To our partners from '81 and '06 in
Princeton ReachOut56-81-06:

Fifteen years ago, following our 45th Reunion, Princeton ReachOut '56 inaugurated an annual award of public service Fellowships to graduating Princeton seniors. Now, on the occasion of our 60th Reunion, and as we pass the ReachOut56-81-06 leadership baton to the Class of '81, I've prepared this booklet to salute the Fellowship program and the 32 Princetonians who have become our Fellows over these years.

Our ReachOut public service entity, a conduit for classmates and others to participate in community service projects, has experienced a real renaissance during these 15 years under the energetic and thoughtful leadership of, first, Dan Gardiner '56, and then after Dan's death in 2012, of Jack Fritts '56 and Slade Mills '56.

Along the way we brought into the fold members from the classes of '81 and '06 to form a unique trans-generational effort of Princeton alumni, united to enhance the capacity of Princeton students and graduates to have a positive influence on the world. Nothing else in the Princeton alumni ranks compares with Princeton ReachOut56-81-06. Here's what we're doing in addition to the Fellowships:

- Over the entire period, our College Awareness Program, originated by Jack Fritts and involving many classmates, has organized graduate and undergraduate volunteers and friends to mentor disadvantaged students in Brooklyn and Trenton for their lives after high school, providing intensive guidance on coping with the challenges of getting into and graduating from college.
- For the past eight years, under the leadership of Marty Johnson, Jon Wonnell and our other colleagues in '81, ReachOut's Social Entrepreneurship Program has sponsored an annual business plan competition for undergraduates on campus and advised students who aspire to build for-profit or not-for-profit organizations with explicit social missions.
- In addition, we are evolving a program in which Princeton alumni may mentor undergraduates participating in the Social Entrepreneurship Program; and, led by Derrick Raphael '06, we're working on adapting our College Awareness Program to internet usage.

This booklet is dedicated to our Fellowship program, which I helped initiate and have overseen since its launching in 2002.

I based the idea for this program on a highly successful model sponsored by my former law firm, Skadden, Arps, Meagher & FLOm LLP. The Skadden Fellowships select 25 highly qualified law school graduates each year to practice two years of public interest law under grants provided by the firm. The big difference, of course, was that Skadden had a lot of money to finance its program, while ReachOut '56 had very little. So we launched a series of annual campaigns among our classmates to raise the funds needed to sponsor our Fellows. Through the generosity of over 100 alumni, we've managed to award at least two Fellowships each year since 2002

Our original concept was to annually sponsor two recent Princeton graduates to work for a year on a project of social significance for a non-profit organization of their choice. The initial \$25,000 award per Fellowship was increased to \$30,000 over the years to remain competitive with other fellowships. The candidates have to perform their own research to find a public service organization in the United States that will agree to make a position available. The candidate and the organization then work together to devise an important project or function for the year of the award. We are particularly receptive to worthwhile projects sponsored by reputable organizations that badly need the help but would otherwise be unable to afford the Fellow.

Three major developments affecting this program have occurred in recent years.

- In February 2008, a partnership was created between members of the Classes of '56 and '81 under the name ReachOut56-81, to perpetuate and expand existing community service programs and develop new initiatives in the years ahead. One key element of this was that Jean Telljohann, the former class president of '81, became my co-chair of the Fellowship program; then later, Sarah Lederman '81 served in that capacity; and this year, Tracy Pogue '81 has taken it over and been very helpful in preparing this booklet. All three of these talented women brought intelligence, drive, and good judgment to the program and have played a key role in our ongoing activities.
- In 2011, members of the class of '06 joined forces with us in expanding the banner to ReachOut56-81-06, making our effort a truly inter-generational one spanning a full fifty years
- In 2010, through the generosity of the family foundation of our '56 classmate Ladi Pathy, the 1956 ReachOut International Fellowship was created, and it has been funded by the foundation ever since. Open to graduating Princeton seniors, its projects can be performed anywhere in the world and do not require affiliation with a sponsoring organization. We give special consideration to innovative and entrepreneurial endeavors, and there is a potential to extend a deserving project beyond its one year duration. The international aspect of this has sparked genuine interest on campus, leading to numerous applications.

Several years ago, then Princeton President Shirley Tilghman wrote to congratulate us on this initiative with these words: "You have chosen wonderful students who exemplify the Princeton motto. The class has every reason to be proud of this project, which provides recognition and opportunity for students who have been committed to public service. I know a fair number of your fellows, and they are among the best we have."

In 2011, to celebrate the fruition of our three-class partnership, we also made a special ReachOut56-81-06 Building Bridges Grant to Nushelle DeSilva '11, to help Nushelle fulfill her mission of building bridges between small communities in her native Sri Lanka, to mitigate ethnic tensions that contributed to the long cruel war there. Since what we have done by combining our three classes is, in effect, building bridges among alumni of disparate generations – as well as, in President Tilghman's phrase, "building bridges between Princeton and sectors of society that need their talents most" – it seemed quite appropriate for us to support her imaginative project (which she describes in her section of the booklet).

To maximize interest in the Fellowships, we visit the campus each spring to talk to juniors and each fall to speak to seniors. We receive their applications in December, interview them in January, and determine and announce the awards soon thereafter. A number of '56 classmates, as well as members of '81 and several of the past Fellows, have participated in the screening and selection process, which has invariably proven to be a rewarding experience in itself; and the full ReachOut Board makes the final judgment on the awards.

The 32 Fellows now comprise a cadre of the finest young people you can imagine – bright, articulate, energetic, with a real passion for public service, and the creative talent to have embarked on truly impressive public interest projects.

We make an effort to keep in touch with our Fellows during their project year, offering such assistance and mentoring as seems appropriate. The Fellows, in turn, furnish us with detailed interim and final reports as to what they're accomplishing. A number of past Fellows have proven very helpful in motivating seniors to apply and assisting us in the selection process. We've arranged some dinners and other social functions to encourage interaction among the Fellows, spanning the years and their areas of interest – in effect, attempting to create an "Old Fellow" network that will be useful to them and constitute a real plus for us. And, as you'll see in the pages ahead, one of the goals we set for ourselves – helping to motivate each Fellow to pursue a lifetime of public interest activities – seems well on its way to being fulfilled.

This booklet is devoted to an in-depth look at our 32 Fellows – who they are, what they've accomplished, where they're presently situated, their plans for the future, and how they view the Fellowship experience. I've contacted each of them over the past few months to update his or her write-up, and almost all of them have joined in doing so. A lot of this is presented in their own words, and – in addition to all the good works they've done and are doing – you're bound to be impressed by how articulate they are. We've also included some of the verbatim comments of the grateful supervisors for

whom they've worked and who think so highly of them. Perhaps the most meaningful portions are the unanimous sincere expressions of acclaim for the experience, coming from the Fellows themselves.

Here's a brief survey of our 32 Fellows, of whom over three-quarters are female. They hail from all over the United States, while 25 percent were born outside the U.S. – in Canada, Mexico, Turkey, Nigeria, Sierra Leone, Pakistan and India. They had diverse college majors, with the most popular being Woodrow Wilson School, Religion, Sociology, Psychology, Politics, and Anthropology. The largest number of projects have been based in New York City, but other domestic projects have been performed in Texas, Colorado, Carolina, Illinois, Virginia, and Florida – with Robin Williams' project taking him all around the United States, and one of recently selected Fellows, Clarrisa Kimmey, slated to work in several southern states. As for the sites of our international projects, these have ranged from Sierra Leone, South Africa, and Nigeria in Africa, to Turkey and the West Bank of the Palestine territories, and to Nicaragua and Canada in this hemisphere. The most popular post-Fellowship paths are law, medicine and graduate school, while a number of the Fellows have continued to undertake laudable public service activities.

I urge you to read these write-ups. I guarantee you'll find it an informative and heartwarming experience. These Fellowships are an excellent means by which our financial contributions and mentoring can serve a real purpose, through the efforts of talented and public-spirited Princeton graduates. Or, in other words, by dint of these outstanding young people, we oldsters are really doing some good.

We're all hopeful that this wonderful program can continue to move ahead in future years.

Jim Freund '56

Co-chair of Fellowships

Tracy Pogue '81

Co-Chair of Fellowships

Jack Fritts

Co-Chair of ReachOut

Slade Mills

Co-chair of ReachOut

AILI McCONNON '02



Aili McConnon, who hails from Ontario, compiled an excellent record at Princeton. She majored in English, had a departmental GPA of 3.87, and was co-winner of a department award for her senior thesis proposal. Her professors described her as "extremely bright and wonderfully articulate," also "strong, resilient and extraordinarily mature," and, to sum up, "one of the best of the best."

The tragic events of 9/11 occurred during the fall of Aili's senior year. For her ReachOut '56 Fellowship, she decided to select a project that dealt with the aftermath of the attack and also built on her Princeton academic experience. Aili joined The Legacy Project, with the goal of assembling from scratch a literary anthology of works which address the tragedies of September 11 and other 20th century experiences of war, ethnic conflict and genocide around the world.

In Aili's words, "I directed the Legacy Project's Educational Outreach program, helping create educational tools to encourage discussion in the high school and college classroom and among the general public about how individuals and cultures remember and memorialize large-scale man-made tragedies like September 11."

Aili created a print anthology, titled *Blooming Through the Ashes*, which was published by Rutgers University Press in 2008 and is sold internationally through Amazon.com. The anthology, designed for use in college and high school classrooms, contains such pieces as Toni Morrison's poem, "The Dead of September 11," which Ms. Morrison first read at a Princeton memorial service in September 2001. In addition, Aili prepared curriculum guides (piloted at the Beacon School in New York) to teach courses on the history of human rights violations, as recorded and distilled by novelists, poets, playwrights and essayists.

According to Aili, "The significance of the Literary Anthology is that it will enable students and viewers to gain an in-depth knowledge about the history of traumatic events around the globe, broaden awareness of the relationship between current events, history, and ethical values, highlight the vital place of the arts in remembering and reflecting the meaning and pain of tragedy, and motivate students and viewers to a greater appreciation and understanding of diverse political views and the consequences of hatred in violence."

Clifford Chanin, President of The Legacy Project, had this to say about our Fellow: "Aili's presence made possible a range of activities that we simply would not have been able to accomplish without her. This is not simply a matter of having another person on staff, but rather the particular presence of Aili, whose commitment to Legacy inspired her work from the moment she arrived. ReachOut '56 found the perfect way of linking a young person's idealism and energy to the needs of a non-profit.

"With the completion of the literary anthology, Legacy realized a major organizational goal – one that would not have been possible without Aili. This speaks not only to the quality of her literary skills, but also the quality of the ReachOut '56 selection process, which sent us a young woman able to assume major professional responsibilities and excel in her work. It is this excellence that seems to me the hallmark of your program. Through Aili, ReachOut '56 has made a critical contribution to our organization. I am deeply grateful to you and your colleagues."

As has so often proved to be the case with our Fellows, Aili's Fellowship led to another fine opportunity for her. In her words, "As a result of my work during the ReachOut '56 Fellowship, I was selected to receive a Commonwealth Scholarship, a full scholarship awarded to 2% of global applicants and similar to the U.S. Marshall Scholarship, to continue looking at the intersection of writing, arts and human rights through a master's program at Cambridge University in the United Kingdom. This is just one example of the ways this Fellowship has changed my life."

After her year at Cambridge, Aili returned to The Legacy Project to complete her work. "The ReachOut '56 Fellowship," says Aili, "allowed me to create, direct and carry out a substantive project, a truly unique professional experience straight out of college. My days included corresponding with Nobel Laureates such as Seamus Heaney to discuss poetry's power against intolerance; speaking with human rights activists to determine how to best shape materials for students; and spending days with tenth graders at The Beacon School to talk about why it is important to discuss and memorialize large-scale violence.

"The opportunity to create an educational project from the ground up and give back to the community was an incredible experience, and I am very grateful to ReachOut '56 for making this opportunity available. The ReachOut '56 Fellowship strengthened my conviction to continue forging a career combining my passion for non-profit organizations, education, writing, and human rights activism.

"It is exciting as one of the inaugural Reachout '56 Fellows to see the program continue to flourish, gain momentum and attract broad student interest as it has developed into the ReachOut 56-81-06 Fellowship. The combination of the new international fellowship and the core domestic fellowships lets Princeton students truly live out the university's motto: 'Princeton in the service of the nation and in the service of all nations.'"

Since her time as a ReachOut'56 fellow, Aili has continued to write about non-profits and human rights among other topics as a journalist. Her work has been published in *The New York Times*, *The Wall Street Journal* and *BusinessWeek Magazine*. She has also appeared on ABC, CNN and MSNBC. She wrote her second book, *Road to Valor*, a biography of an Italian humanitarian with her brother Andres, Class of 2006, which Random House published in the spring of 2012. *Road to Valor* was a national bestseller, has been published in thirty countries and is the recipient of three international awards. *Road to Valor* is currently being developed into a feature film.

LINDSAY CAMPBELL '02



Lindsay Kathleen Campbell, originally from Shaker Heights, Ohio – now residing in Brooklyn, NY, was a Woodrow Wilson School major who earned a certificate in environmental studies. She had a GPA of 3.78, received a Presidential Award for Academic Excellence, graduated summa cum laude and Phi Beta Kappa, and was a second team All-American fencer. One professor described her as "intelligent, mature, sensible, socially committed, good-humored, hard working and highly motivated" – "a clear A plus as the best performer among thirty students," and in the top five percent of all Princeton students at her stage.

Like Aili, Lindsay chose a project spawned in the aftermath of the 9/11 tragedy – a project, as she told us then, that "presents a once-in-a-lifetime opportunity for me to be part of the healing." Here is Lindsay's own description of what she did.

"My fellowship consisted of being project manager of the Living Memorials Project, which is a unique program of the USDA Forest Service that was created after September 11, 2001. The project gave grants to community groups and municipalities to create "living memorials" to September 11, which ranged from single trees to entire forests, focusing in the New York metro area, SW Pennsylvania, Washington, D.C./Arlington, VA and Boston because of the connection to the crash sites on that day. It also focused on providing technical assistance and doing broader social research on the phenomena of living memorials. My duties on the project were varied and enriching, from creating content and the organizational schema for the project website (visit it at <http://www.nrs.fs.fed.us/urban/lmp/>) to assisting grantees, to conducting numerous interviews and site visits, to writing publications. "

I recall speaking with Lindsay's supervisors during the course of Lindsay's Fellowship, and they were very enthusiastic about the quality of her work and its significance to the project. As evidence of the high regard in which Lindsay was held, after completing her first year on the project, she was invited to stay on with the Forest Service, working full time for the Northern Research Station in developing the social and site assessments of this project as well as doing nationwide research on living memorials. Together with a colleague, she continues to research, collaborate, and write jointly on this project and other issues of urban natural resource management. She and her colleague won the 2007 EDRA/Places Magazine Award for Research with their work on "9/11 Living Memorials in the National Landscape".

Lindsay says of her Forest Service work that "It has brought me in touch with many inspirational individuals and organizations, from family members of September 11 victims to volunteer gardeners helping to transform their blocks in Brooklyn. It has also affirmed to me the power and importance of open space and natural resources in even the most urbanized areas."

Lindsay has since gone to graduate school at MIT, where she completed a Masters in City Planning in 2006 with a concentration in Environmental Policy, focused on studying civil society and the environment, community based natural resource management, environmental justice, and sustainable development. "I am committed to continuing to explore issues at the nexus of the urban environment and community development."

After graduating, Lindsay returned to New York to help build the presence of the Forest Service through the New York City Urban Field Station (<http://nrs.fs.fed.us/nyc>) as a leader in research on urban environmental issues. In addition, the Forest Service selected Lindsay for the Scientist Recruitment Initiative, whereby the agency funded her doctoral studies while she continued as a federal researcher. She completed her PhD in human geography at Rutgers University in fall 2013 and converted to a permanent Research Social Scientist with the Forest Service that year. Her dissertation examined the politics and practices of sustainability planning and natural resource management in New York City, during the time of PlaNYC2030, the city's long term sustainability plan. This research will be published in Lindsay's first solo authored book, entitled *City of Forests, City of Farms*, forthcoming from Cornell University Press. In 2015, she was selected as the recipient of the Northern Research Station Director's Award for an Early Career Scientist. To learn more about the full ongoing suite of Lindsay's research, see her bio page here: <http://www.nrs.fs.fed.us/people/lindsaycampbell>.

Lindsay credits the ReachOut '56 Fellowship for launching her into a meaningful career that she continues to pursue today. "I deeply thank the Class of 1956 for allowing me an entry point into a world of real life activism, public service, research, and scholarship. I truly believe that without this opportunity, I might never have considered working for the federal government. The traditional paths to government service are sometimes unexciting to young, recent graduates. Instead, I was allowed to work on one of the most innovative projects the Forest Service had conducted in years, and I was treated as an equal and a peer rather than as an intern. Giving recent graduates opportunities to develop their own projects and to pick the institutions with whom they feel they fit best gives them an incredible amount of freedom and empowerment.

"The continued contact with other fellows has also been inspiring and I enjoy seeing the group of fellows grow. (And I loved singing standards with Jim at his home during a cocktail party many years ago!) I hope to see the network continue to grow and support current and past fellows in new and exciting ways."

DAN STOVER '03

2003



2016



Daniel Garvin Stover came to Princeton from Columbus, Ohio and compiled a terrific record – academically as a molecular biology major, sports-wise as coxswain of the varsity heavyweight crew, and perhaps most notably, in terms of the wide range of his public interest activities. Upon graduation, Dan received two university-wide awards – the Patricia Glickman '92 Award, Princeton's highest honor for community service and volunteerism, and the Art Lane '34 Citizen-Athlete Award for "selfless contribution to sport and society."

Dan served as chair of the Student Volunteer Council, Princeton's largest student volunteer organization with more than 700 weekly volunteers in 65 projects. The SVC Program Coordinator told us he had been "consistently impressed by the care and attention Dan has brought to the SVC board," and cited Dan's "vision and commitment to community building," as well as his "work ethic and sensitivity." And a professor described Dan as "an extremely accomplished student with superior intellectual abilities. . . serious and hard working. . . [with] a very mature perspective" and "a great deal of common sense."

Dan undertook his Fellowship with Isles, Inc., a non-profit community development corporation in Trenton, serving in various capacities to address critical local needs such as housing, health, employment in and hunger. In Dan's words, he "worked to forge a link between Princeton University and Trenton, striving to revitalize and renew Trenton to a vibrant urban center many of us know it has the potential to become."

We asked Dan how it had all worked out. “Isles proved an incredible environment for learning, specifically about issues related to post-industrial urban areas, poverty, and other social issues. It was a combination of work on the front lines – facing poverty, housing, gangs, and sub-standard health services head on – in concert with Isles’ encouragement of issues-based knowledge, such as attending workshops, press conferences and lunch seminars around the larger social issues. My education also broadened to include many life lessons: dealing with people who won’t listen, navigating city and state bureaucracies, and bridging the gap between corporations and non-profits.”

Dan described working at Isles as akin to working for five different non-profits – dealing with such substantive areas as Financial Self-Reliance (financial literacy issues and home buyers education), Real Estate Development (construction of new housing and redevelopment of vacant, existing units), Environmental (environmental public health, community gardening and brownfields), Community Planning (organizing communities and regions to advocate for themselves), and the Career Center (YouthBuild, a job trades and education program for youth 16-24, and an AmeriCorps program).

In Dan’s words, “The main goal of my time at Isles was to formalize a volunteer program. Working closely with Isles’ VP for Special Projects, we increased the number of volunteer hours by more than 400%, a value of nearly \$100,000 in in-kind services. We developed a *Volunteer Handbook* that describes our volunteer program and provides a template for other non-profit organizations. In fact, Isles volunteer program has become a model for other non-profits and the Special Projects Department has made presentations on volunteerism for the United Way, Princeton Community Works, the Support Center for Non-Profit Management, and the Coalition for Peace Action. Over 90 representatives from local and regional non-profits have benefited from the presentations and our forms and protocols are now widely used.”

A second goal of Dan's was to develop a program through which corporations would engage in team-building exercises by doing service in inner-city Trenton. Through a corporate partnership, Isles developed a local playground for area children. Listen to Dan tell about it.

"The park continues to be one of the most beautiful and peaceful spots in the neighborhood. Most warm weekdays, nursery school children laugh and play there during school hours. The most rewarding part of my day was often the high-pitched “thank-you’s” I received from a line of day care children on their way into the park after I unlocked it. After school as the school-age children climb on the bars and slide down the slides, parents come out of their homes to watch their children while sitting on a shaded park bench. Before the redevelopment, children rarely used the park because it was constantly covered in trash, broken glass, and drug paraphernalia. Now, it is bringing neighbors together.”

Here's what Elizabeth Johnson, Isles' Chief Operating Officer, had to say about Dan:

“Several years ago, Isles, Inc., had the distinct honor of being chosen by Daniel Garvin Stover to be the host agency for his ReachOut '56 internship. He joined Isles, and within weeks began to make a positive impact on Isles' volunteer program and several special projects, including an important fledgling partnership with a new corporate sponsor, Wyeth Corporation. He also coordinated a research project that required deft leadership and analytical skills. Without hesitation, and with unusual skill and initiative, Dan dove in, and Isles continues to reap the benefits of his tenure today.”

“Dan served as Project Coordinator for a complex park and playground reconstruction, involving hundreds of hours of coordination, estimating, and problem solving in our first “training” venture for Wyeth's Global Leadership team. It was a tremendous success, and we continue to partner with Wyeth each year. In addition, Dan helped lay the groundwork for a new line of business that Isles is pursuing, a corporate leadership training program that supports our efforts to develop projects in the city and link the city and suburbs. In short, Dan brought our volunteer work to a new level, building professionalism and a strong identity that continues to serve us well.”

“Very few college graduates could handle the level of responsibility that Dan assumed here at Isles. He was, and continues to be, one of the most admired and appreciated interns in our 25 year history. We're continually looking for someone with Dan Stover's talents and commitment to bettering the world. We've found great people, but no replacement for Dan. Isles is grateful to ReachOut '56 for making possible, then supporting Dan Stover's year in Trenton.”

Since the Fellowship, Dan completed his MD degree at Vanderbilt University Medical School and his residency in Internal Medicine also at Vanderbilt. He served both as President of his medical school class as well as Chair of the House Staff Council during his residency. After residency, he served as the Hugh J. Morgan Chief Resident in Internal Medicine.

Throughout his time at Vanderbilt, Dan notes, he remained engaged in the community. “I connected with a local non-profit, the Oasis Center (<http://www.oasiscenter.org>), that works with youth in crisis. We initiated a weekly tutoring program, monthly mentoring dinners, and directed interested students into outreach to homeless youth and STD testing in the community. We received grants from the Alpha Omega Alpha (medical honorary) Society and Vanderbilt Community Giving Foundation totaling \$1800 to support new initiatives related to these projects, including health care for the teens at a medical student-run free clinic (Shade Tree Clinic; www.shadetreeclinic.org) as well as a tutoring library.” For this work, Dan received the Vanderbilt Medical School Award of Distinction, given to the student who demonstrated outstanding leadership abilities in service to the School of Medicine.

