READ TO LEAD PROGRAM
Initiated by the Ron Brown Scholar Program

The Ron Brown Scholar Read to Lead Program addresses the challenges of literacy and achievement by coupling the book *I Have Risen: Essays by African American Youth* with a powerful set of teaching points to be used in classrooms and enrichment programs. The goal of the Read and Lead Program is simple: to inspire young people to a lifetime dedicated to leadership and literacy. The Read to Lead Program uses positive stories of achievement in spite of adversity to teach the GOLS leadership philosophy:

- Leaders Graduate
- Leaders Overcome
- Leaders Lead
- Leaders Serve

Our goal is to instill the importance of literacy and leadership and the practical ways that developing skills in both areas will enhance a student’s life. We believe the Read to Lead Program is an invaluable resource as we work to inspire students and equip them with the tools for success. We believe the power to effectively engage young minds lies within the book *I Have Risen: Essays by African American Youth*, thus, the Read to Lead Program uses this book as its centerpiece.

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Leadership, Service, Collaborative Partnerships
Message from the Executive Director
(Continued from Page 1)

and honors and all continuing in service to others. The Ron Brown Scholar Alumni Association has worked tirelessly to organize the new Council, which features forums where Scholars will be connected by their interests, using their common skills and talents to meet community challenges. Their collective energies continue to inspire us.

The debut of our new triangle logo promotes the interrelatedness of our three-fold family — the Ron Brown Scholar Program, the RBS Alumni Association, and the Council — and has inspired the new format of our newsletter.

One of the most significant undertakings of the Ron Brown Scholar Program this year has been to grow endowment funds to ensure the longevity of the Program. With a goal of raising a $22 million endowment, the Ron Brown Scholar Program Endowment Campaign is expected to provide fiscal security for the Program in perpetuity. With your support we raised $150,000 in our first year. I note with great excitement the receipt of gifts of all sizes, which tells us that Friends of the Ron Brown Scholars (FORBS) are behind us fully and willing to give whatever they can in this effort.

I am pleased to announce our first major gift to the endowment of $7.5 million from the CAP Art Auction held at Christie’s in London on June 20, 2007. This gift, made on behalf of the CAP Charitable Foundation, is the capstone of Anthony Pilaro’s commitment to the Program. As the sole financial supporter of the Program for its first ten years, Anthony Pilaro continues to show an unwavering dedication to the ideals of the Ron Brown Scholar Program. Thank you for joining him with your support. We have also held successful meetings with several foundations and business organizations which we are hopeful will garner their support in our efforts to grow the endowment.

I look forward to sharing the future of this Program and its outstanding scholars with you.

With warmest regards,
Michael A. Mallory

READ TO LEAD PROGRAM
Initiated by the Ron Brown Scholar Program
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ous obstacles to arrive at a place of great success: college attendance.

Each essay is accompanied by a captivating portrait of its author that helps bring the words to life. The stories capture the essence of the human spirit, not simply the African American struggle, giving I Have Risen the dynamic ability to inspire young people of all backgrounds. Every student in America should know these stories and the lessons they teach about what can be achieved in a life so young and full of obstacles yet determined.

Through collaboration with public and independent schools, after-school and summer enrichment programs, the Read to Lead Program aims to bring the message of I Have Risen and the GOLS leadership philosophy to students across the country. To accompany the book, a set of teaching points has been designed to evaluate each of the four tenets with the goal of motivating students to strive for academic achievement and growth, college admission and overcoming the obstacles in their environments. Each tenet includes four resources for teaching: learning objectives, applicable essays from I Have Risen, discussion questions and teaching points.

Gaston Caperton, President of the College Board, recently had this to say about the book:

“I Have Risen is a must read. Deeply moving, these essays dynamically display the strength of the human spirit. The voices of these young people inspire us all to strive for greater heights of success while giving back to the communities that nurture us.”

