EPASA Helps Students Through Critical Transition

By Meaghan Banks ’04 (English) and Elise Miller

“T he most important thing about EPASA is that it keeps the youth focused on succeeding in school,” says Jesse Moya ’97, director of the Haas Center’s middle school tutoring and mentoring program, East Palo Alto Summer Academy (EPASA). Most EPA youth find it particularly challenging to master the difficult transition to high school. Some 62% of the EPA youth entering Sequoia Union High School District fail to graduate, according to district records (May 2002). EPASA’s involvement during the critical middle school years helps youth from the K-8 Ravenswood School District to stay in school, and often to become the first in their families to attend college.

Children in the program receive a five-week summer program of full-day classes, as well as Saturday classes and field trips throughout the academic year. Stanford tutor mentors, who reflect the broad diversity of the student body (now 50% minorities), are able to support and mentor children while learning youth development principles and their application in the context of local public schools.

Changes in 2003 improved the program, with class locations, formerly split between Palo Alto Unified School District and Stanford, now on-campus fulltime. This lowers program costs and allows for the provision of tailored English and math instruction by Stanford students. As EPASA students expressed the most interest in exciting electives, opportunities were expanded to include Aztec Dance, Japanese Culture, Hip Hop

EPASA continued on page 5
Message From the Interim Director

Commons
Winter 2004

Commons, the newsletter of the Haas Center for Public Service at Stanford University, is published twice each year, in winter and summer. To subscribe to e-Commons, the Center’s fall and spring electronic newsletter, email majordomo@lists.stanford.edu with “subscribe e-commons-newsletter” in the body of the message.

The Haas Center for Public Service, a division of Student Affairs, was established in 1984 to serve as a focal point for local, national, and international voluntary student efforts in public and community service at Stanford University.

Leonard Ortolano, Interim Director
Suzanne Abel, Director of Development & External Relations
Elise Miller, Communications Associate
Lara Siu, External Relations Associate
Meaghan Banks ’04 (English), Editorial Assistant
Jenny Zhang ’05 (CSRE), External Relations Assistant

Faculty Steering Committee
Barton H. Thompson, Jr., Chair (Law)
John Baugh (Education)
Al Camarillo (History)
Gordon Chang (History)
Larry Diamond (Hoover Institution)
Harry Elam, Jr. (Drama)
Russ Fernald (Human Biology)
Gabriel Garcia (Medicine)
Andrea Lunsford (English)
Milbrey McLaughlin (Education)
Dale T. Miller (Business/Psychology)
Roger Noli (Economics)
Leonard Ortolano (Civil Engineering)
Phil Scherrer (Physics)
Guadalupe Valdés (Education/Spanish & Portuguese)

National Advisory Board
Tashia Morgridge, Chair
Goodwin Liu, Deputy Chair
Tom Campbell
Roger A. Clay, Jr.
Susan Ford Dorsey
Mimi Haas
Peter Hero
William S. Johnson
Joyce King
Linda Meier
Denise O’Leary
José Padilla
Bill Somerville
Sterling Speirn
Madeline Stein
Ron Wyden

A Systems Approach to Boards

People frequently comment on the challenges for the Haas Center director in working with the center’s diverse constituents. We recently implemented a systematic way to conduct this work, which involves working with three key groups: the Public Service Student Advisory Board (PSSAB), the Faculty Steering Committee (FSC), and the National Advisory Board (NAB). Each group plays a different role and collectively they contribute greatly to the center’s vitality. The makeup of NAB requires some explanation. It consists of a distinguished group of individuals with a broad experience in public and community service and philanthropy, as well as a deep sense of the needs of Bay Area communities and how those needs might be met by Stanford students working with staff and faculty.

The system we have developed to maximize the contributions from these groups works as follows. Each quarter, the director presents the boards with a common set of the center’s challenges in a narrowly defined issue area. As part of the process, the director works with the center’s staff to assess thoroughly the problem area, and that assessment yields the base of information that each of the three groups receives before it meets.