As a medical resident, Dan also led fundraisers for the Oasis Center and tsunami relief, collecting over \$5,000. Dan initiated a canned food drive initially just for medical students in 2004; within six years it had grown to involve the entire Vanderbilt University, collecting over 10,000 pounds of food for Nashville residents in need.

In 2012, Dan moved to Boston to pursue training in oncology as a Harvard/Dana-Farber Cancer Institute Fellow in Medical Oncology. This past July, he joined the faculty of Harvard Medical School and Dana-Farber Cancer Institute as a breast oncologist and physician-scientist. Dan treats women with breast cancer and is also a researcher, focusing on bringing 'big data' into clinical oncology with a goal to improve existing and identify novel therapies for women with breast cancer.

Dan has only good words to say about the Fellowship. "I would like to continue to express my gratitude at the opportunity ReachOut '56 provided me. I grew tremendously while at Isles and found myself in the midst of nearly every social cause at Vanderbilt because I have developed a passion for community involvement. My year at Isles was an incredible education on how to effect social change from both the micro- and macroscopic levels, skills that I have been able to continue to apply since my time as a Fellow. Even now, 13 years after my ReachOut '56 Fellowship, I remain in touch with Isles' founder (and Princeton '81), Marty Johnson. My experience at Isles continues to provide a compass for how I seek to interact with the community where I live. I trust that the other Fellows would second me in saying that the ReachOut '56 Fellowship was truly an experience that changed my life."

JESSICA MUNITZ '03



Jessica Munitz, a Religion major from Baltimore, MD, graduated summa cum laude from Princeton in 2003. Her academic references were uniformly first-class – "thoughtful and reflective beyond her years," and "unusually mature and bright," and "the embodiment of Princeton's motto 'in the nation's service.'"

While in college, she also became one of the leaders of an organization called Sustained Dialogue, in which small groups of students, faculty and administrators meet regularly to discuss race relations on campus. Sustained Dialogue received the Daily Princeton Award in 2001 for its contribution to student life, and the Vice President for Campus Life cited it as "having a deep impact at Princeton." The founder, Harold Saunders (past president of the Class of 1952), had developed this program out of his long international exposure. He now wanted to move it to additional campuses – developing a college network that, in his words,

“will clearly have a Princeton center of gravity” – but he had no funding to accomplish this. That’s where the ReachOut '56 Fellowship stepped into the breach. Here’s Jessica to tell the tale.

“During my year as a ReachOut '56 Fellow, I worked for the International Institute for Sustained Dialogue, in Washington, DC. As the Sustained Dialogue Campus Project coordinator, I collaborated with universities around the country, adapting the Sustained Dialogue model to relieve tensions surrounding diversity on their respective campuses.

'The year that I spent with IISD was the organization's first year in existence, and a very exciting time to be working on our project. I had the opportunity to witness the creation of a non-profit from the ground up, and I immediately began developing relationships with existing campus leaders and initiating contact with prospective Sustained Dialogue campuses. Working with our interns, I developed manuals for student leaders and quickly began traveling to campuses to train dialogue moderators. The capstone event of the year was our first annual Sustained Dialogue conference, held at Dickinson College and attended by over one hundred students, faculty members, and administrators from 14 campuses. The Sustained Dialogue Campus Network has since grown to over 40 campuses worldwide.

“Throughout the whole experience, I had the privilege of working under Dr. Harold Saunders '52, a man whose knowledge, experience, and intuition were a constant source of inspiration to me. Sadly, Dr. Saunders passed away in 2016, but his memory and legacy of integrity, compassion, humility and commitment to service continue to serve as a model for me of living a life of meaning and contribution.”

We had asked Hal Saunders what difference having a ReachOut '56 Fellow meant to his organization. Here's how he replied:

"A new institute—then with little funding—was able to capture the momentum of this student energy to build what is now becoming a well-established student movement with a national reach. I am proud and deeply grateful that the Class of '56 partnered with the Class of '52 to create this movement. As the student tagline says: "It's not just talk . . . It's a social movement."

After completing her fellowship, Jessica went to Philadelphia for the 2004-2005 academic year, where she completed a post-baccalaureate program in Classical Languages, studying Classical Greek, Latin, Modern Hebrew, Biblical Hebrew, and German. She received an M.A. in Near Eastern Languages and Civilizations from Harvard University in 2006, and a J.D. from New York University School of Law in 2010. Jessica is currently a corporate associate in the Washington, D.C. office of Latham & Watkins, LLP, where her practice focuses on securities law and the representation of public companies. Jessica continues to draw on the experience she gained during her fellowship year at IISD as the co-chair of the office's Multicultural Promotion and Attainment Coalition (MPAC), which is “an associate-driven, grassroots initiative focused on strengthening the firm's culture of inclusion by recruiting, retaining and promoting diverse attorneys through a variety of internal and external professional programming.”

Here's what Jessica has to say about her Fellowship experience. "I can hardly believe that it has been more than thirteen years since I submitted my application for the ReachOut '56 Fellowship. Since completing the fellowship and having had the opportunity to be a member of other university and professional communities, I have an even deeper appreciation for the ReachOut '56 program. In my opinion, Princeton's alumni community is unequalled, and the ReachOut '56 Fellowship represents precisely what is so unique about the Princeton tradition. The time, energy, and generosity that the members and spouses of the class of '56 committed have simultaneously allowed Princeton graduates to begin careers in public service while creating and solidifying connections between so many classes. Reading about the projects undertaken by each new class of Fellows, I am astounded by the impact that the program has had on individual graduates and those who are served by the Fellow's projects that the ReachOut '56 program made possible. I feel honored and privileged to have had the opportunity to take part in the Reach Out '56 Fellowship program and I cherish the relationships that I developed as a Fellow. I hope that our classes will be able to contribute to future generations of Princetonians in the way that the Class of '56 did for us."

KATIE (GRIM) KUTNEY '04



Katie Kutney (née Grim) a New Jersey native, majored in Religion at Princeton. She also had a broad musical background, ranging from opera to being Performance Manager of the Princeton Katzenjammers *a cappella* singing group.

Prior to her Fellowship, Katie had served (through a Princeton Project '55 program) as a summer intern in a youth arts employment and training program in Newark called Studioworks, a project of the New Jersey affiliate of Communities In Schools National. Katie enjoyed the work, and Studioworks thought the world of

Katie and needed her badly – but they didn't have the resources to hire her on a year-round basis. That's when ReachOut '56 rode to the rescue. Listen to Katie tell about it.

"Through the Class of '56 Fellowship, I was able to design my role as Project Manager of Studioworks, a program that employs and educates underserved youth in Newark, Montclair, and Orange through public art projects." Studioworks was a signature program of CISNJ, helping fulfill the organization's mission to help kids stay in school and prepare for success in life.

"During my year as a Fellow, I exercised a remarkably high level of autonomy for a recent graduate—I set my own schedule, brought my personal vision to the maintenance and evolution of the program, and implemented the Studioworks Vocal Performance Component." The Vocal Component flourished, with the Studioworks Singers performing at events such as CISNJ's annual benefit and Continental Airlines' Black History Month Showcase at Newark International Airport.

"My supervisors/mentors offered guidance whenever needed, yet also granted me ample freedom to direct my course throughout the Fellowship. As a result, I learned to write grants and earned my salary's worth in grant funding; cultivated and strengthened partnerships with area galleries, universities, and municipalities; and recruited young singers and vocal artists to participate in the program."

During the Fellowship, the founding director of Studioworks and Katie's direct supervisor commented that "Katie is a joy to work with. She accepts challenges nearly on a daily basis. Everyone she touches through her work loves her. . . . from the founders to the artists, from the parents to the kids. We feel so fortunate to have benefited from the ReachOut '56 Fellowship program. Please know how critical this program and Katie have been to the development of the Studioworks program. We have many more mountains to climb, but we're on our way. We thank you for your very generous support."

Now 11 years out from her Fellowship year, Katie feels even deeper appreciation for the opportunities ReachOut provided. “ReachOut ’56 laid the foundation for my career in the nonprofit sector,” Katie attests. “After two and a half years at CISNJ, I honed my grant writing skills at the Community Service Society in New York and then managed development and advocacy efforts for the New York Council for the Humanities.” Katie has since found her home in donor relations, working on the team at Rutgers University Foundation and now leading donor relations for The Pingry School. She loves her work, which involves engaging donors more closely with the life-changing impact being made on students and faculty through donor contributions.

Just this month, Katie earned her Master of Public Administration degree, with a Certificate in Nonprofit Management, from Rutgers University-Newark. She views the course of study, and the connections she was able to forge with colleagues in her graduate cohort, as a natural extension of the work that began more than a decade ago with ReachOut.

Regarding current applicants, Katie tells us she is more and more impressed each year with the quality and scope of the applications presented, both domestic and international. “I am so grateful to be a part of this group of Princeton alumni dedicated to service work. My ReachOut Fellowship year was invaluable in shaping me as a professional and a human being, and it’s a thrill to see the innovative and thought-provoking projects made possible through the Fellowship year after year.”

ROBIN WILLIAMS '04



Robin '04, now a psychiatrist at NYU School of Medicine, in the atrium of Bellevue Hospital, NYC's flagship public hospital.

Arthur Robinson Williams IV, known to all as Robin, is a young man of multiple talents and prodigious energy, which he put to excellent use during his ReachOut '56 Fellowship – creating a body of work which continues to have real impact today.

Robin, a native of North Carolina, excelled at Princeton in the Woodrow Wilson School, demonstrating (in the words of

one faculty member) "an intense work ethic coupled with an astonishing self-discipline." He was also (in the view of his Visual Arts professor) "our best and most accomplished photographer. . . .with an approach that is socially sensitive and at the same time visually brilliant," and "a prodigious gift as an image-maker." Another member of the faculty called Robin "absolutely the most sincere and 'public interest' dedicated human being I have encountered among Princeton students" –someone who "will be an amazing force – make that an irresistible and irrepressible force – for good in this world."

Robin combined all these talents in his Fellowship to create *Unacceptable Losses*, a photo-based education campaign documenting drugs and addiction nationwide. Here's Robin's description of what he did.

"I traveled the country for a year, visiting 25 states, photographing and interviewing hundreds of Americans affected by or involved with drugs and drug policy. *Unacceptable Losses* was designed to help support the efforts of Drug Policy Alliance, the nation's leading non-profit organization calling for more humane drug policies.

"The impetus behind *Unacceptable Losses* lies with my interest in medicine and public health and a dedication to underserved and marginalized communities. The foundation for its success, however, comes from four years at Princeton; learning from national experts and legendary photographers, volunteering through the Student Volunteers Council and the Princeton Justice Project, and tying my academic work to community interests through student initiatives. *Unacceptable Losses*, through exhibits, articles and the web (www.Unacceptablelosses.org), emphasizes the humane and economic advantages of a public health emphasis rather than a law enforcement emphasis when dealing with addiction.

"We have criminalized a disease. The causes of drug addiction are myriad and complex. Our response to this social ill must be equally dynamic and engaging. I have found no evidence that incarcerating those with drug addictions in overcrowded prisons stripped of virtually any rehabilitative services has helped our nation's communities. However, there is overwhelming evidence that embracing those with addictive disorders as individuals and helping to support their efforts at drug cessation through accessible treatment programs, harm reduction based outreach efforts, and sustainable housing and job assistance has a far greater reach than a prison cell ever will."

Unacceptable Losses was featured at an American Medical Student Association (AMSA) Convention in Chicago as part of the national medical student art show. The full exhibit was shown at the Woodrow Wilson School's Bernstein Gallery.

The Executive Director of the Drug Policy Alliance, Ethan Nadelman, whom Robin considers the most well-known advocate for drug policy reform in the nation, had this to say about our Fellow:

"Robin has successfully taken a difficult to photograph subject and produced dozens of compelling portraits. . . . It is easy -- and tempting — to photograph the horrors of drug abuse, but far more challenging to document the war on drugs itself, and yet more difficult to document the alternative policies that the Drug Policy Alliance promotes. We expect negative imagery when it comes to drugs, and it's not surprising given that the sensational values of an abscess covered arm is far greater than that of a sterile methadone maintenance clinic, Robin eschews this sensationalistic and negative imagery and instead reveals the human dignity of those most affected by the war on drugs and those working hardest to end it. It is just this sort of project that will most help Americans to better understand the day-to-day consequences of the war on drugs for real people, and make them sympathetic to and supportive of more pragmatic and compassionate alternatives. By posting his work and documentation on an equally stunning website, Robin is able to make the emotion behind these issues more broadly accessible."

After his Fellowship year, Robin enrolled in medical school at the University of Pennsylvania, winning a prestigious Jack Kent Cooke scholarship. He has continued to work on social issues, including organizing city residents and students in support of citywide smoke-free legislation and improving the nutritional environment at the Children's Hospital, CHOP. Robin graduated from Penn Med in 2010 (having earned a Master in Bioethics at Penn in 2008) and from his psychiatry residency at the Department of Psychiatry at NYU/Bellevue in 2014. He is now a NIDA funded researcher and clinician at Columbia University in the Division on Substance Abuse and has had his work published in several major medical journals such as the Lancet, JAMA Psychiatry, Health Affairs, and the Annals of Internal Medicine. He now supervises drug treatment systems and providers nationwide in expanding evidence based services for treating addiction.

When asked about his future, Robin replied: "The experience with my Reach Out '56 Fellowship played a significant role in guiding my decision to go into the field of psychiatry within medicine. The year I spent interviewing drug abusers and policymakers nationwide has informed my clinical practice and frames the work I do now on a daily basis."

The Reach Out '56 Fellowship, in Robin's words, "offered an incredible opportunity to build on work I had pursued in college, get to know Americans across the country, and prepare for a career in public service. . . . A Reach Out '56 fellowship is a truly exceptional award as it allows recipients to assist non-profits in innovative ways while at the same time exploring personal intellectual and creative interests. I often think about how influential my fellowship was in setting a solid foundation for approaching medical school and working with patients. My fellowship year directly contributed to my current ability to work with drug treatment systems nationwide on delivering higher quality care."

REBECA GAMEZ '05



Rebeca Gamez, who was born in Mexico and describes herself as "a first generation Mexican immigrant in the United States," compiled a very good record at Princeton, particularly notable for what she managed to accomplish outside the classroom. As two former Fellows put it, she had "a great track record of community engagement" and "a proven history of implementing projects with social conscience." One of the projects she worked on, for instance, was designed to improve the life of food service and custodial workers at Princeton clubs.

In pursuing her Fellowship, Rebeca got in touch with an organization in Jackson Heights, NY called New Immigrant Community Empowerment (NICE), a non-profit that uses advocacy and public education to collaborate with, serve and empower new immigrant communities of various cultures. Here, in Rebeca's own words, is what she did during her fellowship.

"Through the Fellowship, I was able to successfully organize and implement an ESL and workers' rights program for Latino day laborers in Jackson Heights, New York. There are now over 50 ESL students and over 100 day laborers participating in the workers' rights program.

"Jackson Heights, Queens, is an area heavily populated with Latino day laborers. An early morning walk, bus drive, or other commute usually provides a glimpse of one or two curb-side, open air markets filled with groups of men standing and waiting for prospective employers to arrive and select them for a day's labor. These day laborers often provide employers with valuable employees, willing to work long hours in often dangerous and dirty conditions. The workers are routinely abused and have little chance of gaining employment in the formal job market.

"While a lack of legal status may prevent immigrant workers from responding to workplace abuse and transition to the formal job market, poor English-speaking skills also play a significant role. Unfortunately, many immigrant workers are unable to learn English because they can't afford to and because the few free English classes offered in Jackson Heights fill up quickly. My ReachOut '56 project attempted to address these obstacles.

"The ESL and Workers' Rights Program provides free English classes, workers' rights workshops, and assistance in filing back wage claims against abusive employers. The ESL component draws on the participatory approach to ESL instruction. . . . My lesson plans were structured around learners' life experiences and pressing social

issues. . . . At the end of my Fellowship, I left NICE with a blueprint for the program and the financial means to continue the program."

Here is what Rebeca's supervisor had to say about our Fellow: "Rebeca Gamez had an extraordinarily positive impact on literally every aspect of the organization. Rebeca professionalized our ESL program by implementing smaller class sizes, creating student teacher roles and developing and implementing a special teaching curriculum that is tailored to our mostly day laborer student population and designed to encourage independence and leadership. Rebeca strengthened our Workers Rights initiative by providing hands-on back-wage claims assistance and creating bilingual and user-friendly templates to enable and facilitate the ability of workers to protect and enforce their labor rights.

"Rebeca went far beyond her official duties by taking the initiative to assist NICE with fundraising, board, staff and membership development, and the building of strategic relationships with community leaders, service providers and other community-based organizations. In sum, NICE may be a young organization with a small budget, but it has an unsurpassed wealth of resources in its staff, none more than Rebeca Gamez."

Rebeca told us that her experience as a ReachOut '56 Fellow was "invaluable," expanding upon the subject in the following terms: "There is something very exciting about conceptualizing, organizing, and shaping a project that is not only all your own but that, more importantly, intends to address an important social issue and community need. It is even more exciting when your project comes to fruition and you begin to see tangible and concrete results. It is an experience that few people, let alone recent college graduates, may ever have.

Rebecca told us recently: "Since obtaining the ReachOut '56 Fellowship I have embarked on various professional journeys that have led me to the field of education. After finishing the Fellowship, I worked for the Neighborhood Development Advocacy Project (NEDAP), a resource and advocacy center for community groups in New York City. Its mission is to promote community economic justice and to eliminate discriminatory economic practices that harm communities and perpetuate inequality and poverty. As the Community Education Coordinator, I oversaw NEDAP's community financial education and fair lending program. I trained thousands of New York City prospective homeowners on predatory mortgage lending practices. After NEDAP, I decided to learn more about the field of education - both formal and informal - and went off to Cambridge, Massachusetts to the Harvard Graduate School of Education (HGSE), where I received my Masters in Human Development and Psychology.

My work with cognitive psychologist and educational theorist, Eleanor Duckworth, and other professors at HGSE, led me to realize that I wanted to be in the classroom and I applied to the Princeton University Teacher Preparation Program. After teaching two years at Foundation Academy Charter School in Trenton, New Jersey I applied to graduate school to pursue a doctoral degree in Education. I moved to

Baltimore City, where I am currently a third year PhD student at the Johns Hopkins School of Education. I am researching and teaching in the areas of inequality and sociology of education, with a particular focus on race, ethnicity, class, gender, culture and identity.”

MALLIKA AHLUWALIA '05



Mallika Ahluwalia, who is from India, graduated *cum laude* from the Woodrow Wilson School with a Certificate in African Studies. She produced what one professor called "the best essay I have received from an undergraduate during my thirty years of teaching." In college, Mallika developed an interest in a quantitative, rigorous approach to policy analysis on social policy issues, like education, reflected in her senior thesis study of the education of orphans in sub-Saharan Africa.

For her Fellowship, Mallika moved to Chicago to work with Catalyst Chicago, a monthly newsmagazine dedicated to analyzing and supporting school improvement efforts in Chicago's public schools. Its goal is to give decision-makers and stakeholders the information they need to transform the city schools. Let's listen to Mallika tell about her special function during her Fellowship year.

"My main project as a Reach Out Fellow at Catalyst Magazine was to supervise the creation of a 'Report Card – a data-driven publication that would document the progress in the Chicago public school system over the last ten years. I was given complete responsibility and independence in designing this document; my job, therefore, involved choosing the most appropriate topics and most relevant indicators to represent the changes, gathering and managing the data, and deciding the mode of presentation and accompanying analysis."

When the Report Card was published in February, the Publisher of Catalyst told Mallika she had done "a superb job. You asked the right questions, and found the answers. Bravo!" A senior executive in the Chicago public schools called it "fabulous. . . a great job." And the Editor of Catalyst Chicago had this to say about her work:

"Mallika has been a terrific addition to the editorial staff of *Catalyst Chicago* magazine. Her expert knowledge and analyses of data made it possible for us to complete a three-part series analyzing Chicago Public Schools' \$5 billion budget, and to publish the inaugural edition of our District Report Card, a new product that will be updated annually. Pulling off these projects was no easy task. Mallika had to sift through mounds of statistics and negotiate conflicting interpretations of that data to produce compelling, statistical snapshots of teacher quality and mayoral control. Before she leaves in a few months, Mallika will create a template for future editions of the report

card, including expanded versions with our own survey research and school-by-school data.

"Mallika has been a terrific resource for other editorial staffers, helping them collect and analyze data for cover stories and other news reports. In a short time, she has become an integral part of our team. We will be sorry to see her leave when the Fellowship ends."

After, completing the fellowship, Mallika decided to focus on social policy in developing countries. She moved to Namibia for a year and a half to work with the United Nations World Food Program through the Princeton in Africa program. "I helped to run their programs on food assistance for AIDS orphans and vulnerable children, and Angolan refugees. My job included assessing the needs of these populations, improving program implementation and working closely with the government on their welfare policies."

As of 2011, Mallika completed a three-year dual Masters at the Harvard Kennedy School (Master in Public Administration in International Development) and Harvard Business School (Master in Business Administration). Mallika says the joint degree was a good choice for her because: "My time in Namibia made me realize that many solutions to tough policy challenges will require cross-sectoral solutions". After her graduation, Mallika joined McKinsey & Co. in their Washington, DC office, where she worked on a combination of public sector and private sector work. Her long-term plan was to move back to India to work on social policy, particularly ensuring opportunities for women and children.

Mallika reflected on her experience: "This Fellowship was a very valuable work experience because of the high degree of responsibility and independence I was given – a rare occurrence in one's first job. I really believe that getting that level of responsibility out of the door empowered me to look for that in later roles, and definitely helped me demonstrate my leadership ability to get into a top graduate school."

Mallika concludes on this note: "I'm thrilled that the Fellowship has now expanded to international opportunities too. Winning the Fellowship allowed me to combine my interests in education and data analysis in a manner that was both interesting and informative. I think the biggest advantage of Reach Out is precisely that instead of being limited by available jobs, it allows the applicant to design a project that exactly meets one's interests and future goals."

DERRICK RAPHAEL '06



Derrick Raphael, a Sociology major, is from Fayetteville, North Carolina (the home of the Army's Fort Bragg). When he was a junior in the local high school there, an organization named Educational Talent School Program (ETS) at Fayetteville State University gave him strong support and encouragement in applying to Princeton, even paying for his application fee. Derrick wanted to "give back" to his local community in the same way ETS gave back by using his ReachOut '56 Fellowship to work for the Cumberland County School Board after graduation – in his words, "to encourage all students to keep 'reaching for the stars!' embodying the ETS motto."

The mission of the Cumberland County School Board is to support all students in Fayetteville, NC including, efforts to identify and assist individuals from low income and disadvantaged backgrounds who have the potential to succeed in higher education. In Derrick's mind, "The work of the Cumberland County School System is both necessary and timely. As the educational standards of the State seek to rise, the socio-economically disadvantaged students served in the system are most at risk of falling behind. The projects the Cumberland County School Board carry out each day, and those I sought to initiate as a ReachOut '56 Fellow, will help to ensure a brighter future for the students supported by the School system."