—Gaston Caperton, President of the College Board

To learn more about the Read to Lead Program and to get your school or program involved, please contact the Ron Brown Scholar Program office at 434-964-1588 (phone) or email Vanessa Evans at vevans@ronbrown.org.
A Hero’s Cape
By: Crystal Paul-Laughinghouse, RBS 2004

Volunteer is stitched prominently just below the collar on the left side of the jacket as if it should be worn with a chin-up pride. The side pockets are deep and most volunteers walk around with their hands pushed into the pockets like the doctors on TV. However, instead of holding stethoscopes and medical manuals, these pockets are stuffed with dry erase markers for the patients’ boards and willing hands for meal assistance and physical therapy. The volunteer jacket at the Yale-New Haven Hospital is short and deep red. It stands out significantly among the white coats and teal scrubs speeding throughout the hospital. It’s kind of like wearing a traffic cone. Warning: do not let the amateur do anything medical!

The jacket is by no means fancy, and finding one that fits properly is a near impossibility. The bright outfit brands its wearer as a wide-eyed medicine hopeful, as “just a volunteer.” However, when I timidly walk into a patient’s room and offer my hand barely peaking out from the too-long bright red sleeves—“Hi, Mrs. Walker*. I’m Crystal, your Elder Horizons Volunteer”—“volunteer” becomes a badge of pride. The Elder Horizons program seeks “to prevent functional and cognitive decline in hospitalized elderly persons” by engaging them in daily cognitive activities, meal assistance and light physical therapy. On Saturday mornings, my regular volunteer day, physical therapy and meal assistance were off-limits due to lack of supervision. So I sit with ‘my patients’ and just talk.

Patients mostly talk about their families—husbands, children, grandchildren, grandnieces’ pets… Some of the patients’ cognitive functioning and memory have declined with age. When I first met Mrs. Walker she asked me twice for a cup of tea that I had already brought her. But just talking with patients like Mrs. Walker brings back rich memories for them.

Soon after we met she was reminiscing with invigorating detail about falling in love with her husband in a tango class where he broke her right toe, the demanding regimen of her dance instructor in high school, and her grandnieces’ surprising love of Frank Sinatra. She spoke with such vibrant detail that one would never know she could be at high risk for Alzheimer’s disease. The stories I hear from patients remind me that getting older doesn’t mean living less. I’ve met dancers, artists, world travelers.

Growing up, I dreamed of being a writer. I wanted to bring stories to life as a journalist. I wanted to bring adventure, struggle and life to my readers. I wanted to be humbled by the wealth and variety of experience in the world.

Today, I intend to pursue the same goal in a different way. Listening to the stories of these people who have lived so much already, makes me want to contribute to the movement to keep people alive . . . so that they have the chance to really live. And maybe I’ll write about them too.

As you leave patients’ rooms, they always thank you. They make sure you know just how valuable you are, how much they appreciate your being there and what a difference it makes to them that you are there. That’s the funny thing. I used to walk away feeling like the appreciation and thanks belonged to them, like I was the one who benefited from the whole experience.

Volunteering is not a selfless act of good will. It is a service not just for the people receiving it, but for those giving it too. The thanks and appreciation do belong to the people we help. Sure, we do what we do for free, but they afford us the best kind of compensation – investment in our self-worth. They can make bringing tea to a hospital bedside feel like you’ve just saved the world and they make a faded red jacket feel like a hero’s cape.

. . . Listening to the stories of these people, who have lived so much already, makes me want to contribute to the movement to keep people alive . . . so that they have the chance to really live. And maybe I’ll write about them too.

After I started volunteering with the Elder Horizons Program at Yale-New Haven Hospital, a few of my fellow pre-med friends and I initiated a program called Minorities in Medicine Movement (MMM) to mentor high school students interested in science and medicine. The difference is remarkable – to guide kids who have just barely embarked into a world waiting for them to experience it, and to learn from grandparents who have already experienced so much.

One of my patients had been a sculpture professor, particularly fond of ceramics. He loved to talk about his students’ work and had many ideas about art and how it must be charged with life. He said that he loved ceramics because you can watch the piece take its own shape as the clay is invigorated by all of the stories in the lines and wrinkles of your hands. After sharing his stories, he shook my hand and invited me to shake hands with all of the people I meet, so that I might be invigorated by the stories they’ve lived.

To really feel alive you must shake hands with the living.

*Patient’s real name changed for privacy purposes.
We are pleased to announce that the long-awaited workbook accompanying the STAND UP! Documentary is now available in print. To obtain a copy, please contact the Ron Brown Scholar Program office. We are also very fortunate to have more than 1500 copies being distributed nationwide by the National Education Association. We know that educators and youth leaders will find the tool beneficial. After several pilots and trials in middle and high school classrooms, and through the help of volunteer educators and consultants, we are confident that educators will find this tool to be very useful in helping them utilize the documentary film to bring awareness of the civil rights movement and elevate the level of civic participation among youth.