The first meeting each quarter is with PSSAB; the outcomes of that discussion are presented at the second meeting, which is with the FSC. The student and faculty perspectives from these first two meetings are then presented to the NAB. Results from the NAB deliberations provide the basis for a plan of action, and that plan is reported back to all three groups.

We followed this general approach in fall quarter, with a focus on the relatively underdeveloped connection between the approximately 90 summer internships that Haas Center sponsors annually through its fellowships program and the academic work of the students who undertake those internships. Results from the work on fellowships led to a number of actions that will strengthen these connections. All Haas Center-sponsored fellowships are now viewed as three quarter-long learning exercises. With guidance from mentor faculty, students will take advantage of the spring quarter to do additional academic preparation for their internships. When they return in the fall, they will meet again with their faculty mentors to discuss opportunities to extend what they learned during their summer internships. This extension can take the form of additional courses, independent research, and in some cases, senior theses.

Faculty members have shown their enthusiasm about participating in this new version of the fellowship program by offering to mentor fellowship recipients and by serving on selection committees for the various fellowships.

This quarter we are applying the same systematic approach to the center’s tutoring and mentoring programs in East Palo Alto and eastern Menlo Park. I anticipate that results will provide a blueprint for the center’s work in schools over the next several years.

Len Ortolano, Haas Center Interim Director, and UPS Foundation Professor of Civil Engineering in Urban and Regional Planning
**Ready to Read!**
Collaboration Creates Innovative Program

*Ready to Read!* is a new service-learning program that connects Stanford undergraduates with English Language Learners (ELLs) at the elementary grade level in meaningful tutoring relationships. **Sterling Speirn** ’70, president of the Peninsula Community Foundation (PCF) and a member of the Haas Center’s National Advisory Board, is enthusiastic about supporting the Center’s innovative new program. “*Ready to Read!* uniquely combines three long-standing commitments at the Foundation,” says Speirn. “First, our commitment to the residents and families of East Palo Alto. Second, our historic partnerships with the Haas Center and the Graduate School of Education. And third, our passion for early childhood literacy as one of the most critical factors for lifelong learning, anchored in our own national Raising a Reader™ initiative.”

The program also fulfills long-held goals of the Haas Center; its community partner, the Ravenswood City School District; and its campus partner, the School of Education (SUSE).

Spearheaded by Professor of Education **Guadalupe Valdés**, the primary purpose of *Ready to Read!* is to develop a model service-learning course that enables college students to assist children in nearby elementary schools in acquiring English language literacy. The first of its kind at Stanford, the program offers a pioneering combination of theory and practice training in teaching techniques for tutors, as well as an intellectual framework for understanding the social and political issues around the learning and the academic success related to it.

The program is innovative in its quest to find better techniques for teaching ELLs, as well as in the full collaborative nature of its approach. All those involved will benefit:

- First and second grade children in East Palo Alto now, and future generations of ELLs;
- Stanford students who have committed to the year-long program;
- Valdés, as the principal scholar, and the SUSE, which has recently focused new energy on the challenges of elementary education;
- **Savitha Moorthy**, a graduate student in Education who coordinates the program at the Haas Center;
- The Haas Center, which benefits from Savitha’s expertise, working with **Jesse Moya** on its Youth & Education staff, along with knowledge gained from teaching methods’ research; and
- Peninsula Community Foundation, which supports the “research and development” phase of this program, recognizing its importance to the local community.

Moya, who has coordinated the Stanford/Ravenswood Partnerships since 2000, describes the new program as “…filling a niche necessary to working with second language learners. This program is not a reading/phonics program like Ravenswood Reads. It’s a preparation program, giving children requisite language skills so they can learn to read English.”


**Haas Center Annual Fund Supporters**

We would like to acknowledge all our donors who have made gifts to the Haas Center Annual Fund this year. Especially in a time when we face university budget constraints and a tough fundraising environment, these gifts provide critical support for programs in all five areas of our work: fellowships, courses, research, community programs, and leadership development. We are especially grateful to those who have been loyal supporters over the years—thank you for your commitment to public service education at Stanford.