Derrick's project involved adding three new programs to the Cumberland County School System's repertoire. One was to develop leadership chapters at schools in the area, with regular meetings of students to support each other, reinforce positive habits and engender pride in what they're achieving, with older students mentoring younger ones. One of Derrick's goals was to develop leadership chapters in elementary schools, which are not currently served by tailored School System initiatives, thus expanding their mission into a younger college-prep age group. As Derrick said at the time, "The transition from elementary to middle schools is huge, and the ability to reach students as early as the fourth grade is crucial, because children may already be on the path to dropout status by this point."

A second program helped students to find, apply for, and obtain placement in summer internship positions. "One of the major ways for young people to get ahead and develop their minds during summer is to stay active intellectually and physically during those months out of school." The third consisted of a series of after-school discussions at a number of schools, with the purpose of offering a broad array of information about the college placement process.

The institution where Derrick housed and completed his project was the Cumberland School System. According to Derrick,

“During my time with Cumberland County Schools we were able to get a Duke Business School Professor and Princeton alum, Otis Jennings, to come speak to the students during our Winter Ceremony. We were also able to get several students who were a part of my program called F-YEP (Fayetteville-Youth Education Program) to enroll in the MSEN (Math and Science Education Network) Pre-College Program at Fayetteville State University so students were able to continue their college preparation endeavors after the conclusion of the F-YEP Program. Partnerships were also created with Kaplan who provided SAT and college prep services to students in the program for free. The Cumberland County School's Superintendent, Dr. Harrison, provided me an office, an official ID badge, and access to four schools directly and all of the schools as I needed to provide information regarding college prep advice.”

In the words of a Princeton professor, Derrick is "one of the most exceptional students I have met in my time at Princeton. He is obviously smart, but what are really distinctive about Derrick are his motivation, drive and dedication. This is a student that will not take 'no' for an answer and who will do the work required to turn it into a 'yes' . . . I have never had such an enthusiastic student." The professor went on to say that Derrick is "a perfect candidate for taking on a leadership position in North Carolina. As you well know, there are few pedagogical missions as important as increasing minority representation in all levels of higher education. The Cumberland County School Board sounds like a perfect vehicle for Derrick's talents and I am certain that he would do great work there. This is exactly the kind of project we as University and the Class of 1956 wish to promote."

Another professor ranked Derrick "among the top three percent of all students I have taught in the last decade," adding this: "Seldom have I met a more congenial and charming individual. He is caring, self-confident, helpful and simply delightful to know. He is the ideal Princeton student."

Derrick's counselor from high school, who has known him for over a decade, says, "Derrick is a visionary. He sees with clear eyes and projects with confidence his view of what makes life and living better for the young people of the day He leads by example and articulates his position with authority and conciseness Derrick has high moral character and integrity."

While pursuing his project, Derrick was named by the Fayetteville Observer newspaper as one of the top 20 most influential persons under 40 (Derrick being the youngest one selected) involved in positive endeavors in Fayetteville in the area.

When contacted in 2010, Derrick added the following: Right now I am a second year law student at Duke University School of Law. I have recently been elected the President of the Black Graduate and Professional Students Association (BGPISA). I have also been an active member of my local Kiwanis Club of Fayetteville, NC. I am honored by my recent selection as a trustee for ReachOut 56-81-06 as well as my election to be the Executive Vice-President. It is a way for me to give back to ReachOut which has given so much to me. I really love seeing the expansion of ReachOut and that the quality of the applicants keeps rising every year.”

As of September 2015 Derrick has been residing in Brampton, Ontario where he lives with his wife, Marilyn Raphael. He is in the process of obtaining his Global Professional Master of Laws (GPLLM) at the University of Toronto. This innovative program will assist Derrick’s efforts to get licensed to practice law in Canada.

Derrick works at EY Law LLP in their US Business Immigration group and looks forward to supporting ReachOut’s efforts in the years to come!

KRISTA BRUNE '06



As an undergraduate, Krista Brune majored in Spanish and Portuguese and was actively involved in the prison reform group of the Princeton Justice Project. In the words of the faculty and legal advisor to the Princeton Justice Project, "Krista is a dynamo of physical energy and enthusiasm, plus unending intellectual curiosity, and a deepening commitment to social justice. Best of all, she is so totally organized a person that she puts the rest of us to shame; she keeps a schedule of meetings and activities that suggests there are at least 2 of her out there at all times, plus a full time secretary." He went on to say, "In short, you cannot find a better person than Krista: calm, diplomatic, kind to a fault, considerate of others' feelings, and always aware that she has a mission or many goals for making this a better world." Another faculty member told us that "Krista is, above all else, a supremely intelligent and intellectually curious person, who is passionate about her involvement in prison reform . . . a stunning example of what Princeton students are at their best . . ."

Her passion for the arts, education, and justice provided the inspiration for her ReachOut '56 project researching and documenting arts programming in correctional institutions throughout the U.S. During her fellowship year, she created a website and book about these organizations to serve as a resource for those active in, or interested in entering, this field. Her project was sponsored by Voices UnBroken, a Bronx-based nonprofit that provides inmates and other underserved populations with the resources for creative expression. According to the founder and Executive Director of Voices UnBroken, Victoria Sammartino, a central source of information on existing programs in prisons was essential, yet no one working in the field had the time to devote a year to the project. So when Krista approached the Executive Director about creating such a resource, she was warmly received – "just the person Voices UnBroken and the fields of prison arts and education have been waiting for."

Krista began her project by attending an arts-in-corrections conference at the University of Illinois in April 2006, where she established contacts with key people in the field. She spent the summer and fall doing bibliographic research, site visits to existing programs, collecting materials from these programs, and interviewing directors, volunteers, and inmates. The physical materials collected during this fieldwork form an archive in the Voices UnBroken resource library. During these months, she visited programs in California, New York, New Jersey, Pennsylvania, Connecticut, Massachusetts, Missouri, Colorado, Illinois, and Washington, and interviewed artists, program directors and professors in Arizona, Kansas, Iowa, Florida, Georgia, Texas, Wisconsin, Michigan, and Kentucky. She engaged in conversations with prisoners at New Folsom and San Quentin prisons in Northern California, attended a performance at a

women's facility near Seattle, saw "Henry VI" performed by inmates at Sing Sing, and watched juveniles in New Jersey discover the power of acting.

Krista first synthesized these experiences and observations in the article, "Creating Behind the Razor Wire: An Overview of Arts in Corrections in the U.S." (http://www.communityarts.net/readingroom/archivefiles/2007/01/creating_behind.php). Published halfway through the fellowship year, this article served as a progress report on the project and also a concise summary of the field of arts in corrections. This research became more fully elaborated on the www.prisonarts.info website. While the website is no longer active, all of the information (and more) is available in a book format to either purchase or download for free (<http://www.lulu.com/product/paperback/creating-behind-the-razor-wire/3361270>). These resources establish a history and cultural memory of prison arts programs and also analyze the essential elements of successful programs.

For artists, program directors, and professors, this book was a much needed and warmly received resource. Upon receiving the book, Leslie Neal, the director of ArtSpring Inc., wrote, "'Thank you! It is fabulous. How can I get more? We are developing an Arts in Corrections certificate program with University of Florida to train artists on working in corrections. I would love to make this a text for the program. It will be offered next June in collaboration with the UF Center for Arts in Healthcare - we are partnering with them in their Summer Intensive training for artists. Let me know how your book could be ordered, and thanks again for this wonderful contribution to the field."

Judith Tannenbaum, the author of *Disguised as a Poem: My Years Teaching Poetry at San Quentin* and *By Heart: Poetry, Prison and Two Lives*, describes the book: "Krista Brune's *Creating Behind the Razor Wire* is a hugely important resource. I met Krista soon after she began her research on prison arts programs nationally, and from that early moment to the book and website she created, I was constantly in awe of Krista's intelligence, skill, persistence, and thoroughness. Krista accomplished what so many of us in the field had never been able to accomplish: a resource guide to much of the work being done, one that included not only factual information about people and programs, but also explored some of the history and deep questions of this unusual work." Academics have also found this project useful. For instance, the article and the book were cited multiple times by Nina Billone Priuer in her 2010 dissertation *In the System: Art, Prison, and the Performance of Social Welfare*.

At the start of this project, Krista hoped that it would "lead to a comprehensive database and resource guide [that] strengthen[s] the network of organizations involved in prison work. She also hoped that would help to increase the resources of Voices UnBroken, allowing them to continue growing into a stronger non-profit organization with a more developed national network." Looking back at the project five years later, it has met and exceeded these goals. Voices UnBroken is now a more established nonprofit in the New York juvenile justice scene. The national arts in corrections networks have continued to strengthen, thanks to the October 2007 Arts in Criminal Justice conference organized by the Philadelphia Mural Arts Program, the September 2008 Critical

Resistance conference that gave rise to the Prison Arts Coalition, and continued communication between artists, academics, and activists.

Krista told us: “It was such a privilege to be able to work on a project of my own creation and direction immediately upon graduation. Over the course of my fellowship year, I visited programs and talked with project directors, artist facilitators, professors, prisoners and other participants. These observations and conversations shaped my understanding of the nonprofit sector and the specific field of prison arts in such a profound way that would have been impossible as an employee of a single organization. I often return to the experiences of that year to guide my thinking as a scholar and an educator of language, literature and culture moving between the university and the prison.”

Starting in March 2007, Krista studied Brazilian music, politics and cultural history as a Fulbright scholar. During her academic year at Unicamp (Campinas SP), she reflected upon the ways in which her academic interests in Latin American culture could intersect with her growing commitment to social justice and prison reform. She reached the decision that an academic path would best allow for the combination of these interests.

Krista earned a Ph.D. in Hispanic languages and literatures from University of California, Berkeley. She will begin as an Assistant Professor of Portuguese and Spanish at Penn State in August 2016. During her last years in the Bay area, she continued to teach classes in Portuguese and Spanish language, composition, and Brazilian literature and culture at Berkeley, as well as teaching classes in Latin American History and Spanish aid tutoring in writing and Spanish at San Quentin as a volunteer with the Prison University Project. Her experiences in the classroom – both at Cal and San Quentin – inform her readings, research, and pedagogical perspective. She continues to believe that education and the arts are essential human experiences.

Krista concluded: “As one of '06 fellowship recipients, I am particularly excited about the ReachOut 56-81-06 alliance. This partnership will ensure the continued success of ReachOut's fellowship program and other existing projects. Our class brings energy, enthusiasm and innovative ideas to this intergenerational collaboration. We look forward to working with and learning from the classes of '56 and '81 as we give back to Princeton and the community beyond.”

LILLIE ROMEISER '07



Lillie Romeiser, who is from the Chicago area, was a Religion major with an excellent record at Princeton. Her academics were strong, she was on the Princeton women's varsity basketball team, and she compiled a very impressive list of voluntary service activities.

Lillie is intelligent, articulate, self-disciplined, and, perhaps most important, extremely motivated and passionate about the work she was to do. She received enthusiastic reviews from her Religion professor ("an outstanding student . . . motivated, compassionate and mature"), her basketball coach ("extremely hard-working . . . great determination and a wonderful value system that both grounds and motivates her . . . a leader"), and a member of the Camp Hope Board ("she always knows what needs to be done, and she finds a way to do it . . . an inspiration to all who were around her").

Lillie's project was to work for an organization named Anchored in Hope, which sponsors a summer camp ("Camp Hope") in the Chicago area for children, teenagers and young adults challenged by developmental disabilities. At this camp, there's a "buddy" (a motivated college or high school student) for every disabled camper, tending to his or her needs on a 24-hour basis for the length of their stay. According to Lillie (who's been working with this and related groups in prior summers), not only is this a beneficial experience for the campers, but there is great value in it for the buddies, who become much more compassionate toward a group that is often the object of negative attitudes.

Lillie's duties were extensive, including fund-raising and grant-writing, bringing Camp Hope to the attention of the community, recruiting volunteers, scheduling the Camp's programs, organizing informational meetings for campers and their parents and training sessions for buddies. She was on-site for the weeks the Camp was in session, as a leader and overseer of Camp events and camper-buddy relations.

Here's what Lillie has to say about her experience. "The ReachOut '56 Fellowship allowed me to step into the organization at the perfect time, as the previous Camp Director was stepping down when I graduated from Princeton. In addition to the things listed above, I started some new initiatives for Camp Hope, including an annual Halloween party, which the campers love, and a day retreat for campers and buddies. I was appointed the Director of all camp operations for the summer of my ReachOut fellowship year, and I have continued in that role as the Camp Director since then. I also

have continued to serve on the Camp Hope Board of Directors.

“My love for Camp Hope has only continued to grow since my fellowship year. Camp is a beautiful place – one where people are loved and supported for exactly who they are. It has become a family to me, and not only because my cousin Josh is one of our forty campers or because my mom also serves on the Board of Directors, but because everyone involved is bonded together by a love, compassion, and hope that extends so far beyond ourselves. Camp is founded on a Scriptural verse from the Book of Jeremiah, ‘For I know the plans I have for you, declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’ (29:11) The goal of Camp Hope is to bring to fruition these good intentions that God has for all people, particularly those who are often marginalized in our society due to the differing abilities. Our future is only hopeful when we as individuals and as a community reach out in love towards one another. That is what Camp Hope is all about.”

The Executive Director of Camp Hope said this: “A week spent at Camp, witnessing the love and friendship between the campers and their buddies, is perhaps a glimpse of a little bit of heaven here on earth.” A Camp Hope parent said: “[My daughter] shared the photos [of camp] with me today and I wish I could express her pride and joy in her activities, her friends and the wonderful sense of accomplishment she felt. Camp Hope is just a wonderful concept and the people who run it truly love our children. The photos are proof of the love and joy that is shared. I just want to thank you for establishing the camp, working so hard to make it work, and supporting our wonderful family member. Camp Hope is a blessing.”

Lillie says, “Following my full-time stint with Camp Hope, I returned to Princeton and received my teaching certificate in elementary education through Princeton’s Teacher Preparation Program. Since then, I have been working as the youth minister for high school students at my home church in Lake Forest, IL, while also coaching soccer, volunteering in the community, and continuing to direct Camp Hope on the side. Working in youth ministry has given me a platform to share my love for service and helping people with the teenagers I engage with each day. Many of the teens in my youth group serve as buddies at Camp Hope each summer, and this is one of the most gratifying of experiences for me – seeing their lives be touched the way mine has.

“Camp Hope has very much molded and shaped me into the person that I am today, and I wouldn’t have had the chance to get involved to the extent that I have were it not for the ReachOut ’56 Fellowship grant. Camp Hope and I are both eternally grateful for the incredible opportunity it gave me. It was one of the greatest blessings I have been given in my life, and thus I do my best each day to be that blessing to others in return.”

Lillie has been pursuing her Master of Divinity degree at the University of Notre Dame, and expects to graduate in May 2016. She has continued to help Camp Hope expand; it added a new camp session in 2014. “Looking back,” Lillie writes, “my ReachOut Fellowship was the stepping stone that allowed me to follow my passions in life. I remain incredibly grateful.

CHARLES STAAB '07



Charles W. (“Chuck”) Staab III, from New Jersey, was a Music major who is also a highly regarded professional jazz drummer. He juggled his education and his profession during the four years of college. Chuck got very enthusiastic recommendations from two mentors who knew him and his talents very well: his thesis advisor (“one of the most talented students that I have encountered in my eighteen years of

teaching at Princeton”) and a Dean of the Chapel (“There are many gifted students at Princeton, and Chuck is among the finest. However, not all of them have been as consistently committed as he has to using his talents in service of others.”)

What Chuck did during the Fellowship – and what he had been doing at Princeton – was to work with disadvantaged young people using the medium of music. The sponsor was MIMA Music *Spin Jazz*, a non-profit started by a Princeton graduate, Christoph Geiseler, to provide free music lesson programs in underserved communities. The chair of the Princeton Music Department expressed his enthusiasm about the programs of the organization (“hugely successful as arts education and community support ventures”).

Chuck used (and tailored, when appropriate) a curriculum he had developed, both to teach and to help guide other undergraduate volunteers he recruits to teach music to grade school children from Philadelphia schools, for whom such instruction is otherwise unavailable. He was doing this in Trenton his senior year, about which the Dean said: “I have seen him in action and it really is a wonder to see how he orchestrates what might be chaos (20 kids with instruments) into a wonderful (if unorthodox) symphony of expression. It is a beautiful and powerful event to behold. One look at the faces of the children is all one needs to be convinced that important things are happening.”

With the help of the Reach Out Fellowship, Chuck was able to bring free, weekly after-school music lessons to children from underserved populations in Trenton and Philadelphia. In the year after his graduation from Princeton, as many as 40 young students per week took part in small group instruction and informal musical play. To reach this many children, Chuck recruited, trained, and offered MIMA Music teaching internships to college students from Princeton, The College of New Jersey, The University of Pennsylvania, and Temple University.

In Chuck's words, "The New Jersey music classes took place at the Westminster Presbyterian Church in Trenton, NJ in conjunction with a more comprehensive after-school program called GET SET. The GET SET program in Trenton was incredibly well run and found great success meeting a comprehensive set of needs demonstrated by the youth population including free breakfasts before school and homework tutoring. The Philadelphia music classes took place in North West Philadelphia in conjunction with the KidZone program. This program was inspiring to observe because they operated from a more holistic environment, incorporating family and community members whenever possible.

"Both sections of after-school music lessons were very well received and universally regarded as positive by the participating students, MIMA Music college interns, and the staff of the respective after-school programs."

Robert Baker, a teaching intern from Temple University, reached out to Chuck to inform him that he has decided to dedicate himself to inner city arts education because of his experiences working with youth in Philadelphia through the program Chuck began.

MIMA music is still active as both a student group at Princeton University and after school educational program in Trenton, NJ. Since his fellowship ended in 2008, Chuck has been working as drummer and musical director for the Grammy-nominated Universal/Verve recording artist, Melody Gardot. Much of his time is spent on tour, playing concerts and music festivals all over the world. In the fall/winter of 2010-2011, Chuck returned to Princeton to work with the Princeton University Jazz Vocal Collective under the direction of Dr. Anthony Branker. He is currently the drummer and the musical director for Ms. Gardot.

ANNE ARMSTRONG FALLON '08



Anne Armstrong was a chemistry major from Connecticut with a 3.89 cumulative GPA, who won the Shapiro Prize for Academic Excellence, graduated magna cum laude and Phi Beta Kappa, and received the Sigma Xi Book Award from the Chemistry Department at graduation.

Anne's thesis advisor was "extremely impressed with [her] intelligence, perseverance, warmth and altruism." She has "a unique combination of intelligence, insight into other people's needs, and a powerful desire to help those who are less fortunate." Her advisor felt that, through her Fellowship, she will "have a significant impact on people's

lives" and "help make the world a better place."

Anne's project was to become Program Director for Camp Holiday Trails(CHT), a summer camp for children with special medical problems (such as HIV, cancer, diabetes, and asthma) in Charlottesville, Va. Anne had worked for CHT over several summers, and it had truly become her life's passion.

In addition to organizing and overseeing the current camp programs, Anne implemented new year-round programming to provide further support for the children during the rest of the year, and also focused on helping the families of the campers. The financial constraints on CHT were such that they had been unable to expand their offerings. With ReachOut '56 funding Anne as the Program Director, CHT was able to utilize the funds thus released to better serve the children and their families.

In addition to her stellar academic record, Anne was devoted to her cause. Anne says, "I was constantly challenged and inspired... I came to realize that there is a power in the human spirit that finds no greater example than a child confronting sickness..." I am heartened by [ReachOut '56's] commitment to supporting young graduates who simply wish to give of themselves to something they are passionate about..."

The Executive Director of CHT cited Anne's "follow-through on every project and activity" and her "remarkable ability" to address the issues she faced "with maturity and compassion," and concluded that "The support of the ReachOut '56 Fellowship is significant and meaningful in helping our Camp become a more sustainable, forward-thinking organization."

As for her life after the Fellowship, Anne told us: “I returned to Princeton to engage in research related to Alzheimer's disease with Prof. Michael Hecht (a continuation of my thesis). That work resulted in two publications in peer-reviewed journals. I then went to medical school at Mount Sinai School of Medicine in New York City where I continued to remain engaged in the community. Following on my work as a ReachOut fellow at CHT, I served as co-director of a science and medicine enrichment camp for East Harlem middle school students.” At Mount Sinai, I was also a member of the Alpha Omega Alpha Honor Society and won the Bela Schick Pediatric Society Prize. I'm now a second year resident in pediatrics at the Children's Hospital of Philadelphia. I plan to pursue a career in pediatric hospital medicine and hope that one day I'll be able to return to CHT as the camp doctor!

Here are Anne's additional reflections, “The opportunity, as a ReachOut fellow, to dedicate a full year to a cause that I cared about so deeply was truly a gift. Though I had worked at CHT for many summers, my role as Program Director presented new challenges. I came to recognize my strengths and accept my weaknesses, developed my own leadership style, and learned the collaboration and selflessness required to operate a small non-profit organization. I will carry what I learned as a ReachOut fellow with me as I move forward in my future as a physician.

“I have greatly appreciated the continued support of the ReachOut board and admire their dedication to constantly improve the fellowship program. The introduction of an international fellowship has clearly sparked an interest in service within the graduating class. I was fortunate to review some of the recent proposals, and I was incredibly impressed by the passion and creativity of both the domestic and international fellowships.”

ADRIENNE SIMPSON '08



Adrienne Simpson was a Sociology major from Philadelphia with a departmental GPA of 3.85 (cumulative 3.66). In addition to her fine scholastic record and numerous public service activities, she served as Musical Director and President of the Princeton U. Gospel Ensemble.

Here is what people in the Princeton University community had to say about Adrienne. "This young woman is bound to make valuable and significant contributions in the public service area." "Adrienne provides stellar leadership.... She has the ability to recognize problems and then bring thoughtful solutions to the table." "Adrienne has excellent work ethics...."

"She is well-organized, thorough, and a pleasure to work with...." "She is dedicated to making sure the voices of at-risk youth are heard and would bring great passion and experience to the [choir] work...." "If I had to rank Adrienne among those talented students with whom I've had the pleasure of working, she would clearly be in the top 5 %."

Adrienne devised an imaginative project, which she titled "Lift Every Voice," using music as a means of creating a college readiness program for at-risk youths (grades 6-8) in Philadelphia. It was sponsored by the Neighborhood (formerly Northwest) Interfaith Movement, a non-sectarian alliance of Christian, Jewish, Unitarian and Muslim congregations and faith institutions who collaborate on human welfare and social justice programs, that was looking to expand its programming to include mentorship of inner city youth.

Northwest Philadelphia was Adrienne's home turf, where she grew up and saw first-hand the realities of the streets, and she very much wanted to give back to her community. In her words at the time, "Many of the young people with whom I ate lunch and played during recess are currently either dead, in prison, or stuck in a cycle of poverty and devastation.... "As someone who grew up in Philadelphia and has seen [this] first hand, I know that children need a program like 'Lift Every Voice'.... They need to be able to see someone who grew up down the street from them but who also went to Princeton.... They need to know that they too can succeed in life and most importantly they need to know how to go about this."