As one teacher who tried it in her classroom stated, “This is going to be awesome. I was amazed at how much the students opened up about their own experiences after watching the film and holding discussions.” In effect, some of the students’ work shows that they get the message and are eager to share their experiences. We look forward to your feedback.

“Civil action of the past is a legacy of democracy. Students today can tap into their own passions, while learning these lessons in the activities presented in the STAND UP! teacher’s guide.”

— Joyce Knox, Maryland Teacher

The Makings of a Documentary: After the Storm

By: Christopher Khan, RBS 2001

In America today, two-thirds of the citizens believe the country is on the wrong track. In America today, only one-third of eligible voters under the age of 25 actually vote. In America today, only 15 percent of adults feel that they have had an impact on their society. In America today, civic engagement is clearly an issue that we must address. The Council on African American Affairs recognized the importance of this issue. It embarked on another bold initiative to create a video documentary titled After the Storm that promotes civic engagement, activism and awareness.

After the Storm will explore the stories of children impacted by Hurricane Katrina. Torn from their homes, their schools and often from their family members, thousands of children have been scattered throughout the nation in the largest diaspora in American history. After the Storm will examine through firsthand accounts the challenges that these children have faced as they adjust to new homes and schools, as well as the emotional, financial, physical and logistical problems with which they have to deal.

Against this background of pain and loss, After the Storm will uncover the many acts of civic engagement that blossomed forth in an effort to help the evacuees. It vividly illuminates the action taken by many facets of civil society—from individuals to schools,
Katori Hall has been working at XM Radio for nearly a year. Each day she goes in, works from nine to six, and then heads home. When she gets there, she doesn’t turn on the TV. Katori is one of NYC’s brightest young playwrights, and refining one’s craft leaves little time for television. After working nine hours, Katori comes home to work another three or four, in order to produce works that “reflect the multifaceted, complex experiences of black women.”

Finding time for both her passion and her day-job requires intense time management skills and a great deal of focus. “You have to find time to do your passion,” Katori says. “I accomplish a lot with limited resources and time. You have to just break it down, and just do the do. Sometimes you have to turn off the TV, not answer the phone, and just write the scene, or make the calls.” At the same time, Katori notes a need for balance. “You also have to be honest with yourself. Do you need help? Are you behind? Do you deserve congratulations for a job well done? I know I’m still on a personal journey to achieve balance. Sometimes you have to make sure you see your friends, so you remember you have a life.”

Katori lives in New York, the same city where she studied. One of the greatest benefits Katori learned at Columbia was how to learn.” Columbia taught me how to teach myself. Teachers can’t give you all the knowledge you need, but they can show you how to find out what you need to know. I didn’t know how to write a screenplay, but I got a book from the library and taught myself. The city itself also helped us learn to find balance – we took classes off campus, we were encouraged to explore, to think of ourselves as members of the world community. I mean, after September 11th, we all knew we were students of the world.”

Katori defines herself as a dramatist who both writes and acts. Her work as a playwright reflects her commitment to diversity. “Black women are the barometers of America,” she says. “They live the intersections of race, class and gender so many academics analyze. I want to use my work to provide a platform for our voices to reflect the reality of America.”

A full production of Katori’s play, Hoodoo Love, will be performed at Cherry Lane Theater on October 29, 2007.

The Makings of a Documentary: After the Storm

(Continued from Page 4)

churches, community organizations and large organizations.

The idea is to paint a picture of civic engagement in action; to convey the value and necessity of civic participation; to show viewers from a variety of backgrounds how people just like them are engaged in their communities. The aim is to inspire viewers to find their own unique way to join the sphere of civic discourse and action.

Over this past summer, several Ron Brown Scholars, Alumni, and Council staff traveled to New Orleans, Louisiana; Jackson, Mississippi; and Houston, Texas, to film After the Storm. We interviewed evacuees, community leaders, church leaders, directors of nonprofit organizations and volunteers in an effort to capture the scope of what happened in the aftermath of Hurricane Katrina.