**Why wait?**

To make a gift at any time of the year, contact Suzanne Abel at sabel@stanford.edu or visit http://haas.stanford.edu and click on Supporting the Haas Center.

---

*Standing, left to right, Savitha Moorthy, Prof. Guadalupe Valdés, and Jesse Moya with some of the Ready to Read! pioneers.*

**gift opportunity**
Kudos

Stanford Alumni Association Awards

The Haas Center extends its congratulations to winners of several awards presented annually by the Stanford Alumni Association, all with Haas Center connections.

Stanford Associates Award
Susan Ford Dorsey has been recognized for exemplary continuing volunteer service to Stanford University. Dorsey’s many contributions to the Haas Center for Public Service include establishing the undergraduate Sand Hill Fellowship in Philanthropy and the postgraduate Tom Ford Fellowship in Philanthropy through Philanthropic Ventures Foundation, as well as Stanford in Government International Fellowships. A member of the center’s National Advisory Board since 2001, she also underwrote a cutting-edge service-learning course, Introduction to Community Service Organizations and is a current supporter of the center’s new Ready to Read! program through the Peninsula Community Foundation. Dorsey’s inspiring and unwavering commitment has encouraged the moral and intellectual growth of Stanford students through service while her quiet philanthropy has set an extraordinary example.

Gold Spike Award
This award for exceptional volunteer leadership service to Stanford University will be presented to Roger Clay ’66 (Sociology) in June. In addition to his service on the center’s National Advisory Board, Clay was vice chair of Stanford’s Board of Trustees and has volunteered in many capacities for the Stanford Alumni Association. Other service activities include: board chair of the Lucile Packard Foundation for Children’s Health; membership on the boards of the Humanities and Sciences Council and the Center for Comparative Studies in Race and Ethnicity; founding member of the Black Alumni Association; and Trustee on the Task Force on Minority Alumni Relations.

Outstanding Achievement Award
The Alumni Association also recognized the following individuals for unusual service to the university in the form of a single outstanding achievement. The following are the winners, with their Haas program affiliations:

Lisa Dawe ’96 (Political Science; ’96 M.A. Sociology; ’05 M.B.A.), Visiting Mentor Program student program coordinator
Charles Hokanson, Jr. ’93 (History/American Studies; ’93 M.A. History), Stanford in Government
Bowen H. McCoy ’58 (Economics), John Gardner Public Service Fellowship Program donor
Sherri Watson ’93 (Public Policy; ’97 J.D.), Stanford in Government chair; Haas Center donor
Megan Tompkins ’00 (History), Ravenswood Reads (2 years); SAT Success

National/International Rhodes & Marshall Scholarships
Stanford students are earning more prestigious awards than ever before. In 2003, two Haas students learned that they were among 32 Americans (from a pool of 963 applicants) to be awarded a Rhodes Scholarship. The Rhodes provides $30,000 annually for up to three years of study at Oxford University for students exhibiting high academic achievement, integrity of character, a spirit of unselfishness, respect for others, potential for leadership, and physical vigor.

Stanford also lays claim to five Marshall Scholars (of 40 Americans honored with this award), who receive two years of tuition, living, travel, and research expenses at any university in the United Kingdom. The two Rhodes Scholars and two of the five Marshall Scholars have Haas Center connections.

Rhodes Scholars
Tess Bridgeman ’03 (Human Biology), Haas Summer Fellow, John Gardner Fellow
Jared Cohen ’04 (Political Science/History), Stanford in Washington, Stanford in Government International Fellow

Marshall Scholars
Nick Rodriguez ’04 (Public Policy; ’05 M.A. International Policy Studies), Educational Democracy for Youth, Public Service Advising Fellow
Tracy Williams ’04 (Political Science/Economics), Stanford in Government International Fellow

Postgraduate Fellowships

John Gardner Public Service Fellows
This ten-month fellowship provides recent graduates with the opportunity to work with a mentor—a senior figure in a government or non-profit agency—who can help foster professional growth and development in students devoting their talent, energy and training to public service.