The central feature of Adrienne's project was to form a choir that rehearses and puts on concerts. But at the same time, she would be trying to engage students with their schools and give them a stronger foundation to prepare for college. This would include making available SAT information, college tours, guidance on how to apply, and (to inspire them) lectures by adults who made bad choices but later turned themselves around.

The Executive Director of NIM enthusiastically endorsed Adrienne's project. "Her desire to use music as a way to strengthen both skills and self-esteem of at-risk youth so that they are better prepared to pursue their studies beyond high school is unique and creative."

Things didn't turn out quite as Adrienne planned. Here is her own description of the experience.

"As you know my project proved very challenging and I ended up having to deal with several unforeseen obstacles, such as a sponsoring organization that had too much going on at the time to prioritize my project and give me the support I needed.

"Although the Lift Every Voice program did not turn out as originally imagined, it was a tremendous learning experience and several positives came out of my creation of the project. When I originally created the program, I expected to work with students in Northwest Philadelphia, the area from which I hailed. However, a lack of attendance (despite continuously expressed interest by local schools and community groups) caused me to rethink my direction in the middle of the year. Instead of just giving up on the program entirely, I revamped my vision and focused more on the academic side of the program. I also moved the program from a local church in Northwest Philadelphia to a different location in West Philadelphia. With the new location and a new sense of direction, I recruited some local student groups from schools like Chestnut Hill College and Temple to volunteer with one-on-one tutoring for the kids and chaperoning for a college tour.

"Though the program did not go as planned, I felt like I was still able to impact the lives of children. One Northwest Philadelphia middle school liked the idea of combining music with higher education so much that they later informed me that they were independently looking to strengthen their music programs and divert funding so that music education would not be lost despite budget cuts. Additionally, I was able to mentor a great group of children, some of whom are now applying to college. I still receive e-mails from them and visit them whenever I am in the area to give advice and check up on their progress. The lessons that I learned through the ups and downs of my Reach Out '56 fellowship were invaluable and I could not be more grateful for the opportunity that the fellowship provided me with.

"After completing my fellowship, I decided to take the skill set that I had learned in college and with my fellowship into the field of law and matriculated at Harvard Law School. While at Harvard, I have been an active member of the Harvard Legal Aid Bureau, the nation's oldest student-run legal services organization. As a student attorney at the Legal Aid Bureau I represent low-income clients in family court and also in some benefits cases. Though the type of public service that I engage in at Harvard is different in type than that which I enjoyed at Princeton and during my fellowship, it follows the basic intent behind my Reach Out '56 fellowship—to empower under-served communities through service.

“I am proud to have been a Reach Out '56 fellow and am also excited to see all the new changes being implemented to the program. These changes will allow students with a more diverse array of interests to pursue their passion for public interest. Looking back on my experience, I think I am most grateful for the flexibility that the fellowship gave me in pursuing a public interest project that I was passionate about. I never felt like I was alone, but I was allowed to find my own way and figure out how to rebound when things did not go as planned. I am so grateful for the experience that Reach Out gave me and cannot wait to see a new generation of fellows engage in innovative public interest projects.”

On May 1, 2011, Adrienne and her husband became parents to a six pound, seven ounce baby girl named Amara Mae Gittins. As far as we know, this was the first offspring of one of our Fellows. Congratulations, Adrienne!

MARK BUETTNER '09



Mark, from Kingsburg, California, majored in Philosophy at Princeton. He engaged in some rewarding projects during college, most notably as a human rights intern in the West Bank, conducting research on the social and political effects of the Israeli/Palestinian conflict.

Mark's project was to work for the Bellevue/NYU Program for Survivors of Torture. The Program provides medical and mental health care, as well as social and legal services to survivors of torture residing in New York. This well-regarded Program, which has won numerous awards over the years, has helped people from 80 different countries, such as Tibet and many areas of Africa.

Part of Mark's task was to coordinate and to develop a sustainable pool of long-term volunteers for such key duties as interpreting and language tutoring. He also initiated a cultural adjustment program to assist clients in learning English, finding educational opportunities, and navigating the city to experience NYC cultural offerings.

The Director of the Program is Allen S. Keller, M.D., who periodically taught at Princeton (as a visiting lecturer) a course on Health and Human Rights. Like many non-profits today, the Program had been facing financial difficulties when Mark was a fellow. According to Dr. Keller, Mark's project was "an important one, which greatly benefited our Program, and is one that we would not otherwise have been able to implement because of lack of funding."

Mark received high praise from the professor who advised his junior tutorial work. "Mark is smart and thoughtful and very engaged with questions of justice, both national and international....He writes beautifully, with unusual clarity and a certain elegance....Mark also struck me as very mature in his judgment and his engagements...."

The City Manager of Fresno, California, for whom Mark worked as an intern, said that "he proved himself to be an extraordinary young man....[He] displayed outstanding organizational skills....I believe Mark has all the qualities and skills needed for an outstanding career in public service."

In Mark's words at the time he was awarded the fellowship, "I believe strongly in this Program's objectives to address the complex needs of tortured survivors." His proposal expanded "upon the already existing services of the Program and combatted isolation and culture shock of recently arrived torture patients."

Mark contacted us recently and said: “Since the fellowship, I have worked to support the education of Chicago-area students, and I have consulted on a large-scale foreclosure review to ensure that borrowers were remediated for illegal lending practices. I currently serve as Analytics Manager for Feeding America, a hunger organization with a nationwide network of food banks. I regularly work with food banks across the nation to identify data insights that will help them to feed more food insecure Americans. My most recent project was building a user-friendly tool that all food banks can use to craft their own strategic plan. The tool helps food banks identify opportunities to source food, calculate the total costs involved, and visually assess the growth required for them to meet the need in their areas.”

“My time with Bellevue/NYU Program for Survivors of Torture (PSOT) under the ReachOut 56/81 fellowship was instrumental in shaping my career and interests. I enjoy working every day for a cause that I am passionate about, and the support I received as a fellow was a tremendous inspiration for me in pursuing a career in social impact. I am forever grateful for the way RO56/81 influenced my life.”

VANESSA RODRIGUEZ '09



Vanessa, from San Antonio, Texas, compiled a fine record at Princeton as a History major with a certificate in Latin American studies. She had an obvious passion for public interest law, which motivated her choices of internships while at school and led to her Fellowship project.

The city of San Antonio was consolidating all of its homeless shelters into Haven For Hope, a central "one-stop" homeless center, providing not only the necessities (food, shelter and clothing) but also a variety of supportive services. Texas Rio Grande Legal Aid ("TRLA") wanted to help the homeless in matters such as landlord-tenant issues, public benefits and bankruptcy, but had never had an employee to fulfill that position.

Vanessa's project was to set up a network of legal and other services that hopefully would be sustained by TRLA beyond the year of her fellowship. Vanessa, as a "born-and-bred Texan," wanted to serve that community and help the homeless project achieve its mission of having a lasting impact on South Texas.

For its part, TRLA, like so many non-profits, was facing tough financial times. The presence of a ReachOut 56/81 Fellow provided the staffing to start up this new project and (in TRLA's words) "will be essential to laying the ground work for our long-term commitment to expanded services to the homeless."

The Executive Director of the Tennessee Justice Center (for which Vanessa previously interned) described her as "an extraordinary person ... her intellectual gifts and qualities of character well qualify her to achieve any goals she sets for herself." And the Princeton professor who was her thesis advisor recommend her "most highly" and describes her as "smart, energetic, and highly motivated... independent-minded.... Vanessa is a great delight and will inject any milieu with her energy and thoughtfulness."

Vanessa believes that "assistance to the homeless should be more proactive than providing temporary solutions, such as food, clothing and shelter," and she formulated an ambitious agenda of services "to ensure that the homeless achieve long-term stability." Given her plans for a J.D. as well as an advanced degree in education, she hoped that "the Fellowship will be a stepping stone to a long and productive career in public interest law."

In response to our request for updates, Vanessa wrote: "The first is that I will be attending Columbia School of Law this fall. I still plan on practicing public interest law. I look forward to attending the fellowship selection interviews in 2012."

“The second update is in regards to Street Speak SA. We are proudly approaching our one year anniversary by looking back at what the Editorial Board has accomplished and looking forward to how we can improve. On any given night in San Antonio, approximately 3,580 men, women, and children are homeless. 25% of requests for emergency shelter could not be met. Street Speak SA serves as a vital link between social services and people experiencing homeless, whether they are able to find space in a shelter not. Slowly, but surely, we have built up a small cadre of volunteers, which has grown to include more homeless and formerly homeless contributors. Our hard work was recognized when the paper was recently nominated for a graphic design award. A social worker from Texas Rio Grande Legal Aid will take over my position as Managing Editor when I leave to attend law school in the fall. My sadness at leaving is mitigated by the knowledge that I am leaving the newspaper in capable, passionate hands. Until I pack my bags in August, though, I will serve on the Editorial Board. My latest task has been surveying more than San Antonio thirty non-profit homeless service providers as well as people experiencing homeless to explore how the newspaper can better serve the low-income communities targeted by our mission statement.

“I want to thank the ReachOut 56-81 (and now 06) for providing the financial backing that allowed me to work for Texas Rio Grande Legal Aid. Legal Aid funding is facing huge cuts at the national and federal level. In the midst of hiring freezes and possible lay-offs at many legal aid offices, I was able to open a Legal Aid satellite office *and* spread additional resource information through Street Speak SA. Neither project would have received the necessary manpower without the creation of my position.”

JAMES BRYANT '10



James Sears Bryant of Enid, Oklahoma, was a history major with an impressive academic record. James wants to dedicate his life to working as a lawyer on behalf of Indian tribes in the United States, helping to solve the contemporary problems they face and to protect tribal sovereignty.

His numerous prior activities in exploring Indian issues and history – both on intellectual and activist levels – led him to the non-profit Native American Rights Fund (NARF), which he sees as the custodian of tribal sovereignty. The economic downturn has reduced the organization's federal funding, requiring programs to be cut back and a hiring freeze implemented. Most affected by this is their National Indian Law Library – an invaluable collection of treaties, statutes, tribal codes, judicial opinions and other documents, housed in NARF's office in Boulder, Colorado,

judicial opinions and other documents, housed in NARF's office in Boulder, Colorado, and constituting the only public library in the U.S. that provides free research and information services relating to Indian law. This central clearinghouse for Indian legal materials is in crisis – its budget severely cut and permanent staff reduced to a single individual. As a result, the Library has had to suspend a vital project – the digitization of its many documents, in order to secure and preserve what forms the essence of tribal sovereignty for hundreds of tribes, and to make these documents publicly available through web-based software.

James served as the supervisor of the circulation desk of Firestone Library, and felt that this experience in organizing large collections of documents and making available new texts would be of great use to him in his project. He said: "I feel deeply that a wide-scale, unprecedented project of universally digitizing tribal codes and constitutions would show dramatic and measurable impact on the welfare of Indian people and tribal organizations. I could do a great service to an organization that performs vital work to a population who brilliantly maintains its own sovereignty and tradition while moving forward with economic and societal development."

The value of James' project is attested to by NARF (he will be "a tremendous asset to our organization"). He received rave references from one of his Princeton professors ("James is smart, engaged and passionate about his interests in Native American legal issues.... This is a young man with a commitment to community service

who is really going places."); from his supervisor at the Pace Center ("...a student possessed of an incisive understanding of complex social issues, a mature sensitivity to community norms, and an earnest devotion to social change."); from his summer internship supervisor at the Tennessee Justice Center ("...a devoted worker who skillfully completed projects with dedication, compassion, and intelligence.... His traits of genuineness, generosity, empathy, and his strong moral compass were evident in his work here."); and a Lakota Indian colleague ("...with James' determination I see him as being a great help to Native Americans in the future.").

In 2011 James brought us up to date on his activities.

"The Tribal Law Digitization and Access Project is now underway. When I started here at NARF we had about 75 tribal codes digitized. Since I began my ReachOut 56-81 project on August 2, our library has seen 22 more of the roughly 250 codes in our collection added to the ranks of the digitized! With each code, my presentation to tribes becomes more refined, my strategy and approach becomes more successful. These 22 are (and a few are rapidly becoming) available for free on our website's Tribal Law Gateway (<http://narf.org/nill/triballaw/index.htm>) as well as for a fee on Westlaw, which acts as a partner to my project, providing annotation for each tribal code and constitution as well as access to tribal materials for the tribes that sign on to our project. This means that twenty-two new tribes have given us permission to post their constitutions and codes online so that anyone, anywhere can access them for free on our website.

"So far, through the guidance of David Selden, Law-Librarian-in-Chief of the National Indian Law Library, and with the help of our team of volunteers and work-study students (especially Kenny Richards and Mark Chevront), I am working steadily towards a full collection of online digitized codes and constitutions for the National Indian Law Library. The essence of the project, as I discussed during my presentation for the fellowship, is receiving permission from each tribe to digitize their legal content and post it online (no less important is identifying who has the authority to give such permission for each individual tribe and convincing this person or group). I have adopted essentially two strategies for getting these 'permissions,' one for the short term and one longer term.

"The first strategy requires approaching a tribe directly in what a salesman might refer to as a 'cold call.' During my first weeks at NARF/NILL I combed our collection for the tribes which showed the most potential – ones that NARF had relationships with but for whatever reason had not signed on to our digitalization project. These seventy-three tribes have been my initial targets. I research the governmental structure and history of each tribe, contact the appropriate tribal agency, and present to them our vision for the project over the phone, email, or through the post office. I answer their questions and show them examples of our work. But unlike a salesman I do not try to get them to 'purchase' what NILL is selling but instead demonstrate to them what benefits the nearly 100 tribes have seen in allowing the National Indian Law Library to digitize their tribal legal materials in the past and discuss the partnership we are offering to them. I have not always been successful, but often I have been.

“The second strategy is to coordinate advocates for transparency and access to tribal law across the nation. This was an idea that came from a brainstorming session with David Selden and a tribal judge who was at our library doing research one day. The idea is to assemble a team of noteworthy individuals in the tribal, scholarly, and legal realms into a Tribal Law Access Support Committee. Tribal judges, executive leadership, NARF attorneys and staff as well as Executive Director John Echohawk, librarians, anthropologists, and others will formulate a statement making the case for why tribes benefit from signing on to my project. They could also advise me on how best to fulfill the goals of my fellowship and how most effectively to approach tribes and ask for permission to digitize their codes and constitutions. We are currently soliciting the committee members now from our target list and it is my sincere wish to get Kevin Gover, a prominent attorney in Indian law, former head of the Bureau of Indian Affairs, current director of the Museum of the American Indian, and a Princeton alumnus of the class of 1978, involved in the committee. We plan on getting the committee up and running in about a month's time and I look forward to informing you on its progress in my next update.

“Another project that I completed which will be launched in the next few days was a comprehensive collection bringing together all known tribal provisions relating to the Indian Child Welfare Act (ICWA) as part of NARF's "Practical Guide to the Indian Child Welfare Act." The guide is available online at <http://www.narf.org/icwa/index.htm>. Once it is added to the guide, my collection will assist attorneys, judges, and social workers in adoption and child abuse cases by providing a simpler way to navigate tribal law relating to ICWA. Another project currently underway involves incorporating state law into the "Practical Guide to the Indian Child Welfare Act" from all 50 states. I also designed and maintain a page on our website explaining the origins, enactment, and impact of the recently adopted Tribal Law and Order Act of 2010. The page brings together resources for attorneys and the community to understand the new legislation and its scope. Here is the page: <http://www.narf.org/nill/resources/tloa.html>.

“In addition to the process of collecting and digitizing tribal codes and constitutions and other projects related to tribal law, I have been busy at NARF/NILL performing other important and edifying tasks. Since week one I have been the author and editor of our Supreme Court Bulletin, a weekly summary of Indian Law cases currently in the United States Supreme Court. The bulletin reaches over 1,000 subscribers, mostly tribal officials, students, and attorneys in Indian Law, and can be read online every week at <http://narf.org/nill/bulletins/sct/2010-2011update.htm>. I am also a ‘pinch hitter’ for the other weekly Indian Law Bulletins, filling in and updating our summaries of federal trial court, United States Court of Appeals, and State Supreme Court cases as well as legislative, regulatory, and other news and journal articles. <http://narf.org/nill/bulletins/ilb.htm>. I also service an average of 4 to 5 research requests each day, from attorneys, tribal officials, students, prisoners, and the public, on topics from A to Z, from the Abenaki Nation of Vermont to the Zuni Tribe of New Mexico. These are fun because each research request teaches me something new and something different about tribal law. Some of them are simple – for instance, *help me find statutes relating to cattle grazing within my tribe's code* – and others are more complex, such as one request which asked for assistance in developing tribal code procedures to prevent

the purchase of electoral votes on his reservation. David Selden has been an invaluable leader in my time here at NARF; I would be lost without his patience and guidance.

Regarding a performance evaluation so far, Mr. Selden reports: "James Bryant is a tremendous asset to the National Indian Law Library and is contributing greatly. He participates directly in providing essential core services relating to the library's mission. James is helping us provide high quality service despite a reduced library staff and steady increase in requests from the public."

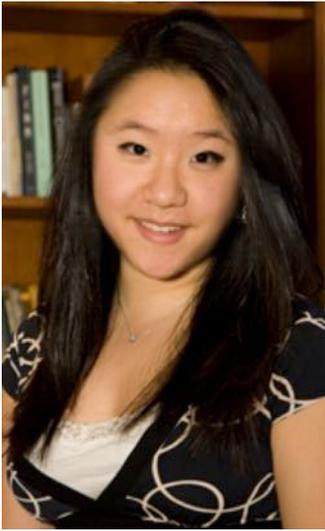
Here is James again. "These first few months at the Native American Rights Fund have been full of learning and also action. Through your generous support I am able to fulfill my professional dreams here in Boulder and I thank you immensely for this tremendous opportunity. I will continue to work hard in line with our mission of the ReachOut 56-81 Fellowship. Feel free to contact me with any questions or if I can service the ReachOut program in any way, by presenting to prospective applicants or otherwise. My business and family will bring me to the New Jersey area from time to time in the next year. Incidentally, our class notes chair contacted me recently about NARF and our project is featured in 2010 Class Notes section of this month's PAW magazine. <http://www.alumniconnections.com/olc/membersonly/PRU/cpages/classnotes/classnotes.jsp?chapter=469>

"Thank you once again for this once in a lifetime opportunity. I look forward to keeping you up to speed with my progress here in Boulder."

James provided the following update in 2016:

Receiving the ReachOut fellowship in 2010 permitted James to provide real service to federally-recognized Indian tribes from Alaska to Florida and everywhere in between. In May 2016, James Bryant graduated and received his J.D. from Berkeley Law School (Boalt). Inspired by his time with Native American Rights Fund, James plans to use his law degree to facilitate economic development in low income Native American communities.

KATIE HSIH & FATU CONTEH '10



Katie Hsih



Fatu Conteh

Katie Hsih, who is from Los Altos, California, spent her last undergraduate summer in Sierra Leone working for the GAF/NOW organization based in the eastern diamond mining district of Kono. Fatu Conteh, of Houston, Texas, is a native of Sierra Leone, whose family was forced to flee the country in a fishing boat in 1999 to escape its civil war. They decided to pool their talents and resources for their ReachOut international project with what is now called the Wellbody Alliance in Sierra Leone.

Katie (with aid from Fatu) helped manage the current programs of GAF/NOW, founded and managed by Dr. Dan Kelly '03 and Dr. Bailor Barrie of Sierra Leone, one of the few physicians in Sierra Leone who has made the decision to stay and help the country recover from the war. The primary projects were: the Kono Amputee Clinic, a primary healthcare clinic that offers free services to amputees and war-wounded, and inexpensive healthcare to the local community; and the HIV-TB Home-based Care Program, a recent initiative that trains community health workers in partnership with the Sierra Leonean government. Katie and Fatu said: "GAF/NOW is a pillar of inspiration for the country's progress into the future and uses the lens of healthcare to facilitate its transition from post-war to development. It has a striking need for help. Our management role helped prevent the organization from collapsing while propelling it forward in new and promising directions to create social change and improve healthcare in Sierra Leone."

Fatu (with help from Katie) created a peer education program for teenage pregnancy by setting up a youth center, a safe space that fosters intimate relationships with the youths, particularly young girls. At this center, they have support group meetings, conference gatherings, social events, and education workshops to explore and address the issue of teenage pregnancy that is rampant in the local community and across the entire country. Fatu and Katie told us that "teenage pregnancy is one of the root causes of the astronomical maternal mortality rate in Sierra Leone, and it is an issue that is perpetuated by social norms. The activities implemented encouraged the youths to make wise sexual decisions and contribute positively to the health and wellbeing of their community."

Katie (with help from Fatu) pursued an ethnographic research project to increase understanding of female genital cutting (FGC), a wide-spread ritual practiced in Sierra Leone and other West and Central African countries. FGC has significant implications on marriageability, chastity, and family honor; young girls who are not "circumcised" often experience social ostracism or inability to marry, which is very detrimental to the quality of life in a patriarchal society. The surgery is usually carried out under unsterile conditions, which can lead to severe health complications. FGC practices also have implications on maternal mortality and intimate partner violence. However, it is a sensitive topic that must be approached with appreciation for the local culture, respect for cross-cultural values, and education about the complexities and health implications of the practice.

Fatu and Katie said at the outset of their project: "Women have no power in Sierra Leone. They face discrimination under the law, in traditional practice, and in culturally acceptable social behavior. We will not only be a pivotal force in maintaining the GAF/NOW organization and sustaining its current projects, which alleviate healthcare disparity in the country, but we will also initiate the organization's first programs in a new direction to address women's rights."

Fatu did well at Princeton, serving as vice-president of her class, and in addition to engaging in various public service activities, was the founder and president of the Princeton Africa Development Institute. One summer she worked in an Ethiopian village helping residents install hand-dug wells.

She was highly recommended by one of her professors who also oversaw a conference that Fatu organized: "Her creativity, energy and maturity make her a pleasure to have as a student, and more importantly, as a colleague. She is highly self-motivated, dedicated, driven and passionate...." Her supervisor at the Pace Center said that Fatu "is the kind of graduating senior that the ReachOut 56-81 Fellowship Committee might have had in mind," and went on to note that she "has demonstrated her commitment for hard work and leadership and she has executed both of these qualities with excellence and a great sense of responsibility."

Katie Hsieh is a top student with a large roster of public service activities while at school. One of her teachers (for whom Katie later served as a research assistant) said that Katie "does a beautiful job integrating her operations research expertise and her clear interest in and deep commitment to global health issues. It was a joy to watch the gears turning in her impressive brain..."; and she concluded that "Katie is simply a spectacular young woman and will make any program that supports her proud." Another instructor who is also helping advise her thesis said that "Katie has the strongest inner drive of any undergraduate I have encountered as a teacher."

Dr. Barrie, with whom Katie spent last summer in Sierra Leone, said of her: "With Katie...as the programs manager, I will have time to focus on treating patients at the clinic. I have no hesitation that Katie will perform this role perfectly. We really need her out here..." This was echoed by Dr. Kelly ("we need her"), who praised her maturity, hard work, sensitivity, leadership and creativity.

Here are Katie's own words to describe her far-reaching project.