The filming process was truly a moving experience. Our interviews with evacuees uncovered the deep sense of loss that continues to persist after the storm. Having lost their homes and possessions, been torn from all that was familiar, and facing uncertainty about the future, several evacuees shared their stories of trying to adapt to their new environments and explained the serious challenges that they face on a daily basis.

In the midst of such a terrible situation, however, the most positive aspects of the human condition prevailed—people reached out to their fellow brothers and sisters in need. Our interviews with individuals, community groups, churches and nonprofits uncovered numerous stories of selfless acts of service. People from every walk of life and every facet of society stood up and decided to participate in the largest relief effort in American history.

After the Storm, currently in the early stages of the editing process, promises to highlight the immense power of civic involvement by using the Hurricane Katrina disaster as a contemporary, moving and powerful case study. The end result will empower its audience with the knowledge that they have the ability and the responsibility to play an active role in the world around them.
Welcome to the Family . . .

2007 Ron Brown Scholars

Efren W. Bonner
College: Yale University
Hometown: Denver, Colorado
High School: Kent Denver School

Jasmine M. Browne
College: Rose Hulman Institute of Technology
Hometown: Tampa, Florida
High School: Middleton High School

Douglas H. Cunningham
College: University of Michigan
Hometown: Plantation, FL
High School: Nova High School

Dorian D. Dargan
College: Massachusetts Institute of Technology
Hometown: Wichita Falls, Texas
High School: Hirschi Math-Science Magnet HS

Folake I. Dosu
College: Stanford University
Hometown: Bellwood, Illinois
High School: St. Ignatius Prep

Lucas S. Habte
College: Harvard University
Hometown: Fair Oaks, California
High School: Bella Vista High School

Kristin L. Hall
College: University of Pennsylvania
Hometown: St. James, New York
High School: Smithtown High School East

Ryan J. Hatten
College: University of Chicago
Hometown: Florissant, Missouri
High School: McCluer North High School

Afaf Ibraheem
College: Harvard University
Hometown: Brooklyn, New York
High School: James Madison High School

Margaret D. Ivey
College: University of Southern California
Hometown: Kennesaw, Georgia
High School: The Westminster Schools
Welcome to the Family . . .

2007 Ron Brown Scholars

Roderick E. Jefferson
College: University of Michigan
Hometown: Columbia, Mississippi
High School: Columbia High School

Catherine C. Ntube
College: Harvard University
Hometown: Austin, Texas
High School: Lanier High School

Robert M. Kabera
College: Stanford University
Hometown: Memphis, Tennessee
High School: Kingsbury High School

Oluwadamilola T. Oladeru
College: Yale University
Hometown: Bronx, New York
High School: Peddie School

Fatima B. Loeliger
College: Harvard University
Hometown: Davis, California
High School: Davis Senior High School

Jamel C. Seagraves
College: Stanford University
Hometown: Galt, California
High School: Galt High School

Neveen H. Mahmoud
College: Stanford University
Hometown: Aldan, Pennsylvania
High School: The Agnes Irwin School

Mya L. Thompson
College: Harvard University
Hometown: Ithaca, New York
High School: Ithaca High School

Nicholas L. Newsome
College: University of Southern California
Hometown: Oakland, California
High School: St. Mary’s College
High School

Alan D. Wesson
College: Yale University
Hometown: Harvey, Louisiana
High School: Phillips Academy - Andover

Lucas S. Habte
College: Harvard University
Hometown: Fair Oaks, California
High School: Bella Vista High School

Afaf Ibraheem
College: Harvard University
Hometown: Brooklyn, New York
High School: James Madison High School

Efren W. Bonner
College: Yale University
Hometown: Denver, Colorado
High School: Kent Denver School

The Ron Brown Scholar Program Newsletter 2007  7
Marquise McGraw, RBS 2002

College: Cornell University

Major: Economics

By: Maria Velazquez, RBS 2000

“...it’s nice to be in the real world, to use your education, to have more responsibility and to finally get a chance to figure out what you want to do with your life.”

At the same time, he noted that the transition to the “real world” involved “getting used to networking, office politics and the struggle to find a professional mentor.”

Working at Brookings was a professional coup for Marquise. If he chose to continue on to graduate school, then having experience working as a research assistant for such a major political think-tank would be an excellent resume builder. However, Marquise deeply believes that a life well-lived should be based around personal integrity and a sense of purpose. Marquise began to feel called elsewhere as he became more involved in Brookings’ policy work, because of this, he started to really reflect on his goals and his professional purpose. He said, “In school — you chose a major, and you think you’re set. In the real world, you may start a job and begin to realize that maybe this is not what you want to do. The question is how do you move from an entry-level position to one of positive influence?”

This was something Marquise struggled with during his transition from college. At Cornell, Marquise was very involved in a variety of service organizations, and actually founded one organization that helped low-income youth achieve higher scores on the SATs. While he continued to help students with their SATs, he found that the academic environment of Brookings was a drastic change from the kind of hands-on community work to which Marquise had been accustomed.

Brookings offered incredible opportunities — it fit his original career path and was the “right” thing to do. He had, after all, already been accepted to the doctoral program in economics at the University of Michigan. Despite this, while working at Brookings, Marquise realized his life goals had changed. He wanted to have a greater role in developing policy, and in this way continue to help others. He began examining new interests, such as the nation’s fragile transportation system, and how it could be improved to better connect people, jobs and goods, while doing so more safely and efficiently. He also questioned his approach to policy, and felt he wanted to move closer to the policymaking process. After a great deal of soul searching, Marquise left the security of his position at Brookings and embarked on a new journey with the federal government. He says, “Working for the FAA may not fit conventional notions of service, but it is definitely a way of serving the flying public. By helping to create a safe, reliable aviation network, I’ll be working for the millions of people who fly every day and, in that way, doing a great service for this country.” He will be starting at the Federal Aviation Association (FAA) this summer.
Working for Free, Paid in Full
By: Tamika Bailey Smith, RBS 2002

When I tell people I work for a volunteer organization, with a confused look on their face they ask: “You get paid to volunteer?” No, silly. My job is to create, manage and train leaders for programs that meet critical human service needs with hands-on, group volunteer activities. I am the program coordinator for hunger and HIV/AIDS programs at Chicago Cares. I coordinate volunteer programs with food pantries, soup kitchens, community cafes and agencies that provide social services for people living with HIV/AIDS. Chicago Cares is in the business of volunteerism, which is just another word for civic engagement, more than just a buzz-word to any red-blooded Ron Brown Scholar.

Before I get into what I do and what I’ve learned, let me explain how Chicago Cares engages thousands of volunteers in community service. Interested volunteers complete our 5-minute online orientation and then they have access to our online calendar which displays our 150+ ongoing programs. The breadth of our service opportunities is amazing. You can help seniors write a newsletter for their group home, work in a rooftop garden, or discuss current affairs with teenagers. The beauty of our free service is that it offers the residents of Chicago a tangible and flexible way to get involved in the city. People get a chance to see parts of the city and meet people that they probably would never meet in their everyday life. “You want to make a difference. We want to make it easy.” That’s our slogan and I’m proud to say we stay true to our word.

OK, so this sounds great, but what do I actually do from 9-5, Monday to Friday? Essentially, I make and maintain relationships. When I began I was making a lot of cold-calls to agencies who most likely had never heard of Chicago Cares. Some of the agencies were skeptical at first: “You mean you’ll send us a group of volunteers, create a curriculum if needed, and provide program supplies for free?” Where’s the catch, they wondered? Agencies pay for our service with time and space; we establish an open line of communication and they provide staffing and their clientele for the programs.

When I’m not talking to agency contacts, I’m keeping up with and recruiting Team Coordinators, who are the volunteer leaders that manage the volunteers and activities during each project. They are the keystone of a Chicago Cares project; volunteers look to them for direction, support and camaraderie. I have to find a balance between supervising and supporting my Team Coordinators because, although they are the ones actually present at the projects, they are still volunteers with many other commitments. The skill of trusting someone to do the job well and at the same time keeping them accountable and giving them support, is a valuable skill I’ve learned in my short time with Chicago Cares.