“My experience as a ReachOut fellow was one of the most valuable and formative experiences in my personal and professional growth. I worked with a small grassroots organization with far-reaching humanitarian vision. I had the opportunity to engage in a diverse range of activities across international healthcare, global policy, and social entrepreneurship. All the while, I found a home away from home within a small rural community in Sierra Leone.

“My role in the organization spanned across multiple overlapping areas of operation. On the ground in Sierra Leone, I was involved in multiple projects including: HIV/AIDS home-based care program, HIV survey validation study, HIV stigma scale survey, amputee chronic pain program, palm kernel farm and oil processing plant (micro-agriculture social entrepreneurship), and a child health community health worker program. In addition, Fatu and I spent a significant portion of our time implementing a reproductive health peer education program in local schools. We trained high school girls to be peer educators within their schools and local communities. Educational topics touched on puberty, STIs, HIV/AIDS, contraception, family planning, reproduction, pregnancy, healthy relationships, intimate partner violence, advocacy, and peer counseling. We developed an educational campaign that took place at a school-wide assembly over the course of a week. The campaign was centered around culturally-informed educational theatre that presented characters and stories frequently experienced within the local lifestyle and practices. It also featured guest speakers, such as teenage mothers within the community, and interactive discussions with the audience, which included students and teachers. We administered pre- and post- surveys to assess how the intervention affected knowledge, attitudes, and behaviors among students in the audience. We constructed a plan to replicate the campaign at other schools in the region and design additional campaigns to carry out on a regularly scheduled basis.

“I sought opportunities to conduct ethnographic research on female genital cutting. The peer education program offered a fortunate opportunity to pursue this project as we were already engaging in topics relating to sexual health, teenage pregnancy, maternal mortality, and sociocultural structures affecting these topics. I had the opportunity to bring together local matriarchs to discuss the role of FGC in the local community and share my knowledge of health outcomes associated with the practice. Engaging in FGC-related work requires nuanced understanding of the local culture and trusting relationships with the local community. I appreciated being able to take the first step in this process and beginning a dialogue that was respectful towards local attitudes while also highlighting health implications.

“My fellowship role also gave me the opportunity to appreciate the complexities of global health policy and its impact on the healthcare system and healthcare stories of individuals in the community. I attended meetings with government ministries, funding agencies, existing and potential partners, and learned about the complexities and challenges associated with navigating this sector. It was eye-opening to appreciate the

extent to which non-medical factors significantly affect healthcare delivery: corruption, politics, personal relationships, economic infrastructure, language, education... the list goes on. The opportunity to engage along the entire pathway of healthcare delivery was invaluable and shapes my understanding of how to impact healthcare outcomes as I move forward in medicine.

“My work was divided between engaging directly in field operations and contributing to the executive side of the organization. In the latter, I was exposed to the complexities of managing a global health organization in a resource-limited environment such as Sierra Leone. The rate at which the organization is growing often overwhelms the existing infrastructure and systems of communication. I reached out to individuals experienced in managing communications in larger service organizations and began the process of implementing a new model of communication catered to the Wellbody Alliance. This has been a privileged opportunity to appreciate how startup global health organizations establish their identity and direction in the field. I also gained experience in writing grants, project reports, and annual reports.

“It is important to consider realistic effects of international intervention and issues of sustainability when operating in resource-limited environments. Programs initiated by foreign organizations frequently fail to persist and long-term effects of the intervention are usually not observed by the implementing party. Fatu and I constantly revisited how we could structure programs in ways that would encourage continuation after our departure. ReachOut was incredibly supportive throughout this process and in fact created a new continuation fellowship to bring another post-graduate fellow to Kono and expand our work.

“I cannot express how appreciative I am of the support and encouragement from the ReachOut community throughout my fellowship experience. The committee gave us freedom and independence as fellows while simultaneously providing unconditional support at every level. I was connected to other organizations in my field of work, received an inspiring book written by others traveling in the developing world, and met kindness when my camera was stolen abroad during the fellowship. In the winter, I returned home to a holiday greeting package that made me feel truly a part of the ReachOut community. This fellowship is not simply a means to pursue a project during the year after graduation; it is a heartwarming community of encouragement, guidance, and generosity in the field of humanitarian service. I am continually grateful to be a part of the ReachOut family years after the conclusion of my fellowship.

“The opportunity to apply for a ReachOut fellowship that allows students to pursue international service is invaluable. As the world becomes increasingly globalized, it is practical and necessary for graduating students to understand their fields from multicultural perspective and generate innovative ideas for problem-solving. Moreover, international work dramatically augments an individual’s understanding of systems within the US. My experiences within the Sierra Leonean social, economic, and political landscape enable me to analyze the US healthcare delivery system with more sophisticated perspective. While cliché, international experiences truly do promote the

capacity to “think outside the box.” In addition, international experiences motivate personal growth and reflection in unique and exquisite ways. This feeds into the quality and wholeheartedness of one’s work, regardless of which country or problem is being considered.

“I speak on behalf of the Princeton community in thanking the ReachOut committee for supporting international as well as domestic service opportunities.”

Here is what Fatu told us: “I embarked on my ReachOut fellowship with Wellbody Alliance (formerly the Global Action Foundation) in Kono, Sierra Leone to start a peer education program against teenage pregnancy. I had heard that a lot of young girls are getting pregnant and dropping out of school in Sierra Leone. As a Sierra Leonean woman, I wanted to help. However, I had left Sierra Leone when I was only thirteen; the civil war in Sierra Leone had forced me and my family to emigrate to the U.S, where I have been living for these past ten years. Therefore, coming, I had little idea of what to expect. All I was certain of was that I was about to embark on an experience that would transform me both professionally and personally.

“Through this project, I have not only gained the knowledge and leadership skills required to start and carry out a public health research, I have also gotten a clear perspective of public health in Sierra Leone, one that I am confident will inform many project decisions in my future career as a physician (and maybe a politician).

“Under my leadership, we were able to implement a project with two main components: assessing and keeping track of the scope of teenage pregnancy in Kono District through the Government Hospital’s antenatal records and personal surveys, and establishing school and community peer education programs, Peer Education Program TOK (PEPTOK) and Early Bele Awareness Group (EBAG) respectively, to improve the sexual health knowledge and attitudes of teenagers in the district.

Fatu reported during her fellowship that, “After eight months of hard work, I am happy to report that we have begun to see the scope of the problem at hand and have established very promising interventions. Last year, 2010, the Antenatal Clinic at the Koidu Government Hospital recorded over 600 pregnant teenage girls, and from the personal surveys we have been administering to various pregnant teens, we are finding out that most of these girls are getting pregnant between the seventh and ninth grades.

“In addition, I have finished training forty peer educators (ten students in each school), that will work throughout the school year under the guidance of a head teacher to teach their classmates on topics and skills ranging from puberty, condoms and contraceptives, HIV/STIs, to communication in relationships with peers, partners, and parents. In the community, EBAG, which consists of three women and three men who have gotten pregnant/ impregnated, is conducting monthly radio discussions on teenage pregnancy and visiting various communities in Koidu (the capital city of Kono District) to tell their story and talk to parents, young men and women.

“Moreover, the opportunity I had to work and interact with Sierra Leoneans across the socioeconomic spectrum has enabled me to reconnect with my people and begin my reintegration into a country I love so dearly.

“From meeting with school administrators and various political leaders, to leading a team of men (in a country where women are still fighting for equal rights), to successfully choosing, training, and graduating the peer educators, I have come to realize just how much a woman with my current (and future) level of education means to a country like Sierra Leone. I will not forget how the Kono people welcomed me as their own “pikin” (child) and the young women as their own sister; nor will I forget the words of my PEPTOK students as they presented me with a going-away gift of traditional Sierra Leone cloth: “...this cloth is to remind you to never forget us and your country Mama Salone.”

“Most people that know of passion to help Sierra Leone usually asks me: Where do you plan to live in the future, Fatu, the United States, or Sierra Leone? For a girl that has literally spent half of her life in Sierra Leone and the other half in the United States, this is a very tough question to answer because I am a citizen of both country and feel a part of both.

“After graduating from Princeton, I had two choices: to continue on to medical school, and afterwards, go on to establish a medical career and a life in the U.S. with no plans to return back to Sierra Leone, or to go back to contribute something and search for a reason to return to Sierra Leone after my medical training. Thanks to my ReachOut 56-81 Fellowship, I have found very important reasons for coming back and staying connected with Sierra Leone.

“I am very grateful to the Princeton ReachOut 55-81 Fellowship committee for believing in me and being such a strong support throughout this experience. I truly feel a part of the ReachOut family.”

After her fellowship year, Katie went on to study Medical Anthropology at the University of Oxford as a Weidenfeld Human Rights Scholar. Her research focused on female genital cutting and was informed by her experience living and working in Sierra Leone. She is now a medical student at Johns Hopkins and plans to pursue global service work as a career. She says, “I carry my experience as a ReachOut fellow with me each day in medical school. The perspectives I gained in Sierra Leone inform my understanding of the healthcare system and the varied factors that shape it as I engage with patients and envision my career in medicine. I am ever grateful to the ReachOut community for making this experience possible.”

Recent update from Fatu Conteh:

Wellbody Alliance is a 501c3 organization whose work is to provide quality health care to residents of Kono District, Sierra Leone. The majority of its work is centered on a clinic that treats more than 1000 men, women, and children in Kono every month.

Recently, Wellbody partnered with Sierra Leone 's Ministry of Health to reduce the country's high rates of maternal mortality, which is amongst the highest in the world. Teenage pregnancy is a significant contributor to maternal mortality and numerous researches has identified sexual education as one effective solution. In 2010, I was fortunate to receive the first Princeton Reachout 56-81-06 International fellowship to start Peer Education Program TOK (PEPTOK), a peer-education program against teenage pregnancy with Wellbody Alliance in Kono, Sierra Leone. Sexual education is not part of the school curriculum in Sierra Leone, but a sex-ed peer education program like PEPTOK can be an effective alternative. Although my fellowship was intended to last a year, it ended up extending to another year. This gave me ample time to assess the impact of the program and plan for the program's continuity beyond my ReachOut fellowship.

Thus far, since Wellbody Alliance's PEPTOK group, we have seen a dramatic increase in the sexual health knowledge of the students in the four schools where the program has been established. Prior to the program almost half of students were not informed of their chances of getting pregnant or of contracting sexually transmitted diseases. Knowing that it takes only having intercourse once to get pregnant or contract sexually transmitted diseases can influence the sexual choices students make. The PEPTOK groups at each school has shown that not only are they capable of educating their peers but they can also effectively equip their classmates with the right skills (like using condoms.) to protect themselves.

Despite the increase in sexual health knowledge, however, survey results still show little change in student's sexual behaviors. These results are expected though because an individual's behavior is not only shaped by his or her knowledge but also by his society. As a result, our evaluation has helped us see the need for PEPTOK to expand the reach of its sexual education campaign. These past months, PEPTOK members have successfully launched a radio campaign to disseminate information about sexual health to a wider audience as well as encourage collaboration and dialogue about teenage pregnancy in Kono District.

In addition, we are working on a grant proposal that will enable us to collaborate with the Office of the Second Lady of Sierra Leone and the United Nations Population Fund (UNFP) to better address the problem of teenage pregnancy in Kono District.

My ReachOut Fellowship has been very instrumental in my personal growth. Not only has it given me the opportunity to recognize my strengths, weakness, and gifts, it has given me time to asses and refine my goals and vision for my future.

Addressing a problem like teenage pregnancy, in a region like Konowhich is considered the poorest district in Sierra Leone, one of the poorest country in the world, was nothing short of a challenge. In the first year, from organizing a Welbodyteam to collecting data to assessing the problem, to leading another Welbody team in choosing and training forty peer educators, to laying down an organizational structure to run the program, I was faced with situations that forced me to develop patience and perseverance, learn compromise, and cultivate creativity. The fact that I am young and a woman in a country where young people and women are often marginalized presented further challenges. I learned to be humble yet assertive, and teachable yet confident. In the second year of my ReachOut fellowship, with monitoring and assessing PEPTOK's campaigns (mostly from abroad) and securing new partnerships, I had further opportunity to develop these newfound strengths.

In the end, my ReachOut fellowship made me realized that my character and personality is built to thrive under pressure and that I lead best in chaos. I now have a better understanding of myself and of what is required of me to become an effective leader for change in Sierra Leone (and the world). I now know thatthe process of effecting change in country like Sierra Leone will come with many challenging situations and people. However my ReachOut fellowship has also showed me that with the right support and God's grace I can overcome thes challenges.

I am very grateful to the entire ReachOut family for their unwavering support of me and of PEPTOK. There were times when I was hesitant to ask for more financial support or explain another change in my plans, but Jim was always ready to listen and understand. Such a support means so much to an international fellow than one can imagine, especially to those working in developing countries where projects almost, often never go as planned. As a result, it is very important for future fellows to know that they can always count on the ReachOut family to listen, to understand, and help them throughout their fellowship, so they should never hesitate to reach out for help.

Fast forward to 2016

Time is indeed our friend and not the enemy. Looking back at my reflection of my ReachOut fellowship now, just at the end of my medical school career, I cannot help but realize how much I understated my experience. Yes, ReachOut helped me see my potential as a leader for change in Sierra Leone and the World. Yes, it connected me back to a country I had left as a child, in the midst of a Civil War. Yes, ReachOut helped me see challenges in a new light. However, I never knew how much it would influence my choices in medical school.

After my ReachOut fellowship, I decided to pursue a medical career in hopes of developing skills that would be useful in Sierra Leone. However, over the years, I continued to reflect on my two years working in Sierra Leone. The poverty I had seen, the problems and people I had engaged, and how my gifts and passions fit into this picture. Every time, I found myself being drawn to the PEPTOK students with whom I had worked. They are brilliant and enthusiastic. They are eager to solve Sierra Leone's problems. They are strong and full of so much potential. However they are caught in a broken education system that stifles their intellectual growth and prevented them from making any impressive contribution to their country. Slowly over these past four years in medical school, my vision for Sierra Leone change from equipping myself to go fix the health care in Sierra Leone to equipping the students of Sierra Leone to fix Sierra Leone's health care- it looks very much like my ReachOut proposal.

As a result, I found a new reason for my medical school studies and I became free to explore whatever field in medicine that interests me. I am now certain that I want my career in medicine to inspire and enable students in Sierra Leone to achieve their potential. I now want to see the PEPTOK students I worked with become doctors and lawyers and engineers, so that together we can continue to rebuild Sierra Leone.

I have a long road ahead in my medical training and a long way to go before realizing my vision for Sierra Leone, but I am so grateful for my ReachOut fellowship for the foundations of clarity and confidence it has given me to walk steadfastly towards an exciting future.

KAREN CAMPION and CLARE HERCEG '11



Karen Campion

Karen Campion, from Silver Spring, MD, majored in Sociology with certificates in Near Eastern Studies and Arabic Language. She received the Shapiro Prize for Academic Excellence in 2009. Clare Herceg, from Sugar Loaf, NY, was a Woodrow Wilson School major with certificates in Arabic Language and Culture and Near Eastern Studies. Prior to their year as ReachOut International Fellows, each of them had established a fine academic record and strong background in service and international experience.



Clare Herceg

Karen and Clare carried out their joint project in the Nablus governate in the West Bank of the Palestinian territories, which is home to more than 80,000 refugees. Many of those refugees reside in four main refugee camps, all of which are plagued by serious problems, such as overcrowded schools, high unemployment, and poor water and sewage networks. Over 40 percent of the population is under the age of 14, and the children are particularly vulnerable to the challenges posed by poverty and ongoing political instability.

Tomorrow's Youth Organization (TYO), an American NGO that works in disadvantaged areas of the Middle East, is one of the few U.S.-based organizations with a presence in Nablus. TYO offers high-quality early childhood programs for children age 4-5, after-school non-formal educational experiences for children age 8-12, community-based activities for teenagers and children of all ages, volunteer opportunities for international interns and local university students, and special programming for women.

During their yearlong fellowship, Karen and Clare worked on several projects, including:

- **Comprehensive needs assessment for the six neighborhoods that TYO serves.** The needs assessment team—including three local staff members, dozens of university student volunteers, and the two fellows—collected data from 413 participants, using surveys, focus group discussions, and in-depth individual interviews. The analysis focused on children's psychosocial wellbeing, school experiences, parenting style, nutrition, authority structure in

the home, family size, mothers' psychosocial wellbeing, poverty, and parents' education.

- **After-school classes for children age 9-12.** Clare's class used group brainteasers, creative art projects, science experiments, and puzzles to foster creative thinking skills. Karen's class used common household trash, like plastic bags and old milk cartons, to make arts and crafts.
- **English classes.** Karen and Clare taught English to several different groups, including high-level professional English to medical students at Al Najah University, beginner- and intermediate-level English to participants in TYO's Women's Program, and conversational English to employees at PalTel, one of Nablus's largest companies, and a key TYO community partner.
- **Inside Out Project.** Nablus's youth participated in an international public photography project, Inside Out. Graduates of TYO's after-school photography program for teens, "Triple Exposure," interviewed each other to decide what messages they wanted to send to the world, took photographs, and submitted them to the international organizers for printing. Karen secured permission from the city to put them up in public space, and coordinated the effort to paste them to a wall along one of Nablus's main streets.
- **Girls' Soccer Team.** Clare coached two soccer teams for neighborhood girls, age 6-9 and 10-12. She held two practices a week, and brought them to two competitions, where they played matches against girls' teams from other neighborhoods. Outside of the team, the girls had few opportunities to be members of an athletic team.
- **Administrative projects.** Karen and Clare gained experience in a wide range of tasks that are essential to the smooth running of an NGO. They developed a social media strategy for the organization, directed a grassroots fundraising campaign, created manuals for the organization's core programs, conducted a brief survey to inform revisions to the local outreach strategy, and developed a database to track enrollment.

When applying for the ReachOut Fellowship, Karen and Clare showed themselves to be not only intelligent and well organized, but also highly motivated and passionate in pursuing their project. As a student, Karen was devoted to "the study of human rights and the Israeli-Palestinian conflict" and wrote her senior thesis on Israeli and Palestinian women's political organizations. Clare wrote in her application that "service has defined my life thus far and will continue to guide it," and she hoped "to support and create national policies regarding the Middle East and the Israeli-Palestinian conflict in particular" in the long term. The seminar leader of the course both Karen and Clare took on Modern Israel (from Princeton's Program in Judaic Studies) said that both are "exceptional students – intelligent, hardworking and incredibly motivated" and that they have "a sense of maturity and responsibility that is rare among undergraduates." Their activities and fields of study at Princeton helped to prepare Clare and Karen for the ReachOut Fellowship.

Both Karen and Clare said that they hoped their year as ReachOut Fellows would give them opportunities to work directly on issues that they had studied for four years at Princeton. Clare explained: “The committee's decision to add an international fellowship provides an invaluable opportunity to Princeton students hoping to make a positive contribution to communities outside the United States. Many students have spent their time at Princeton studying those huge issues that affect people across international boundaries--including human rights, poverty, violent politics, public health, gender inequality, and the environment. Work in other countries is often crucial to addressing these important issues, and the ReachOut International Fellowship allows students to think critically and practically about how best to make a material difference.”

In a report they sent to the fellowship committee at the end of their year in Nablus, Clare and Karen shared how the fellowship experience had deepened their understanding of the issues and raised their awareness of different roles that they could play to support residents of Nablus and other communities affected by violence and oppression. Karen wrote, “As we conducted the needs assessment, I was struck by two main findings—the



prevalence of serious psychiatric disorders among women, youth, and children, and the omnipresence of violence in individuals' and families' lives. In the home visits and my own classroom, I saw the effects of these forces (as well as poverty, malnutrition, and

poor parenting practices) on children. These children are resilient; they will survive. But what kind of lives do they have to look forward to, expecting violence from family members, community members, and the occupying Israeli military, and surrounded by anxious and depressed people with poor access to psychological services and no respite from the forces causing their distress? Currently, I am trying to decide where to focus my professional and academic efforts for the next few years. After this year in Nablus, I know I have much to learn about violence, its impact on communities and individuals, and ways to empower those same communities and individuals to build more peaceful, sustainable futures. In one way or another, I hope to contribute to that goal.”



Clare wrote,
“This year confirmed that I am passionate about meeting the immediate needs of Palestinians through aid work, and about working towards a just solution that establishes peace and security for Americans, Israelis, and Palestinians. I just

started working with a Palestinian development consulting firm in Ramallah and am excited to better understand what aid organizations and projects are most effective on the ground. My work with TYO gave me insight into the most pressing needs of Nabulsi people and how an NGO meets those needs. Now, I am looking forward to gaining a more macro level perspective of the development landscape in the West Bank. I am deeply grateful to the fellowship committee and to all of the alumni who support this fellowship program. Thank you for the opportunity to immerse myself in a beautiful and rich community often unreached by foreigners, to learn about their struggles and joys and to serve its most disadvantaged members in a deep and meaningful way.”



After the fellowship Karen returned to Washington, where she worked at the National Academy of Sciences on a consensus study on child abuse and neglect in the United States, and helped to establish a forum on global investments in early childhood development. In August 2013, she began a master's program in international peace studies at the University of Notre Dame. There, she explored peacebuilding strategies, and particularly focused on trauma healing and justice seeking following massive violence. Following graduation, Karen began the master's in social work program at the University of Maryland, where she currently focuses on clinical approaches to trauma healing for children, youth, and families.

Five years after receiving the ReachOut Fellowship, Karen said, “The year I spent in Nablus continues to transform my life. Before living there, I hadn't spent much time thinking about the connections between political violence and mental health. I had a sanitized understanding of conflict, thinking of it in terms of historical events, economic trends, and political strategy. The ReachOut Fellowship allowed me to get to know the real people—the kids in my classes, the women who welcomed me into their homes for dinner and for interviews, the university students who made the programs at TYO possible—who live everyday amidst conflict and violence. Their commitment to living fully and well is what inspires and challenges me to wake up every day and try to work for peace and justice.”

After the fellowship Clare remained in the West Bank for another year and managed evaluations of international development projects and research studies for UN Women, Save the Children, UNICEF, and Mercy Corps. She then returned to the U.S. to facilitate the development of a quality management system for a family-owned business that distributes medical devices and motorized transfer systems to the physically disabled. After completing that project, she moved to NYC and joined the Edna McConnell Clark Foundation, a private foundation that makes significant growth investments in nonprofits that serve youth in the criminal justice system, in the foster care system, or at risk of teen pregnancy. She currently serves as the Portfolio Associate for Evaluation and Learning. Clare is planning a move to San Francisco later this summer and will be looking for opportunities to contribute to a youth-serving direct service organization in the Bay Area.

Five years after receiving the ReachOut Fellowship, Clare said, “My experience in Nablus was truly life-changing and solidified my commitment to serving people oppressed by unjust systems. It gave me the rare opportunity to put human faces and experiences to an international issue that so many people only ever hear about through the media. The year was eye-opening and emotional and was the first time that I had witnessed such immense suffering, but also such profound resilience. I will never forget the children in my classes, the women we interviewed for our needs assessment, the community members, or the local staff. Although my professional focus has shifted from international to domestic social justice issues, I find that many of the lessons learned in Nablus apply to low-income communities in this country, and that the relationship

between systems of injustice, race, and inequality manifests in similar ways in many places. I remain driven to serve vulnerable people by supporting direct service organizations and ultimately leading one of my own. I am deeply grateful to the committee for launching my career in social justice and affording me and others the opportunities to serve others in high-impact ways.”