The best way to explain my job is through an example of a new program I created, my first one in fact. It’s called the “Veggie Variety Cooking Class” (making up clever names is one of my favorite parts of program coordination!). The cooking class is held at a low-income housing complex on the South Side and 10 residents signed up to learn how to cook healthy meals with an emphasis on vegetable dishes. Sounds like fun, and it is! But it’s also a lot of work. I know nothing about cooking, so I had to find culinary experts to lead the class. I’ve found two so far and their dedication to the program has been vital to its success. I also have to create a curriculum for the class. For each class there is a “veggie of the day” and I include information on how to select, store, and prepare the veggie and also some basic nutrition facts.

It’s not just enough to have a teacher and curriculum; you have to structure the class in a way that the students (the residents of the housing development) are engaged and invested. To do this, we divide the students into 2 groups that work on 2 different recipes. This is the “variety” part of the class and it also allows each student to be more involved with the meal preparation, getting hands-on skill training. They chop onions and tomatoes, bathe eggplant in egg wash, and shred spinach. The volunteers facilitate the class by setting up the work areas, keeping them clean, and assisting with cooking when needed. I’ve found a great group of regulars that come back to the program because they see that the residents are learning so much while having fun in the process.

The testimonies of the students at the end of each class make all the effort worth it: “I’ve never eaten asparagus or egg plant before, and I love it.” “I’m taking (Continued on Page 11)
When Chris Khan, RBS 2001, started his own consulting firm almost two years ago, he had no idea that his work would take him to Kisumu, Kenya. Chris is an independent consultant, working primarily with nonprofits on a variety of issues such as program development, fundraising and strategic planning.

A few months ago, Chris read an article about microfinance and the transformational effects it was having in third world countries. Intrigued, he contacted several microfinance organizations in Africa, inquiring if they were in need of consulting services. It was not long before he was put in touch with Rural Agency for Economic Development, a microfinance organization in western Kenya. A small but rapidly growing organization, R.A.E.D. was very interested in developing a strategic plan for sustainable growth as it expanded its operations throughout Kenya. In addition, they were also looking to develop a high-tech database in order to better track the many small loans they issue to farmers and small business owners.

By the middle of May, Chris found himself in an SUV bumping down a dusty country road in Kenya. He was on his way to a small town to speak with the regional loan officer about how R.A.E.D. could best serve the local population as it plans future programs in the area. For the next three months, Chris would speak with everyone in the organization as well as the dozens of the people whom they help. He would spend most of his time working closely with the executive director of R.A.E.D to develop a strategy for sustainable growth that best suits the needs of the organization’s clients. He would also be overseeing a database restructuring initiative that will allow the organization to dynamically track small loans as they are issued throughout its rapidly growing service area.

“Sometimes it’s all a little overwhelming,” says Chris, “but I feel like I’m really helping them move in the right direction. This is a great opportunity to make a difference.”

Chris Khan (far right) standing by Lake Victoria with two of the managers from the Rural Agency for Economic Development.
Tracy “Ty” Moore, II just graduated from Harvard. Even though he majored in the Classics, his life goals have nothing to do with classical literature or dead languages. Even before college, Ty wanted to start at least one business. He describes this as a desire to create. “I knew I wanted to create something,” says Ty. “I’ve always been a problem-solver, and starting a business just seemed natural to me. To be honest, I don’t like entry-level positions, and I really enjoy having more control over the skills I acquire and my time. It’s a creative process, you have to think on your feet, use all your talents—networking, finance, marketing, sales. But there’s a benefit to doing it right away. I have the freedom to explore and take risks that I would not have later on down the line. Working on start-up businesses allows me to be happy and appreciate life, since I know, looking back, I won’t regret not starting one.”

Right now, Ty is working on several different projects. He’s developing and managing his mother’s art career. For that, he’s been developing her website (www.sharonricketts.com), handling her publicity, scheduling her art shows and doing the marketing. He also started a Latin tutoring company. If you Google Cincinnati Latin Tutoring, his site is the first that pops up. He’s also managing a social and career networking service called CountlessConnections.com.

Finally, he’s the executive director of Leadership Scholars Program, a nonprofit started in February. Next year, they’ll be working with their first 100 children. Ty is deeply involved in nearly every aspect of his various projects. He taught himself everything, from the management skills necessary to start a nonprofit to the basics of web design. Because Harvard is a liberal arts college, and he was a Classics major, he didn’t have an opportunity to pick up these skills in the classroom. What he did learn was how to learn, a skill he describes as crucial to his present life goals.