HANNA KATZ '11



Hanna Katz, from Woodbridge CT, is a Sociology major whose senior thesis is about the social engagement of youth who are repeatedly stopped by the police. Her academic record is stellar, and she has amassed various academic honors.

Her project is with the Youth Employment and Education Program (YEP) of the Stanley M. Isaacs Neighborhood Center, which (in the settlement house tradition) has been performing services for low-income NYC individuals since 1964. YEP is a job-readiness training program for out-of-school and out-of-work youth between ages 17 and 24. They are mostly

African-American or Hispanic, and come from the poorest neighborhoods of East Harlem and the Bronx with little educational attainment.

Hanna served as an intern at the Isaacs Center in 2009 and has returned to the Center regularly since then, meeting hundreds of young people who have benefited from the Center's services. One of the significant barriers to their progress in job and school placement is a criminal record – 70% of the participants having been involved in the criminal justice system. Hanna realized that she could be helpful to those with criminal records, reconnecting these youngsters back into society; and she approached YEP about her project. YEP's leaders are delighted that she will take on this special task.

The four components of Hanna's proposed program are;

- Developing a sustainable case management-program for these youths as they move through the legal process;
- Incorporating relevant issues of criminal justice into existing Isaacs Center programming;
- Connecting the Isaacs Center with the criminal justice system and the local community on a sustainable basis; and
- Strengthening the relationship between the Isaacs Center and the broader community.

Hanna says that “Together, these four spheres will form a multi-level support structure for some of the Isaacs Center's neediest clients and thus will constitute a meaningful addition to this wonderful organization.” Because of recent cuts in public funding for non-profit organization, Hanna says, the Isaacs Center would not be able to support Hanna's program without the financial assistance of the ReachOut56-81 Fellowship program. Hanna's conviction that “underprivileged individuals are trapped in

a cycle of criminal involvement and personal instability,” but that they have the potential to escape the cycle, has inspired her future plans of earning a dual degree in law and social work so as to provide underprivileged youth with comprehensive support.

Hanna has thought a great deal about this and brings intelligence and passion to the task ahead. The leadership of the Isaacs Center (knowing Hanna from her prior internship there) has “every confidence that Hanna will do an outstanding job in this position.” They see her as “insightful, passionate and dedicated,” as well as “a true team player.” They feel that her program, with Hanna guiding it, “will prove to be highly successful and positively benefit the lives of hundreds of disconnected young people.”

Hanna has received outstanding references. Her senior thesis adviser had this to say: “She is smart, organized and hard-working; but she also cares about the real world and wants her work to contribute to making that world a better place.” A manager of the Princeton Pace Center, who knows Hanna well, felt she was an “excellent candidate,” and spoke about her “many talents and skills” and “deep passion for social justice and fulfilling the ideals of an active and engaged participant of her community.” And the supervisor at her 2010 summer internship in a criminal justice program said she was their “number one pick,” who “met and exceeded our expectations,” and took initiatives beyond her years in a stressful work environment.

Here are some additional comments from Hanna. “During the summer of 2009, I interned with the Isaacs Center's YEP program through the Daniel and Florence Guggenheim Foundation's Oscar S. Straus II Fellows in Criminal Justice, a program coordinated by the Pace Center. During that summer, I was blown away by the dedication of the Isaacs Center staff and by the supportive services that the Center provided for these youth. However, I did notice that there were few structures in place at the Isaacs Center to serve the particular needs of young criminal defendants. I continued to volunteer at the Isaacs Center after that summer, and it became increasingly clear to me that criminal justice involvement was one of the central barriers that these youth faced as they sought educational and employment opportunities.

“Developing my ReachOut proposal was a gradual process, and I drew inspiration from staff at the Isaacs Center, coursework in the Sociology department, and a summer 2010 internship with the Osborne Association, a criminal justice-related non-profit organization in Brooklyn. My final project has four separate components: providing individual case-management for youth with ongoing criminal cases, incorporating relevant criminal-justice issues into the YEP curriculum, connecting the Isaacs Center with the existing network of criminal-justice organizations, and strengthening the relationship between the Isaacs Center and its surrounding community. I anticipate a busy year, but I cannot be more excited.

“My hope is that these four components will help to address both the individual-level struggles and the broader structural difficulties associated with criminal-justice involvement among youth. It is most important to me that I start a program that the Isaacs Center can sustain beyond my fellowship year. Finally, I hope that my future

career will involve providing these same sort of comprehensive legal services for underprivileged youth, and I am grateful to Princeton ReachOut56-81 for allowing me to start this work right away.

“I was shocked when I learned that I was awarded the ReachOut fellowship. I feel incredibly honored and fortunate to be granted this opportunity to make a real difference for an incredible organization during my first year out of college. I knew going in that the ReachOut fellowship was a long shot, but I also knew that this opportunity was well worth taking that shot. I'm still in disbelief; I don't think the reality is going to sink in until I begin my project at the end of the summer. I am so grateful to friends, faculty, the Pace Center, and other members of the Princeton and Isaacs Center communities who supported and encouraged me through the application process.”

Since completing her fellowship, Hanna worked for two years with Youth Represent, a non-profit organization that provides legal and social services to court-involved youth. With the generous support of the Dan Gardiner '56 Public Service Award, she was able to assist hundreds of young people as they sought further education, stable housing, and meaningful employment in their journeys from courtroom to community.

Hanna is currently pursuing a PhD in Sociology at Harvard University. Inspired by her experiences at the Isaacs Center and at Youth Represent, her research focuses on interactions between police officers and young people - on city streets, in homes racked by domestic violence, and on college campuses. She will be returning to New York City this summer to study the trajectories of young people recently released from incarceration on Rikers Island.

“Developing my ReachOut proposal was a gradual process, and I drew inspiration from staff at the Isaacs Center, coursework in the Sociology department, and a summer 2010 internship with the Osborne Association, a criminal justice-related non-profit organization in Brooklyn. My final project has four separate components: providing individual case-management for youth with ongoing criminal cases, incorporating relevant criminal-justice issues into the YEP curriculum, connecting the Isaacs Center with the existing network of criminal-justice organizations, and strengthening the relationship between the Isaacs Center and its surrounding community. I anticipate a busy year, but I cannot be more excited.

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CEYMI DOENYAS'12



Ceymi Doenyas, from Istanbul, Turkey, majored in Psychology with certificates in Neuroscience and Near Eastern Studies. She completed her Psychology degree summa cum laude and Neuroscience degree with the highest GPA in the department, earning her the Outstanding Academic Achievement Award. She was the co-recipient of the Howard Crosby Warren Junior Prize in her junior year, which is the Psychology Department's award to its highest performing junior. She is a member of the Phi Beta Kappa academic honor society and Sigma Xi scientific research society.

Ceymi Doenyas

During her year as the ReachOut 56-81-06 International Fellow, Ceymi introduced the iPad innovation to the education system for children with autism in Turkey. In 2012, iPads had recently begun to be used in the leading autism schools in the US, and she used her fellowship to purchase and donate iPads to the first and only school for autism in Turkey to pioneer in her hometown this new advance in the autism field. In high school, she had volunteered to translate the curriculum of Princeton Child Development Institute from English to Turkish so that the first school for autism in Turkey, Tohum, could be opened. After its inauguration, she continued volunteering and helping in this school, and this is where she conducted her ReachOut project. During her years in Princeton, she volunteered at the Eden Institute for Autism, Princeton Disabilities Awareness programs, and fundraisings for Autism Speaks.

Her initiative inspired other companies to donate more iPads to this school and by February 2013, all the students had their own iPads. By the end of June 2013, almost all of the students started following their activity schedules on their iPads, with the exception of one boy who did not yet have the prerequisite skills for following iPad schedules. The video that documents the impact of her project on this school and its students, comprising the footage she recorded of the paper-based activity schedules used before iPads, the first time students interacted with activity schedules on iPads, and how students have learned to use the schedules by themselves is in the following link:
<http://www.youtube.com/watch?v=YnXltXVVCAE>.



Her Book



Ceymi Zengin
**Activity Schedules on iPads
for Children With Autism**
How to prepare them and teach their independent use



*Ceymi's book is sold in Amazon
and Barnes & Noble*

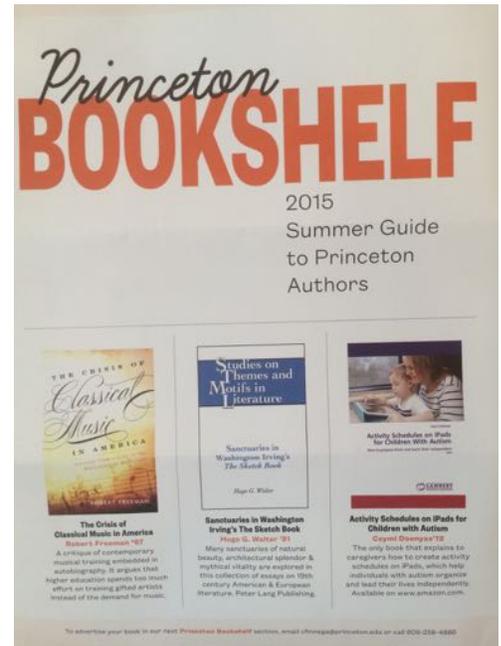
Since autism education is costly and not everyone can afford sending their children with autism to private care schools, Ceymi wrote a book to teach caregivers how to create activity schedules on iPads for individuals with autism and teach them how to follow these schedules independently, which they can do at home by following her book.

To achieve this purpose, she read textbooks teaching Applied Behavioral Analysis (ABA) methods written by Alberto & Troutman (2013) and by Cooper, Heron & Heward, (2007). These textbooks were written in formal, educational language that parents or caregivers may have a hard time following. So, combining the information in these textbooks with her observations of the execution of ABA techniques in Tohum School, she summarized ABA methods in her own words that are easier for laypeople to understand.

She created boxes including the following information to help parents: ways to reinforce desired behaviors in children with autism, how to teach a skill using ABA principles to individuals with autism in a simple language, and why children with autism engage in inappropriate behaviors and how to avoid them. This way, she aimed to produce a guide that will also help with general issues of children with autism. To have her guide rooted in real life instead of simply comprising theoretical instruction, she also included her experiences in Tohum School, what the instructors observed to be the benefits of using iPad activity schedules, pictures of her preparing the activity schedules step by step, and pictures she took of children using their iPad activity schedules. In her guide, caregivers can find the following sections:

- ✓ Advantages of activity schedules in iPads over folders
- ✓ How to teach their child the prerequisite skills for following activity schedules, via iPads → the autism literature that currently exists explains how to teach the prerequisite skills using paper-based methods that are very time-consuming to prepare. *This book is the first to explain how to teach them with an iPad.*
- ✓ How to reinforce desired behaviors in children with autism, types of reinforcers, and how to use the reinforcers

- ✓ How to teach a skill to an individual with autism using principles of Applied Behavioral Analysis (ABA)
- ✓ Why children with autism engage in inappropriate behaviors and how to avoid them
- ✓ How to prepare an activity schedule, what activities to choose, application suggestions – this is explained in great detail, with every step expounded on and illustrated with demonstrative images
- ✓ How to teach a child to follow this first activity schedule and how to reward the child
- ✓ How to measure the child’s success in following the schedule
- ✓ What to do when a child masters the first activity schedule



Ceymi's book was featured in PAW June 2015 Issue

Ceymi's book is now being sold in Amazon and Barnes & Noble.

Her Published Research Article

International Journal of Child-Computer Interaction 2 (2014) 66–71



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Autism and tablet computers in Turkey: Teaching picture sequencing skills via a web-based iPad application

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ABSTRACT

We conducted the first study on Turkish children with autism and tablet computers, with a web-based iPad application designed especially for them. We performed a pilot study on three Turkish boys of different ages with autism to observe their reactions to the tablet application and its effectiveness in teaching the sequencing skill, which is part of their educational curriculum. Our application had a testing session with no prompts or rewards and a teaching session with prompts, rewards, and demonstration of correct responses. First, our participants played the testing session to determine their baseline sequencing abilities. Next, they played the teaching session. Finally, they played the testing session again to see if they were now able to sequence the cards on their own. Through this application, the 13-year-old boy's sequencing skills improved without external help, via only the prompts and reinforcements of the iPad application. The application was not enough to teach sequencing to the 4-year-old, who required external help, and it was too simple for the 15-year-old, who did not use any prompts and quickly became bored. Based on our findings, we discuss how to improve similar sequencing applications and offer suggestions for designing iPad applications for individuals with autism.

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While conducting her project, Ceymi was contacted by computer engineers from a very respectable university in Turkey, Istanbul Technical University, who wanted to design an application in Turkish that could be used in the education of individuals with autism. Ceymi and the engineers together decided to create an application that would teach children how to sequence basic daily actions.

This is a very important skill to have because individuals with autism are impaired in social communication and one of the prerequisite skills to

communicate with others and talk about one's day or experiences is to understand the order they happened in. Also, the correct identification of the first action in the sequence serves as a cue to remind the next action, which assists in the process of storytelling.

They researched already existing applications and she analyzed them according to Applied Behavioral Analysis principles and saw that in one way or another, they were not suitable for teaching individuals with autism. Combining what those applications lacked, they designed their own application. The activities chosen to be sequenced were: brushing teeth, putting on a coat, making and eating a sandwich, pouring and drinking orange juice, and getting on and riding a bicycle. This is a frame from their application:



This application has a testing phase with no cues to determine the baseline skill level of the participants, a teaching phase with the cues and rewards to teach sequencing, and another testing phase to see whether the teaching phase was successful in establishing a change from the initial level. They tested this application on three participants. Ceymi wanted to have an experimental design with a control and experimental group, as is always done in psychology studies. But the principal of Tohum School said that it is very difficult to use this setup for individuals with autism, because they are all affected by autism to different degrees and the groups will not be homogenous, so it is better to compare the participants with themselves and look at their levels prior to and after the manipulation. Ceymi ran all the experiments, with the help of the participants' educators. Thus, she was able to observe their reactions to the iPad application closely.

This was the first research paper she had written and as the main author, she got it published in the journal *International Journal of Child-Computer Interaction*. She says having her research article accepted for publication in a respectable journal is a dream come true and she sincerely thanks the ReachOut Committee for enabling her to experience this pride. Here is the abstract of her article:

We conducted the first study on Turkish children with autism and tablet computers, with a web-based iPad application designed especially for them. We performed a pilot study on three Turkish boys with autism of different ages to observe their reactions to the tablet application and its effectiveness in teaching the sequencing skill, which is part of their educational curriculum. Our application had a testing session with no prompts or rewards and a teaching session with prompts, rewards, and demonstration of correct responses. First, our participants played the testing session to determine their baseline sequencing abilities. Next, they played the teaching

session. Finally, they played the testing session again to see if they were now able to sequence the cards on their own. Through this application, the 11-year-old boy's sequencing skills improved without external help, via only the prompts and reinforcements of the iPad application. The application was not enough to teach sequencing to the 4-year-old, who required external help, and it was too simple for the 15-year-old, who did not use any prompts and quickly became bored. Based on our findings, we discuss how to improve similar sequencing applications and offer suggestions for designing iPad applications for individuals with autism.

Other Publications

The purpose of Ceymi's project was to initiate iPad education for autism in Turkey and share her experiences with parents and caregivers of individuals with autism. She put the full version of her guide in the English website of Tohum, the dissemination school of Princeton Child Development Institute in Turkey:

<http://en.tohumotizm.org.tr/haber/caregivers%25E2%2580%2599-guide-activity-schedules-ipads-children-autism>. When "activity schedules on iPads for autism" is searched on google, this link is the first one that comes up on the search results list.

She also translated this guide into Turkish and published it online:

<http://tohumotizm.org.tr/haber/otizimli-cocugunuz-ic-ipad'de-etkinlik-cizelgesi-hazirlama-ve-kullanimini-ogretme-kilavuzu>.



Ceymi's article about her guide and her ReachOut project in Autism Parenting Magazine

She wrote an article about her project and what her guide contains, and it is published in the 11th issue of *Autism Parenting Magazine* (see left), where Ceymi thanks the ReachOut committee in her acknowledgements with the following words:

"The author of this paper would like to thank the ReachOut 56-81-06 Fellowship committee, without whose support and guidance this project could not be accomplished." She received Badges of Honor from *Autism Parenting Magazine* for her contribution.

After the fellowship

Ceymi continued preparing her book and article for publication the year after the fellowship, which are now both published. Highly enjoying this research and writing process, she started a Developmental Psychology PhD in Fall 2014, in the most esteemed research university in Turkey, Koç University, where she received the highest success

CRISTINA MARTINEZ '12



Cristina Martinez, a native of Miami, Florida, is an Anthropology major pursuing a certificate in Values and Public Life. Cristina's senior thesis research on youth aging out of foster care led to her interest in continuing her work with this population through a ReachOut fellowship. Cristina's thesis advisor, Lawrence Rosen, Cromwell Professor of Anthropology, writes that Cristina is "well prepared for this project, for which she has done careful research." Cristina is a volunteer at Community House in Princeton and is also the Vice President of Princeton Faith and Action.

Cristina's project will begin to address the problems faced by the 25,000 children in the foster care system who reach their 18th birthday each year by developing a network of social support in order to increase the chances of success and ease the transition into adulthood for these children. Cristina will recruit and assess families to serve as mentors for these young people, develop a training program, and also coordinate a series of events designed to develop the mentorship. After an assessment of the pilot year, she and Bethany Christian Services expect that the program will be replicated at its other offices.

During my first few months at Bethany, I did research to determine what services were already available to foster youth in Philadelphia. I set up meetings with organizations such as the Department of Human Services, City Year, the Juvenile Law Center, and several universities in the city to discuss their interest in partnering with Bethany to help foster youth. Temple University, the University of Pennsylvania, and an international mentoring program for foster youth called the International Student Foundation signed a memorandum of understanding with my supervisor, agreeing to assist us and partner with us in our efforts. We received verbal agreements of support from the Juvenile Law Center and the Department of Human Services.

I also conducted several focus groups around Philadelphia with youth who were about to age out of foster care or who had recently aged out of the system. I held three different groups of 8-15 youth each. I asked them about their experiences in foster care and where they felt services were lacking for them. Many of the youth confirmed our suspicions that supportive adults and help achieving their educational goals were areas with few supports in place. Out of these focus groups, I developed the mission and vision of the Safe Families PLUS—to connect each youth leaving foster care with a caring adult and to empower these adults to help foster youth achieve their educational and vocational goals.

I spent the next several months developing the program. I met with many leaders of faith communities to encourage them to recruit mentors. I contacted Bethany's foster families and other volunteers. We were able to recruit 25 adults who were interested in hosting and/or mentoring these youth. I kept in contact with those interested, updating them on the progress of the program and having them fill out the initial paperwork required to be a volunteer.

Because Safe Families PLUS was under the umbrella of the larger program Safe Families for Children (SFFC), I had to edit all of the SFFC forms already in place at Bethany. These forms included volunteer forms and instructions as well as protocols and processes. I also helped integrate Safe Families PLUS with another already existent program called Safe Families Helping Young Moms—a program that provides host homes and/or mentoring to pregnant and parenting young women. Since the issues faced by many in the Helping Young Moms program are similar to those experienced by foster youth, I developed a joint training for volunteers interested in either of the programs. This training required me to do quite a bit of research surrounding trauma and its effect on brain and emotional development in adolescents and young adults. I was able to complete the full training and instruct another staff member at Bethany on how to conduct the training.

During my last few months at Bethany, I was assigned to be the family coach (similar to a social worker) for the general Safe Families program so that I could get a better feel for what I wanted the PLUS program to look like. I had four cases involving younger children (ages 6 and under) and I did the case management (home visits, contact with birth families, etc.) and conducted home screenings to approve the host families as volunteers. From this experience I was able to gain a more realistic perspective on what Safe Families PLUS should look like. I redid many of the forms and finalized all of the procedures for the program so that it would be sustainable once I left and operate in a similar way to the other Safe Families programs. I developed a 50-page manual and a handbook specifically for the PLUS volunteers. The manual is intended to be a supplement to the live training. The manual explains the foster care system and the effects of trauma on young adults. It also gives the volunteers ideas to help support the youth's educational and vocational goals as well as a list of resources in Philadelphia for foster youth. The handbook is for both the youth and the volunteers to read and sign together. It is short and discusses expectations for both parties so that the relationship starts off with clarity.

Throughout the year I also kept in close contact with the Achieving Independence Center, a place every foster youth in the City of Philadelphia must go before they leave care. Their staff informed me of gaps in their own services and I was able to further tailor Safe Families PLUS to meet the needs the staff mentioned. The Achieving Independence Center agreed to be our main source of referrals for youth for the program.

I also spent the entire year writing grant proposals to the Department of Human Services and over 10 different foundations. Several of the proposals were rejected, but many are still pending. We did receive a small grant from the Toyota Foundation. The

Safe Families model is a program that is volunteer-driven and professionally supported. I tried to use this to my advantage to make the program sustainable without much outside funding. Instead of having social workers coach the mentors and their assigned youth, I was able to recruit 5 volunteers to play this role and agree to receive special training to do so. One faith community in particular decided to make Safe Families PLUS an official program they participate in and offer to their members. We were able to recruit about 15 volunteers from this faith community and the first training for Safe Families PLUS will be held in their building at the end of June.

Unfortunately, things moved more slowly than I would have liked. Only in my last week at Bethany was I able to make the first match between a mentor and a youth formerly in foster care. The first training for PLUS will occur at the end of this month and although I will not be conducting it, I was glad to finish it and train someone else who will be at Bethany longer to run it. Throughout my year, I was also able to educate the other departments at Bethany, like Foster Care and Adoption, about the aging out process and help their staff serve their clients better.

This year presented many challenges that pushed me to grow tremendously in several areas. Halfway through the year my supervisor changed and I found it difficult to work with the new one. It was humbling to see things being done in a way I disagreed with and deciding not to say anything about it. During my last week at Bethany I was able to voice many of my concerns and frustrations to my new supervisor in a professional way. I was anxious about this meeting, but my supervisor took my comments very well and thanked me for challenging her to grow. I had never confronted someone, especially someone in an authoritative position, in that manner before. Many of the other employees she supervised were disgruntled and often spoke negatively of her around the office. After some time, I chose not to do so and instead speak with her directly. It was a valuable experience that truly taught me a lifelong lesson.

I was also challenged to face emotionally taxing situations each day working with abused and neglected children. During the first few months, I found it difficult to separate my emotions from my work and not feel depressed as I left the office each day. I think this was very important for me, as I desire to work with underprivileged populations in the future. This year showed me how strenuous that type of work can be on someone and gave me a more realistic picture of what I eventually want to do.

Because my supervisors trusted me (sometimes a little too much), I was forced to push myself often. I received little direction to develop the program and was frequently asked to do things I had never done before and received no training to do. I had to learn how to be a social worker, grant writer, and program developer very quickly. Accepting these types of challenges and learning to fail and then try again helped me grow professionally and personally.