Ty offers this last piece of advice to the entering Scholars. “Get involved in anything that interests you. The first year is the best opportunity to explore new areas and interests, to challenge yourself. College might be the last time you have the opportunity to explore these things. Don’t over-commit yourself in terms of leadership and don’t make things ‘fit’ a particular end goal. Explore areas of interest outside your field of study, meet as many people as possible, and use all of your school’s resources. Visit all the museums. Go to all the concerts. I mean, do well in school, because your grades do matter… but make time to become a full, well-integrated person. It’s awesome to have graduated – the world’s changing so fast that it’s really exciting to be a young person starting off when so much is happening – but keep in mind that college is one of the few times when you’ll have all your friends right there.”

## Working for Free, Paid in Full (Continued from Page 9)

the leftovers to my kids and mom so they can try it too.” After each class, we sit and eat dinner together and go around the table sharing something we learned that day. One of my favorites is: “I learned that you don’t have to fry the vegetable to make it taste good!” (The roasted asparagus was quite a hit!) The ultimate feedback is hearing that they’ve tried preparing the dishes on their own, which is the main objective of the program, equipping people with the skills and resources needed to incorporate healthy eating into their everyday life.

One of my personal goals when creating new programs is to follow the “teach a man to fish” philosophy whenever possible. Soup kitchens and community cafes meet an immediate hunger need, but I think some of the guests are also hungry for something else. I think they need the fulfillment of taking on a challenge, learning something new and having the support needed to follow through. Both the volunteer and the guest or client leave with a sense of self-worth when everyone is asked to contribute their time and energy. I dream of breaking down that wall between savior and victim that social programs unintentionally build. If we all have something to give and something to learn, we realize that we may have more control over our situations than we thought.

I don’t usually get to see the fruits of my labor because I don’t attend the 35+ projects I manage each month. It’s when I’m actually there with a group of hard-working volunteers and appreciative clients at the pantry, café, soup kitchen or group home that I understand why I spend most of my day writing e-mail and making phone calls under fluorescent lights in my cube. My co-workers and I don’t live in a perpetual “I’m saving the world” high, but we amplify our energy by mobilizing volunteers in community service that meet real human needs, from hunger and education, to companionship and self-efficacy. Chicago cares and I do too.
2003 Scholars Take the Next Step

Ihotu J. Ali
Major: International Studies and Sociology
School: Macalester College
Plans: Will work for the Minnesota Department of Human Services Office of Economic Opportunity

Autumn J. Anderson
Major: African American Studies, Rhetoric and Sociology
School: UC - Berkeley
Plans: Continuing studies at UC-Berkeley

Stefon Q. Burns
Major: Economics
School: University of Pennsylvania – Wharton School
Plans: Will work for Morgan Stanley Consumer Products & Retail Group

Brandon L. Cook
Major: Linguistics
School: Yale University
Plans: Will attend graduate school at Catholic University, Milan, Italy to study Medieval Art History and Literature

Wendy F. Francois
Major: Political Science – Human Rights
School: Columbia University
Plans: Considering opportunities at Civil Rights/ Public Interest law firms

Jennifer N. Green
Major: Government
School: Harvard University
Plans: Will work for The Vanguard Group, Inc. in the Acceleration into Management Program

Daphra A. Holder
Major: Political Science
School: Princeton University
Plans: Will work for Goldman Sachs & Company in Equity Sales - FICC/Equities and Global Institutional Sales & Training

Sarah B. LaBrie
Major: Comparative Literature
School: Brown University
Plans: Will teach with City Year (a division of Americorps)

Jessica N. Larche
Major: Political Science
School: Florida A&M University
Plans: Continuing studies at Florida A&M University

Kelly L. Lee
Major: Sociology and Africana Studies
School: Harvard University
Plans: Will study in Southern Mexico on the Michael C. Rockefeller Memorial Fellowship
Yann G. Le Gall  
Major: Civil and Environmental Engineering  
School: Princeton University  
Plans: Continuing studies at Princeton University

Ivy M. McCottry  
Major: Urban and Regional Studies  
School: Cornell University  
Plans: Considering opportunities in Economic Development

Danielle McCullough  
Major: Psychology  
School: Harvard University  
Plans: Will be doing clinical research at Massachusetts General Hospital in the Neurovascular Radiology Lab