The project itself remained the same, but my role at Bethany differed throughout the year in a constructive way. In addition to working on my program, I was able to work in the Adoption and Foster Care departments in various ways. I translated for Spanish-

speaking clients and helped with several foster care cases. I received a comprehensive picture of the whole spectrum of a child welfare organization.

I was provided with most of the materials I needed through Bethany. I had to pay for several things such as the snacks for the focus groups, my gas, and other office items I needed. The funds I received were sufficient to live and complete my project as expected.

My advice to future fellows would mostly include information regarding the organization for which the fellow plans to work. Knowing who your supervisor will be and the explicit role you will play in the organization is crucial to a successful year. Since my role at Bethany changed often, I felt as if I was asked to do more than I was capable of professionally and personally. Learning to set boundaries, while still being flexible, is an important thing to consider when speaking with an organization and starting your project.

I would only like to offer my deepest gratitude for the opportunity to work with Bethany and start Safe Families PLUS. It was one of the most challenging experiences I have been through, but also the most rewarding. I learned an immense amount of information about myself and was able to reflect on my future goals with a more realistic perspective. Thank you for allowing me to have this year to learn so much and accomplish a goal bigger than one I had ever set for myself before.

ABIGAIL GREENE '13



Abigail Greene '13, a native of Katonah, New York, majored in Psychology with certificates in Quantitative and Computational Neuroscience and French. Abby developed a passion for the plight of women in Nicaragua in high school, during several weeklong service trips with Bridges to Community, a community-development nonprofit. She fell in love with the country and became determined to return to the communities she encountered, to learn from and work with them following her graduation.

To this end, Abby spent her fellowship year working with Pro Mujer, a women's development and microfinance organization, to provide low-cost, high-quality healthcare to women in rural Nicaragua. In Nicaragua, with resources scarce and 40 percent of the population living below the international poverty line, many see no compelling reason to pursue medical screenings for which they must pay out of pocket. The resulting situation is nothing short of a national health crisis, only exacerbated by a public healthcare system that is limited in accessibility and difficult to navigate. And for Nicaraguan women, these challenges are only the beginning. Women, expected both to run a household and to deny their own needs, confront compounding challenges: inaccessibility of healthcare and stigmatization of gender-specific needs together ensure that they rarely receive necessary information and medical attention, perpetuating socioeconomic and health inequalities.

Pro Mujer recognizes that these challenges are complex and interconnected, that good health and financial success are both critical to female empowerment and gender equality, and in 2010, the organization launched a pilot program to address this very challenge by incorporating health education into monthly communal bank meetings and opening primary care clinics in urban focal centers, which clients visit biannually for loan disbursements. To ensure universal coverage, Pro Mujer offers a basic package to all clients, funded by the microfinance component of the operation, which includes loan services, an optional program of basic health screenings and education, and relevant trainings. All services in the basic package are provided to clients free of charge, and the focus of its healthcare component is chronic disease, a critical concern for Nicaraguan women. Additional services are available through a health program membership – for which clients pay a monthly membership fee – or on a pay-per-service basis, with several payment options.

Abby began planning her project with Pro Mujer just as the organization completed the first full year of this pilot program, and the timing was propitious; to optimize impact and outreach, Pro Mujer was preparing to move into an evaluation phase of the pilot in order to ensure that available services were in line with clients' needs, to improve access to critical services in rural areas, and to develop effective uses of available technology to organize program statistics and encourage patient follow-up. Leveraging her research experience and firm background in statistics and research design, Abby worked with Pro Mujer leadership – both in the international and Nicaraguan offices – to identify organizational priorities and to design a project around them that would allow the pilot program to be evaluated, improved, and scaled up.

The results of Abby's needs assessment suggested that an institutional priority was the development of a quality assessment and improvement (QA/QI) system in the health program that would allow for continuous model evaluation and development. Abby's project adopted a two-pronged approach to QA/QI: the development of a system to monitor and evaluate internal processes, and the study of service usage and satisfaction among clients.

To accomplish the former, Abby conducted extensive benchmarking research of peer institutions' QA/QI systems and worked closely with Pro Mujer's international Director of Quality, who was conducting an international healthcare quality audit. The result was the development of two QA/QI tools and a system for their implementation; altogether, this system measures both technical quality and efficiency of health-related operations with a focus on evidence-based practice, widely used quality metrics, and institutional need; and internal process efficiency and efficacy. Abby then presented this system to the leadership of Pro Mujer Nicaragua and Pro Mujer International and used the feedback that resulted from these meetings to refine and improve the proposed system.

To assess patient satisfaction, Abby assisted in the adaptation of a patient satisfaction survey implemented by Pro Mujer Bolivia to suit the needs of the Nicaragua health program. The survey sought to rigorously assess patient values, needs, and satisfaction with the healthcare model and to identify, explain, and rectify problematic trends in usage and marketing of the package. Abby identified over 1,000 clients who purchased the healthcare package in 2012 and 2013, collected and organized usage data for these clients, and selected from them a sample to visit and interview. The data she collected revealed interesting trends that informed Abby's QA/QI work and, more broadly, guided healthcare program development, and during her final months in Nicaragua, Abby worked closely with Pro Mujer leadership to incorporate relevant observations and resulting recommendations, as well as the QA/QI system, into institutional operating procedures and culture.

In a report written at the end of her fellowship year, Abby expressed her tremendous gratitude for the support of the ReachOut Fellowship, and for the substantial independence, mentorship, and institutional support that the Pro Mujer community offered her, and she wrote of the impact that this experience had on her, both personally and professionally:

“My interactions with clients were, without a doubt, the most rewarding and hardest parts of my year. I was inspired by their resilience and determination to beat poverty, and I am so grateful for their willingness to engage with me, but I struggled to wrap my head around their daily challenges, the ones that will continue long after I’m gone. How to bring Nicaragua back to my life in the United States was a question that I thought about almost daily. I still don’t have a complete answer, but I have at least part of one.

When I left for Nicaragua, I was in the early stages of applying to MD-PhD programs. I came to the idea through research, committed to doing clinically motivated cognitive neuroscience research and convinced that the MD would make me a better scientist. But somewhere along the way this year, probably as a result of having the time and space to critically reflect and definitely as a result of my interactions with patients, I realized that, though research is still my passion, I want to practice medicine. The challenge that I found so energizing and difficult in Nicaragua – that of identifying and striving to meet the needs of patients – is the very same challenge that motivates me to pursue a career that will be at least partially spent in the clinic. It won’t be easy, and I am sure that there will be many nights when, as in Nicaragua, I find it hard to wrap my head around the day or when I will ask myself if I’m effectively addressing the questions about which I care. But that, I think, is the right kind of challenge, and I look forward to facing it as a physician-scientist.”

Abby is currently pursuing these goals as an MD-PhD candidate at Yale School of Medicine, where she is studying computational neuroscience and psychiatry.

CHRISTINA LAURENZI '13



Christina Laurenzi, from Mountain Lakes, NJ, majored in Politics and received a certificate in Global Health and Health Policy. She received the Shapiro Award for Academic Excellence in 2011.

Christina's ReachOut project was based in Zithulele Village, in the O.R. Tambo District of the Eastern Cape of South Africa, where she worked with Philani Maternal and Child Health and Nutrition Project on two interrelated projects.

Zithulele Births Follow-Up Study: overview

The first of her two projects, which quickly became the main focus of her time in Zithulele, was to manage the Zithulele Births Follow -Up Study (ZiBFUS). The study—comprised of a partnership among Zithulele Hospital, Stellenbosch University, and Philani, and just beginning at the time of Christina's arrival—followed infants from the hospital's catchment area from birth through the first year of life. The project's eight data collectors interviewed all 470 participating mothers at three-month intervals (birth, 3 months, 6 months, 9 months, and 12 months). All babies were born in a 3-month recruitment period, and each of the follow-up questionnaires were conducted in waves.

The interviews were all done one - on - one in the home of the mother, with the baby present for some developmental exercises, and questions focused mainly on health and related social matters. Each survey was preloaded on a mobile phone app, Mobenzi Researcher, and each data collector was allocated their own smartphone and audio recorder that they brought to all of their interviews. The questions would appear in Xhosa, the local language, and the data collectors keyed in responses accordingly. When submitted, the survey would be uploaded onto a secure server that Christina could access from her computer, in the English translation, and all responses were compiled there for each of the surveys.

Although there were some protocols in place when Christina arrived, there were many on-the-ground elements that changed weekly, continuing logistics that needed to be planned, staff supervision, and data analysis to be completed. These became some of her main roles, and she was able to shape and develop the project and its management

as she determined necessary. She found this independence sometimes challenging, but at the same it became a wonderful experience.

Although the ZiBFUS project encompassed many diverse aspects, three of the main outcomes included:

- 1) Guiding the project from the end of the 3 - month survey through to the completion of the 12-month survey;
- 2) Analyzing data and preparing two major presentations to stakeholders, as well as creating presentations for a number of smaller presentations; and
- 3) Planning for the start of a new survey (similar to ZiBFUS in content and method, but with different logistics to consider).

Throughout her time in Zithulele, Christina learned some of the less glamorous aspects of fieldwork in rural settings—overseeing weekly budgets, procuring replacements for flat tires (a monthly occurrence on poorly-maintained dirt roads), shifting schedules and locations to account for heavy rains, finding creative solutions to routine power shortages, to name a few. These challenges, as well as others—working across a language and cultural barrier, living in a place that at times felt very far from home—became remarkably easier over time.

Impact

Christina's work on this project enabled it to run during a somewhat tumultuous time for staff; furthermore, her efforts to organize and analyze data on a broader level than had been done to that point became a valuable contribution. The consolidation, cleaning, and editing of data enabled the team to translate data to other people—whether this was a Department of Health representative at a presentation, or the statistician from UCLA who the team collaborated with to run the regressions for upcoming articles. Christina found that she was in a distinct position, where she could bridge the world of data collection and fieldwork—as she was familiar with the considerations, challenges, that accompanied that side of things—with the language of academia, policy, and larger implications.

Ultimately, the ZiBFUS outcomes from the first year turned out to be useful and informative. While many of them were in line with expectations, Christina and the ZiBFUS team discovered the depth and extent of certain problems, and were able to identify widespread trends that otherwise might have only been observations in a clinical or organizational setting. Some examples include: low rates of immunizations, low adherence to birth control (for a number of reasons), high proportion of households relying solely on grants for monthly income, to name a few.

In uncovering these trends, the project team was able to compare their findings to government stats—for example, they found that nearly 25% of babies did not have up-to-date 3-month immunizations at the time of the interview, compared to the government figure for the district, which named only about 10% of 3 - month - olds as missing immunizations. Furthermore, the data collection detailed which immunizations exactly were missing, and from which child, which area, and so on. What these details amounted to was a targeted way to address systemic shortcomings—instead of vague details, the team captured on a broader level the specifics of how mothers sought care for sick children, which immunizations were given, and where and when, the exact process of mixing formula, the exact course of treatment for preventing mother-to-child transmission of HIV, and so on.

Apart from analyzing many descriptive statistics and going into further detail, Christina also compiled the presentations that we gave to a number of stakeholders—hospital doctors and therapists, local NGO officials, government officials working for the Department of Health and Treasury. By addressing these individuals and groups, the team reached out to both local, more immediate practitioners who could translate some of this knowledge into daily practice, as well as policymakers who could think about these problems more critically at a higher level and could hopefully push for more widespread change.

Monitoring and Evaluation of Mentor Mothers: overview

The second project, inspired by Christina’s time as an intern at Philani’s Cape Town site, was to help Philani’s Mentor Mothers program assess and redesign their system for monitoring and evaluation. Mentor Mothers is the main project that Philani runs in the Eastern Cape, and is a community health worker program specifically focused on providing support and advice to pregnant mothers and mothers of children who are malnourished. The organization selects and trains 1-2 Mentor Mothers per village, and they become local home health experts, trained on matters related to HIV, nutrition, breastfeeding, and more. They also act as liaisons to connect their clients (who are often times their neighbors) to clinic and hospital services, or to government services relating to social grants or identity documents.

Each Mentor Mother maintained a caseload of 30-60 folders for each of the 50 or so Mentor Mothers in the area. In the Eastern Cape, Mentor Mothers had almost 2,700 clients collectively as of 2014. Naturally this amounted to a large workload for the senior staff for monthly reporting—deciphering notes of home visits to capture monthly stats, or sorting and counting many folders at a time. Christina’s goal was to streamline this process for the senior staff members who had to locate these folders and capture stats from them for monthly reports sent to the Cape Town head office (and sometimes to

funders). Although this project was spread out over the course of the year, Christina eventually designed an updated system for the senior staff of Mentor Mothers to use for monthly reporting.

The outcomes included:

- 1) Revision of the program’s “folder reporting form,” in terms of both content and format;
- 2) Updating of the statistics Excel document used to record all information from the abovementioned reporting forms; and
- 3) Designing a survey on a mobile phone for Mentor Mother use, and beginning to initiate this program through two separate trainings.

These monthly reports always included a large compilation of statistics, divided by Mentor Mother, to provide an update on new cases, successful interventions, as well as a profile of clients. Thus “monitoring and evaluation” applied to overall project monitoring and attaining of goals, but also to individual performance evaluation.

As is the case with most NGOs, these reports and statistics are used both internally and externally. They may be important for program development and internal assessment of goals; however, they were also carefully crafted to fit the requests, and criteria, of funders. Introducing the same technology used by the Zithulele Births Follow-Up Study to shape the daily routines of Philani’s Mentor Mothers opened up another possibility to link evidence and intervention, and to make supervision more effective.

Impact

The redesigning and streamlining of the outcomes reporting most directly affected the senior staff at the organization, however, it also meant that they could more effectively structure their time to devote resources and support to the fieldworkers, and the smooth running of the program, which has a direct impact on Philani’s constituency. The added supervision of the smartphones also promised to provide more immediate follow-up to serious cases, and to identify workers who were not performing well in a much more direct way. This has a direct and meaningful impact on the constituency—ensuring that Philani could refer sick clients in a timely way, and intervene when a Mentor Mother has not been reaching her targets. There were a few cases of children passing away this past year, those who had a Mentor Mother but who were not seen in line with Philani’s guidelines, or who were not picked up until it was too late; the hope is to avoid such situations at all costs. Having Mentor Mothers as established community role models but also enabling them to utilize technology to accomplish their work sent an important message to their constituents.

After ReachOut

Following her ReachOut fellowship year in the Eastern Cape, Christina completed a Master's in African Studies at Oxford University from 2014-2015. Her thesis was focused on women's movement and circular migration in the Eastern Cape, based in observations of this phenomenon from her time working in the ZiBFUS Study. She returned to Zithulele in March 2014 to conduct fieldwork, and interviewed around 40 women in their 20s, 30s, and 40s about their personal experiences moving away from and back to the area.

Christina is currently a research consultant for child-focused NGO Plan International, working in partnership with a research team based at Stellenbosch University in South Africa on an evaluation of one of Plan's programs. The program, Community-Led Action for Children, addresses early child development and parenting in Mozambique and Kenya. Much of the current work in early childhood development focuses on health and social indicators, as the field compasses maternal and child health, HIV/AIDS, and mental health. The evaluation uses both questionnaires with program participants as well as child assessments that measure cognitive development, memory, learning, and attention in four- and five-year olds; the entire study will encompass 1000 children. Christina manages two local data collection teams, one in each country, and is responsible for coordinating on-site study logistics as well as managing more foundational research concerns, such as survey design, data quality, and data analysis.

Her current position is very much linked to the work she completed in her ReachOut year, and is very much made possible by the experience she gained in Zithulele, yet she now has a broader and more expansive role managing a multi-country study with a range of stakeholders. She is sadly missing her third reunion this year as she oversees the start of data collection in Kisumu, Kenya!

HARRIET KRISTIN WILSON '14



Nigerian-born, Kristin Wilson majored in Comparative Literature with certificates in East Asian Studies and Neuroscience graduating with high honours after completing numerous internships and leadership activities, including coordinating volunteers for the college awareness program of ReachOut 56-81-06. She was awarded the Kit Harris Memorial Award for Leadership and Ethics as well as the Whitman College Masters Award for Leadership and Service.

Troubled by the immense disparity between rich and poor in Nigeria, Kristin's **Project Change** addressed elements of the socio-cultural inequality by developing opportunities for privileged students in Nigerian private schools to be better engaged with their less privileged peers in adjacent slum communities. Working in conjunction with a number of high schools and private organisations including LEAP Africa and Junior Achievement Nigeria, Kristin trained volunteer high school and university students to teach analytical literacy and creative critical thinking skills to children from the Bethesda Child Support Agency and two other slum-based schools.



As coordinator of the initiative, Kristin also oversaw the production, publication and exhibition of chapbooks and artistic works jointly produced by students in the programme.

Participants from Project Change engaged with a range of activities including publishing a collection of short stories, organizing and executing community sanitation exercises, setting up pay-to-play stations and putting on successful art exhibitions for patrons and the community.



During the yearlong fellowship Kristin worked on several projects including:

Isòdòkan: In order to ensure continuation of the ReachOut funded project, Kristin setup the non-profit Isòdòkan to coordinate the flagship programme, **Project Change**, which provides analytical literacy training, entrepreneurship education and civic education to students in low-income, urban areas of Lagos. Isòdòkan also organises the summer program **The Bridge** which focusses entirely on bringing students of different demographics together to analyse and attempt to solve critical local problems. The Bridge is a two-weeklong day camp that works to prepare a new generation of changemakers - students between the ages of 11 and 16 - for school, community, corporate, and national leadership.



Med Gangan: Kristin setup sexual health NGO, Med Gangan to address the high rate of STI infection in Lagos, Nigeria's most populous city. Along with her partners, she managed a range of foundation projects which include free STI testing for university students, drafting of policy proposal for sexual health education in schools, sexual health education workshops for students and an open access, interactive website for sexual health and sex-related issues.



She Leads Africa: Kristin worked to setup women’s non-profit, She Leads Africa where she planned and coordinated a range of programmes including business pitch competitions, training workshops and classes targeted at young African women. She Leads Africa is a community that helps young African women achieve their professional dreams. She Leads Africa promotes and uplift local talent by proactively identifying promising African experts and practitioners and providing them a platform to grow.



Big Cabal Media: Kristin developed and executed marketing and growth strategies for Big Cabal media, a firm dedicated to creating the best media brands for digital African audiences across the world. Big Cabal Media setup the site EbolaFacts which collated and disseminated crucial information during Nigeria’s 2014 Ebola crisis. Big Cabal Media’s work has been featured in the Financial Times, the Economist, Bloomberg and other publications around the world.

In the year since the ReachOut fellowship, Kristin has been enrolled in a Master of Science (MSc) programme at the University of Oxford, England which she completes in June 2016. She will then continue to a doctoral programme at Stanford University in the United States. Kristin’s research on ethnomedicine focusses on understanding how traditional/alternative medicine can be better integrated into the healthcare infrastructure so that people, especially in rural or low-income communities can have access to standardised, safe and reliable healthcare.

“The ReachOut fellowship year was such a tremendous experience that allowed me to develop so many different aspects of myself. I had to learn to develop a social media strategy for both my organisation and its projects, execute successful fundraising campaigns, create programme outlines and step-by-step process charts for volunteers and projects in addition to continually assessing and revising Isodokan’s outreach efforts and development contributions. Most importantly, the time I spent in these communities, taught me more about the range and diversity of human experience than I could ever have anticipated. I was able to establish what I hope will be lifelong connections to people within Lagos’ small but impactful philanthropic community. “

SACHA FINN '14



Sacha Finn, from West Hollywood, CA, was an Anthropology major pursuing a pre-medicine track. In addition to her fine academic performance and role as music director of the P.U. Tigressions, she undertook numerous health-related internships. Her department chair referred to her “crisp analytical thinking” and her “richly nuanced and sensitive” writing. Another professor, who described Sacha as “deeply thoughtful, unusually reflective, intellectually nimble, and wholly committed to social activism,” was convinced that “she has the gravitas, fortitude and self-direction to take on this long-term project.”

Sacha partnered with COLAGE (Children of Lesbians and Gays Everywhere), an organization that unites people with lesbian, gay, bisexual, transgender, and/or queer parents into a network of peers and supports them as they nurture and empower each other.

Sacha’s proposal was to create the ART Guide. The guide is an informational publication for youth and young adults struggling with the many questions and social phobias of growing up in an LGBTQ family constructed through the use of Assisted Reproductive Technologies (ART). The guide is crucial because the field of ART is constantly evolving. With scientific and technological advances, the number of available methods to create a family grows. While this is beneficial to many people who may not otherwise have had the option of raising children, the repercussions on the children should not be forgotten or ignored. Social norms often lag behind scientific discoveries, but children’s wellbeing and self-confidence should not become collateral damage in this process. The ART Guide is now available on Apple iBooks in 50 countries to download for free.

Here is the motivation behind the project in Sacha’s own words: “With resources such as the ART Guide, future generations of children can learn from my generation’s mistakes, successes, and hardships. For me, it was not about finding a cause to devote a year of my life to and then continue on with my career. Rather, my life is intertwined with the journey of the population this project will serve. To an extent I want to give back to the COLAGE community that was instrumental in my own self-empowerment, but I am also filling a void that our community now faces. I was motivated by the genuine desire to help children avoid the pain that no one should go through for decisions they did not make and for families they know and love.”

For part of the fellowship Sacha gathered personal stories and experiences of her community through an online survey. When participants were asked what they wanted to tell other individuals born to LGBTQ families through the utilization of ART they wrote the following snippets of advice:

“I would tell them that despite the fact that their family is ‘different’ according to society, they are not as different as others may make them feel. If anyone ever gives them a hard time, just remember that the only people to blame are the bullies and their parents for failing to teach their children basic rules of acceptance, awareness, and respect.”

“I love our history. I love queer history – it’s my family’s history. I love how being in a different family structure has enabled me to question norms in other areas as well, and how I never had to go through any big re-thinking of assumptions about sexuality and gender norms that some allies do because I grew up knowing these norms are flawed and that life is far more flexible than what society currently says is “right” for people to do and feel.”

“You don’t have to speak up when you don’t feel emotionally or physically safe. You are not a worse child for being silent at times. It’s ok to hide your family sometimes if that makes you feel safer. You are not the representative of Every Queer family – even if society sometimes looks at you like you are. If you ‘mess up’ or aren’t ‘perfect’ you won’t ruin it for every other queer family – your ability to meet societies standards of ‘success’ should not and will not dictate your parents’ rights or the rights of other families like yours. How you ‘turn out’ shouldn’t be grounds for others to decide whether your parents deserve to be together or to have children. It’s ok for your family to be flawed and to have arguments or to be messy or otherwise ‘not perfect.’ Straight families get far, far more freedom to be messy and complex than we do right now, but that’s not right, and you don’t have to try to stick to society’s standards and norms and expectations. Find those who care for you and love you, and know that some won’t. Some will learn, some will leave, but ultimately there will always be those you can talk to and be completely honest with - it’s just, sometimes it takes a while to find them. Hang in there.”

“It has taught me a lot about what family really means (love, connection, etc.) and it is a model I choose to follow in creating my own family. I don’t feel constrained by heteronormative “rules” about what makes a family.”

“You’re not ‘just like everyone else,’ you’re different and special, and that is beautiful!”

“If someone can’t accept your family, that’s on them.”

Since completing her fellowship Sacha has been working as a research assistant in a clinical lab at the National Military Medical Center focusing on phantom limb pain in amputees. She has also spent the last year applying to medical school and will be attending University of California, San Francisco (UCSF) School of Medicine in the fall. Sacha says that her time spent working on the ART Guide inspired her to aim to work in a non-profit hospital or clinic as an OB/GYN reproductive specialist catering to LGBTQ patients.

BINA PELTZ '15



Bina Peltz spent this last year working with the Harlem Community Justice Center, addressing issues of juvenile justice and delinquency in the Harlem community. The Harlem Community Justice Center, a project of the Center for Court Innovation, is a community-based court and resource center focused on solving neighborhood problems in upper Manhattan, including juvenile delinquency, deteriorating housing, substance abuse, and the challenges presented by ex-offenders returning from incarceration.

Bina graduated from Princeton in 2015 with a concentration in Politics and certificates in Humanistic Studies and Judaic Studies. During her four years at Princeton, Bina served as a Residential College Advisor, the co-president of the Religious Life Council, a freelance journalist with the University Press Club, a board member of the Center for Jewish Life, and was involved with prison reform work. Bina impressed the committee with her excellent proposal, outstanding letters of support, tremendous energy, enthusiasm and her commitment to working with justice-involved youth.

While working at the Harlem Community Justice Center during the summer of 2014, Peltz saw the need for greater community engagement and supportive services for Harlem youth.

As Bina wrote upon receiving the fellowship:

”Ultimately, my project seeks to facilitate opportunities for young adults’ experiences within the justice system to be heard and respected, as well as develop youth’s personal and communal identity by empowering their narratives. I am so grateful and excited to work with and learn from the Harlem community.”

Bina’s position as the Youth Justice Fellow has primarily involved two projects. First, she has helped to coordinate Justice Plus, a new and innovative program at the Justice Center for at-risk, gang involved, and court involved young adults. In addition to her coordinator role, she served as the primary facilitator and point person for the community service component of this program. Second, Bina is working with the Justice Center staff to incorporate mediation and restorative justice practices into the organization’s framework with a specific focus on their young adult programming.

Here, in Bina’s own words, is what she has been doing during this past year.

“Justice Plus is a work readiness and community service program for young adults from Harlem and the South Bronx. Most of our clients did not complete high school (or start high school in some cases) and lack the skills to successfully gain employment. We seek to help them achieve their goals through weekly work readiness workshops as well as individualized case management.

“An additional component of the program is the community benefits project during which our participants are given an opportunity to give back to the community and work in the community to develop professional skills. The theme of our community benefits project for our last cohort was non-violence and peace. The young adults worked with local businesses to spread the message of non-violence and peace in the community during the holiday season by decorating local storefront windows with peace promoting messages and designs. With the support of volunteer artists from Artists Striving to End Poverty, the participants devised unique designs and statements to accompany the designs. Some examples of the messages the members crafted are “Peace nurtures people, power, and respect” and “Non-violence brings freedom, life, and happiness.” The members successfully pitched the project and designs to business owners in the neighborhood. We went to out in the community and literally painted non-violence all over Harlem!

“This cohort, we have partnered with Harlem Grown, a youth development non-profit dedicated to helping young adults lead healthy and safe lives through involvement in urban farming. Two afternoons a week, Justice Plus members work as a team at a local urban farm outdoor site run by Harlem Grown. Participants are split into two groups and work closely together to set and accomplish daily tasks. Each week, a different member is assigned the role of ‘team leader’, which requires him/her to assume the role of supervisor in an effort to practice leadership and learn how to communicate effectively with his/her peers. Thus far, participants have learned about and gained hands-on experience composting, building compost bins, and sustaining the overall appearance of the farm. In addition, members picked freshly grown collard greens, which they distributed to local community members and took home in an effort to promote healthy eating. An exciting development is that Harlem Grown has recently offered employment to a Justice Plus member who demonstrated commitment and growth during the community benefits project.

“Additionally, I am working with the Harlem Youth Court to implement peacemaking, a traditional Native American rehabilitative approach to justice, in their court proceedings. The Harlem Youth Court is a program at the Justice Center in which local high school students adjudicate real-life cases, serving as the judge, jury, and advocate for cases involving youth from the community. Youth court members received trainings for conducting peacemaking circles to complement the regular youth court trials. Erika Sasson, Director of Restorative Practices at the Center for Court Innovation led the trainings and Kay Pranis, one of the leading experts on restorative justice, assisted in facilitation. Peacemaking focuses on healing and rehabilitation, rather than punitive

measures. In this vein, peacemaking circles (or restorative circles) bring together the responsible party, those affected by the harm -friends and family- and the community facilitators in an intimate circle setting. This form of justice has been found to improve parties' experience with and perception of the justice system as seen through the success of the innovative Peacemaking Program at the Red Hook Community Justice Center in Brooklyn.

“During the training, youth court members created their own guidelines for conducting circles. Some examples of their guidelines are, “trust the process”, “no judgment”, and “respectful body language”. Members also participated in mock circles where they practiced using the talking piece, which is an object that is passed around the circle – one can only speak when holding the talking piece.

“The youth court has been experimenting with circles in their hearings for the past few months and will partake in advanced training workshops. Reflecting on the circle, youth court members reacted positively and resoundingly expressed that peacemaking will be a meaningful and helpful practice to use moving forward. We are currently in the process of formalizing peacemaking training as part of the youth court curriculum and it will be included in this summer's training for the next cohort of the youth court.”

Additionally, Bina has continued to further Princeton's engagement with the Harlem Community Justice Center. Bina organized a trip for the youth court members to visit Princeton during which the high school students met with administrators, admissions staff, and current students involved in social justice initiatives on campus. As a result of this visit, Princeton's student group SPEAR (Students for Prison Education and Reform) invited the youth court to participate in their annual conference. In April, the youth court traveled to Princeton to attend the conference. Moreover, Bina collaborated with Princeton's Office of Religious Life to provide fully funded internships for three Princeton students at the Justice Center this summer.

In the fall, Bina will matriculate at Yale Law School where she hopes to continue her involvement in public interest work.

As Bina relates, “My commitment to studying law has been strengthened through my work in Harlem as I have learned to see law through the real faces, narratives, and lived realities of individuals and their communities.”

CODY O'NEIL '15



The 2015 International ReachOut Fellowship was awarded to Cody O'Neil, a German major concentrating in Philosophy and Intellectual History (and pursuing a certificate in the department of Astrophysical Sciences). O'Neil, who grew up on unceded Syilx territories of the Okanagan Nation, developed an impressive proposal to work with the National Centre for Truth and Reconciliation (NCTR), which has been tasked with protecting, preserving and providing access to the thousands of survivor statements and millions of historical records recently collected under the Canadian Truth and Reconciliation Commission on Canada's Indian Residential School System.

Mr. O'Neil's intellectual engagement with the question of territoriality and law from a philosophical perspective led him to examine Canada's relationship with Indigenous peoples. In his proposal, he stated that working with the NCTR would enable him to explore the effectiveness of reconciliation initiatives in Canada. In Cody's own words, "I am thankful and thrilled to be presented with such a tremendous opportunity. ReachOut has an inspiring history of commitment to civic engagement that I am honored to become a part of. My fellowship year will be spent at the National Centre for Truth and Reconciliation on Treaty One Territory, where I will be working on the development of a reconciliation barometer report, with the hope of establishing an evaluative tool by which to monitor the process of reconciliation between Indigenous and non-Indigenous peoples in Canada. Despite having grown up in Canada, I have only recently awoken to the historical and ongoing colonial realities of the country. The opportunity to both learn from and contribute to the efforts of the Centre in its early stages is an exceptional one. I am motivated by its mission and excited by its potential to play a leading role in the preservation and production of public memory and in answering the decolonizing demands of Indigenous nations."

Mr. O'Neil's outstanding academic record, his wide range of activities during his time at Princeton, and his conviction that the NCTR has the potential to significantly and creatively contribute to the process of Reconciliation in Canada, made his an outstanding proposal.



In Cody's own words:

“At the turn of the 2016 New Year, and in the wake of the Truth and Reconciliation Commission's release of its final report, most of my energies have been devoted to the ongoing national reconciliation barometer project. In particular, we have been developing a public perception poll for non-Indigenous Canadians that has recently entered the field. The poll will shine significant light on settler Canadian perceptions of the Truth and Reconciliation Commission, of Canada's colonial past and present, of national identity, individual and institutional racism, white privilege, Indigenous governance, as well as personal and political prospects of reconciliation. As such, it will provide a window into the current state of the Canadian colonial consciousness. Particularly useful will be the evaluation of how familiar settler Canadians are with the Truth and Reconciliation Commission and its findings as well as how they are responding to the Commission's 94 Calls to Action. I am currently working on a project of annotating implementations of these Calls to Action as they are/are not made across all sectors of Canadian society.

“We are advancing the reconciliation barometer project on other fronts as well. I recently completed a reconciliation barometer compendium for the Centre, which serves as a comparative study of national reconciliation barometers in South Africa, Rwanda, and Australia. This document is proving useful in identifying old dangers and investigating new openings in the development of the Canadian barometer. We are currently preparing a panel presentation for an upcoming conference on reconciliation that will foreground the necessity of grounding our understanding of reconciliation in the laws and lifeways of Indigenous peoples, as opposed to the rhetoric of reconciliation adopted by the Canadian settler colonial state, one that relegates colonialism to the past and assumes that an apology is reconciliatory in and of itself. Elders and Knowledge Keepers across the country told the Truth and Reconciliation Commission that while there is no word for reconciliation in their languages, they have many concepts, theories, laws, ceremonies, protocols and practices for addressing harms and establishing, restoring, and maintaining relationships of mutual respect over time. They also told the

Commission that reconciliation involves restoring good relationships not only amongst diverse peoples but with the land. Listening and learning from such criteria is an essential element in effectively evaluating whether or not individuals and institutions are remaining accountable to Indigenous peoples in their respective efforts towards reconciliation.

“More recently, I had the extremely exciting opportunity of helping to plan an interdisciplinary roundtable dialogue here at the National Centre on the topic of Reconciliation and Indigenous Resurgence, which began with an opening ceremony and feast at the Canadian Museum for Human Rights here in Winnipeg. We brought together over thirty Indigenous and non-Indigenous scholars and activists to discuss the relationship between the national Truth and Reconciliation Commission’s findings and ongoing projects of decolonization grounded in the resurgence of Indigenous nations, and to identify emerging research pathways at this intersection. It was a tremendous opportunity to hear from people leading the charge in decolonizing their respective fields and for the participants to forge new lines of solidarity in a shared spirit of reconciliation. From a logistical standpoint, it was also an excellent learning opportunity in conference planning. I now realize that events such as these don’t just fall into place! In addition to the barometer project and the recent roundtable, I am currently involved in the development of a film screening series that will feature a variety of films on the history of Residential Schools as well as other productions by local Indigenous filmmakers. The series is being organized as part of the 4 R’s Youth Movement, grounded in the principles of Relevance, Respect, Reciprocity, and Reconciliation. Some of my smaller projects include a series of thought pieces and book reports related to reconciliation and decolonization, as well as periodic public presentations here at the National Centre on the topic of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation, a declaration for which the new federal government has just recently expressed unqualified support.

“With an inspiring decolonial grassroots movement in full swing at the local level, Winnipeg is something of an urban polestar for Indigenous resurgence. As a result, my time outside of the workplace has been equally rewarding and challenging. As a whole, my fellowship experience has proven an exceptional opportunity to begin unsettling my own subjectivity as a settler on Indigenous lands, and to hold myself and my family accountable to the project of decolonization in our own lives. For this opportunity, and for what is still to come in the concluding months of my fellowship (and thereafter), I express my gratitude.”

Farah Amjad '16 and Clarissa Kimmey '16 were selected this year as Fellows, to begin their projects upon graduation. Here are excerpts from the press release that we circulated announcing their awards.

FARAH AMJAD '16



One ReachOut 56-81-06 Fellowship has been awarded to Farah Amjad '16, a History major who will graduate with a certificate in African American Studies. She will spend the year working with Dr. Sarah Sayeed '90, the Senior Advisor on Muslim Affairs in the New York City Mayor's Office. Ms. Amjad aims to help empower disenfranchised New York City Muslims, with a focus on women and recent immigrants, through her work on two projects. One project involves improving Muslim communities' access to city resources such as legal, housing and health care services. She hopes that such efforts will provide additional opportunities for New York City's Muslim civil society beyond the immediate faith community. Ms. Amjad's second project will create opportunities for disenfranchised Muslims to participate in community organizations in order to decrease feelings of marginalization and promote the concept of civic involvement.

Farah states: "I am grateful and excited to have the opportunity to serve as a ReachOut fellow in the upcoming year. The ReachOut organization and community embodies the kind of humanity and commitment to public service that I want to develop in my own work and life. I will spend my fellowship year at the NYC Mayor's Office working with the Senior Advisor on Muslim Affairs. My work will focus on Muslim immigrants and women. By improving Muslim immigrants and women's access to public resources and civic participation, I hope to help both groups develop their own identities as New Yorkers and as American Muslims. As a Muslim immigrant myself, I recognize how important it is for the Muslim community to be heard and served today. Through the ReachOut fellowship, I have the opportunity to serve my own community and contribute to the model that the NYC city government is creating in its approach towards diversity and tolerance through strengthening its commitment to the Muslim community. I am thrilled and humbled to have this opportunity, and I look forward to all that I will learn in the upcoming year."

Ms. Amjad was born in Pakistan but moved to California with her parents when she was in grade school. While at Princeton, she co-founded Muslim Advocates for Social Justice, served as co-president of Princeton's Religious Life Council, provided service to the Muslim Life Program and the Petey Greene Assistance Program, and was the recipient of a Davis Project for Peace Award in Jordan. Faculty members and supervisors describe her as a "highly motivated and focused student" with "clarity of vision" and "empathy for others" who has a proven ability "to build bridges between communities while seeking to create a more just, humane society." Ms. Amjad impressed the committee with the critical importance of her proposal at this unique historical time and by the depth of her dedication to public service.

CLARISSA KIMMEY '16



Clarissa Kimmey '16, who will graduate from the Woodrow Wilson School of Public & International Affairs with a certificate in South Asian Studies, was also awarded a ReachOut 56-81-06 Fellowship. Ms. Kimmey will be based in Washington D.C., and work in Alabama, Missouri, Louisiana and Mississippi on three initiatives with Equal Justice Under Law, a non-profit civil rights organization that provides pro bono legal services to those most in need. She will work with city attorneys to promote voluntary pre-trial reform. Ms. Kimmey's second initiative is to establish a coalition of bail reform advocacy organizations, an effort that will include a nationwide conference to promote collaborative efforts for reform. Finally, Ms. Kimmey will create a database of existing alternatives to money bail and their impact on communities in order to encourage innovative reform.

"I am so grateful and overjoyed to be offered the opportunity to serve as the ReachOut Domestic Fellow. The ReachOut Fellowship has created such a wonderful space for innovative methods of social change, and I am so excited to continue to learn from and be inspired by members of the board and past fellows over the course of my fellowship. As an Oscar S. Straus II fellow at the New Jersey Institute for Social Justice in 2013, I met many people who were forced to sit in jail for months awaiting trial, not because they posed a danger to society, but simply because they were too poor to post their bail. In the process they lost their jobs and housing and spent time away from their families. The sorts of restrictions and detention imposed on people before their trial has become central to the mechanism of mass incarceration. Detaining people pre-trial puts pressure on them to plead guilty and waive their rights to a trial. This system also represents a fundamental assumption of guilt, rather than innocence, for low-income, minority people in our criminal justice system. Equal Justice Under Law has done tremendously impressive and innovative work to combat this deeply problematic system, and I am thrilled for the opportunity to join them in their efforts."

Ms. Kimmey has a stellar academic record and was awarded the R.W. Van de Velde Award for outstanding junior independent work on the juvenile interrogation process by the Woodrow Wilson School in 2015. While at Princeton, she has served as co-President of Students for Prison Education and Reform and founded a career preparation program in three state prisons. She has an outstanding record of public service, including interning in the New Jersey Office of the Public Defender and serving as the Oscar S. Straus II Fellow in the Legal Department of The New Jersey Institute for Social Justice. She impressed her supervisors and professors as being a person who is "truly of a rare breed" and is "deeply engaged", and who demonstrates "sharp intelligence", "wonderful generosity with her peers" and an extraordinary "commitment to positive social change." The committee was impressed by her passionate commitment to justice and by the vital importance and timeliness of the subject of her project.

ReachOut56-81-06 Building Bridges Grant

In 2011, to celebrate the fruition of our three-class partnership, we also made a special ReachOut56-81-06 Building Bridges Grant to Nushelle de Silva '11. The grant, in the amount of \$11,200, was intended to help Nushelle fulfill her mission of building bridges between small communities in her native Sri Lanka, to mitigate ethnic tensions that contributed to the long cruel war there. Since what we are doing by combining our three classes is, in effect, building bridges among alumni of disparate generations, it seemed quite appropriate for us to support her imaginative and sorely-needed project.

NUSHELLE DE SILVA '11



Nushelle majored in Architecture, and received certificates in Urban Studies and Theater. In addition to her volunteer services, she performed in productions staged by Princeton's Program in Theater, as well as student organizations Theatre Intime and the Princeton Shakespeare Company. She is currently completing doctoral work in Architecture (History, Theory, and Criticism) at MIT, where she also received a Master of Science in the same field in 2015. Her academic research is broadly concerned with identity politics and propaganda in design.

Her ReachOut project, Building Bridges, is an arts-for-peace initiative inspired by her volunteer work over the summer after her junior year. Here, in Nushelle's own words, is how she outlined her wonderful project to us.

"Last summer, I met a perfectly nice gentleman who happened to have given up three of his daughters to be suicide bombers. I worked to build a children's playground alongside boys barely older than myself, and yet while I had been taking classes at Princeton, they had been fighting a grisly war. I listened to an army officer's tale of how he had been shot by a sniper and would have died had he not been born with dextrocardia – his heart was on the right of his chest instead of his left. These people are all Sri Lankans, like me – and yet their lives are worlds away from mine.

"May 2009 saw the end of Sri Lanka's armed conflict, and in early 2010 I found a place in the reconstruction process. I discovered Citizens Initiative (CI) – a small Trust Fund working with Chiraddikulam, a remote village in the Northern Province, whose displaced inhabitants had just been rehabilitated. Citizens Initiative was raising funds to

help the villagers regain former livelihoods, and conducted health camps as many villagers were severely in need of them. I successfully applied for the Class of 1978 Foundation Summer Grant to rebuild their community center and create a playground. Over the summer, amongst other activities, I drew the architectural plans of both, and spent a few days in the village itself to build the playground and oversee work on the community center. The visit to Chiraddikulam radically changed how I saw myself and the people I thought I identified with. Since that visit, I knew I wanted to spend the year following graduation immersed in projects that would allow me to spend more time engaging with these people.

“Although I was born in Australia, I spent most of my childhood in Sri Lanka. I have lived through nearly all of her war years. This experience, and the fact that I endured racial prejudice myself as a child in Sydney, instilled in me a lifelong wish to take on a role as peacemaker. I believe wholeheartedly in the power of continued communication to foster a meaningful and lasting peace.”

Building Bridges began in early 2012 as a series of theater workshops over the course of a year for ethnically diverse children in two formerly displaced communities that were rehabilitated at the end of the Sri Lankan Civil War. One village, Chiraddikulam, is ethnically Tamil, and many of its inhabitants were coerced into fighting for the ‘Tamil Tigers’, or Liberation Tigers of Tamil Eelam (LTTE), the militant separatist group that fought for an autonomous state and was defeated in 2009. The other community, Kakkaiyankulam, consists largely of Sri Lankan Moors (Muslims) who were expelled from their village in the 1990s by the Tigers, and returned at the end of the war.

The villages are barely ten miles from each other, but located in a rural, jungle-like area 200 miles north of the capital city Colombo, where Nushelle grew up. She stretched her funding by taking a long-distance train to Vavuniya, the town closest to these villages, and hiring a van for the last stretch, a bumpy ride over unpaved roads which often became flooded and impassable during the monsoon season. When she began Building Bridges, landmines were still being cleared and infrastructure being put into place. Because the villages are so rural, access is only marginally better than it was in 2012.

In her project proposal, she wrote, “Here are two communities of people who feel they have been wronged, and who would all benefit from sustained dialogue. I find, from experience, that the arts have a remarkable ability to break barriers, and with that in mind I drafted a twofold plan: firstly, over the first few months, arts workshops (e.g. drawing, creative writing, dance and drama) to be conducted separately for the youth in Chiraddikulam and Kakkaiyankulam to foster self-expression, confidence and a willingness to communicate; secondly, when these are completed, sports days (cricket or volleyball matches) and arts workshops (theatre workshops culminating in a play, or writing workshops) in which the youth of one village will be sponsored to visit the other for a day and encouraged to create conversation.”

Instead of the one or two days of building bridges that she envisioned as the second part of the program, she was able to conduct a total of ten such workshops in addition to six initial “ice-breaker” arts workshops in each of the communities (a total of 22 workshops). As her work progressed, she was lucky to be joined by like-minded young people who were inspired to volunteer, one of whom now takes a leadership role in the project.

Today, Building Bridges is not merely a short-term project but an active, expanding initiative focused on using the arts to foster compassionate communities equipped with critical communication and creative problem-solving skills. Earlier this year, Building Bridges completed a three-day arts workshop series for ethnically diverse students from the north and south of Sri Lanka in collaboration with a similarly-focused organization called The Music Project, and is preparing for a series of summer arts and theater workshops for communities in four separate locations.

When we notified Nushelle of the grant in 2011, she told us, “I cannot begin to tell you how grateful I am to you for showing me what true greatness of spirit and generosity of heart are. In undertaking this project, I only looked to be in the service of my nation. My hope is that one day I can become as much a citizen of the world, and in the service of all nations, as you are.” As a result of her work, she was invited to the One Young World Summit in Dublin in 2014, where she shared her experiences on a panel with other young peacebuilders from around the world. In 2016 she received the Queen’s Young Leaders Award for Building Bridges, while also appearing on the inaugural Forbes 30 Under 30 Asia list for social entrepreneurship (<http://www.forbes.com/30-under-30-asia-2016/social-entrepreneurs/#5940c7d27d46>). Reflecting on her journey over the past five years, she adds, “None of this would have been possible without the generosity of the ReachOut Committee, who made possible the first step towards making Building Bridges a reality, and who provided support and mentorship long after the Fellowship year came to a close. I’m indebted to you all.”

Nushelle’s own words sum up what we’re trying to accomplish through our fellowship program.

“It’s a bit surreal, and I just want to say, once again, how grateful I am to you and all at ReachOut. Moments like these are a reminder of how one opportunity leads to another (with a kind of snowball effect!!) and how lucky I am that you gave me the first one. I’m indebted to all of you.”