Julian D. Miller  
Major: Political Science  
School: Harvard University  
Plans: Will work as a Campaign Consultant in Mississippi

Macarrin Morton  
Major: English and Public Policy  
School: Stanford University  
Plans: Will teach math at King/Drew Magnet High School

Crystal N. Obi  
Major: Biochemistry and Cell Biology  
School: Rice University  
Plans: Will attend the University of Pennsylvania School of Medicine

Aliya J. Sanders  
Major: Ecology and Evolutionary Biology  
School: Princeton University  
Plans: Will participate in the Mother’s Program in Cape Town, South Africa on the Princeton in Africa Fellowship

Eric S. Teasley  
Major: Chemical Engineering  
School: Stanford University  
Plans: Will attend Stanford Medical School in the dual MD/PhD Program

David A. Williams  
Major: Cultural and Ethnic Identity Formation  
School: Harvard University  
Plans: Will remain in Boston and pursue opportunities in the city

Alexandra C. Wood  
Major: Government  
School: Harvard University  
Plans: Will work for McMaster-Carr Supply Company in the Management Development Program
We would like to invite you to the 2nd Annual RBS Family Reunion, which will occur from Friday, August 10 through Sunday, August 12 in New York City. More than 70 scholars and alums attended last year’s Family Reunion, and even more are expected to attend this year’s. So if you have not begun to plan for this event, you might want to reconsider.

The 2007 RBS Family Reunion will feature class bonding time, networking with friends and other young professionals and trips to remarkable destinations that only the RBSP/RBSAA could bring you. We have been planning this event since March, so prepare to be blown away. Please RSVP ASAP via the Evite or by emailing Ty Moore at tracy.ty.moore@gmail.com. Also, several RBS and alums in the New York area are providing housing (during the weekend) for their fellow scholars and alums. If you are in need of housing or are able to help host others, please email Amanda Johnson ASAP at amandakj@gmail.com.

Because “there ain’t no reunion like an RBS reunion because an RBS reunion don’t stop” and because you don’t want to be “that one” who misses out on the best Family Reunion in the history of family reunions, please join us in New York in August!

Hope to see you soon,
RBS Family Reunion Planning Committee

Lisa Gordon ('02)  Amanda Johnson ('02)  Carmelle Norice ('97)
Karla Hardy ('01)  Kara Lee ('00)  Errol Saunders ('02)
Leah Hodge ('98)  May Lugemwa ('00)  Ellen Yiadom ('02)
Tristan Ivory ('00)  Tracy “Ty” Moore II ('02)  Jason Young ('00)
A Commitment to Giving Back

Thank you to all Ron Brown Scholars & Alumni who have financially given back to support the Ron Brown Scholar Program and Ron Brown Scholar Alumni Association.

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Myia Alston ('97)
Autumn Anderson ('03)
Kolade Apata ('00)
Jennifer Banner ('98)
Sando Baysah ('06)
Thomas Berrings ('00)
Michael Billings ('97)
Crystal Boyd ('06)
Eleanor Branch ('01)
Jordan Brewer ('97)
Joseph Brown ('05)
Robert Brutus ('01)
Traci Burch ('98)
Stefon Burns ('03)
John Burton ('97)
Miya Cain ('04)
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Terence Carter ('97)
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Martine Caverl ('99)
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Caleb Franklin ('01)
Travis Gayles ('97)
Alem Giorgis ('02)
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Kara Hamilton ('99)
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Daphra Holder ('03)
Alvin Hough ('02)
Christopher Hunter ('98)
Margaret Ivey ('07)
Tristan Ivory ('00)
Tiffany Jackson ('99)
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Charly Jeune ('99)
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Gwendolyn Jones ('99)
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Eddie Martin ('00)
Ivy McCottry ('03)
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J. Paulson Tuffet ('97)
Maria Velazquez ('00)
Crystal Venning ('06)
Alan Wesson ('07)
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Tracy Wynter ('98)
Ellen Yiadom ('02)
Jamaal Young ('99)
Jason Young ('00)
Giving Means So Much

The CAP Charitable Foundation (USA) – Ron Brown Scholar Program would like to thank all our friends and family for your support. Your contributions to the Program mean much to all of us. Thank you for helping us to reach our goals and continue to touch the lives of so many young people.

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