Tess Bridgeman ’03 (Human Biology), World Bank Inspection Panel, Washington, D.C.
Amanda Khan ’03 (Political Science/Urban Studies), San Francisco Board of Supervisors
Joanna Levitt ’03 (Human Biology, Latin American Studies minor), Center for International Environmental Law (CIEL), Washington, D.C.

Tom Ford Fellows in Philanthropy
Modeled on the Gardner Fellowship, this postgraduate experience intends to bring more young people into philanthropic...
work by providing the opportunity to work with a mentor at a U.S. foundation. Offered in conjunction with Philanthropic Ventures Foundation.

Afua Annor ’02 (Political Science) The Third Wave Foundation, New York City

Laura Feldman ’03 (Urban Studies) Appleseed Foundation, Washington, D.C.

Leela Young ’03 (Urban Studies/Sociology) The Asia Foundation, San Francisco

Dr. and Mrs. C. J. Huang Teaching Fellows in China Fellows teach in a rural setting in Hunan Province for one to two years through VIA (Volunteers in Asia).

Daniel Hsu ’01 (Engineering; ’02 M.A. Engineering)

Kimberly Bento ’03 (German Studies/History) The Haas Center and VIA are pleased to announce that Dr. and Mrs. Huang have renewed funding for the program through 2005-06.

National Service Programs

Many Stanford graduates participate in federal and national nonprofit service programs including the Peace Corps, AmeriCorps, and Teach for America. Through the Peace Corps in developing countries and AmeriCorps in the U.S., volunteers work in a community, helping the residents by tutoring, building affordable housing, and creating health programs. Teach for America volunteers commit to two years of teaching students in disadvantaged urban or rural public schools, where it is difficult to recruit and retain credentialed teachers.

Four new Stanford alumni entered Peace Corps service in 2003, bringing the total number of alumni currently serving to 36. This number has earned Stanford a ranking of ninth in the nation among medium-sized universities, according to a recent report by the organization.

Since 1990, 120 Stanford graduates have applied their leadership skills to the growing movement to end educational inequity in our country through Teach for America. In 2003, 11 Stanford alumni were inducted into the program. Richard Kim ’03 is currently a Bay Area Recruitment Fellow for Teach for America.

Public Allies of Silicon Valley, the local agency funded by AmeriCorps, has special ties to Stanford. Its director, Dorcas Cheng ’01 reports that in 2003-04, two Stanford alumni are in its program, and three serve on their advisory board, the Strategic Leadership Action Team.

EPASA continued from page 1 (including song, dance and history), Public Speaking, and Issues in American Law. Class size was reduced, allowing pupils more attention, and Stanford tutors a more intensive teaching experience. As EPASA improves, the number of applications increases; this year there were more than twice as many applications as there were spaces available.

The EPASA program was able to grow and thrive in 2002-03, thanks to the generosity of our donors:

* Dr. Alexander Lidow (*’78 Ph.D., Physics), CEO of International Rectifier Corporation in El Segundo, CA, has been a consistent donor for the past four years, providing general support for the program. His specific interest has been in supporting a middle school program for at-risk youth with both mentoring and academic components.

* The support of Tashia and John Morgridge has made possible the founding of Education and Youth Development Fellowships, allowing “tutors” and “tutor coordinators” to become “fellows.” Fellows are expected to take greater leadership roles and to incorporate the service-learning experience through a spring quarter course with Professor Amado Padilla (Education). They develop learning plans and critically reflect on their experiences and teaching techniques. Says Jesse Moya, “With the shift to a fellowship, I’ve seen student leaders come to a deeper understanding of the issues in the community and around educational equity. This motivates their work in the program.”

* Last year Vanita Bhargava ’92, a program officer of the Lucile Packard Foundation for Children's Health, solicited an application for support from Haas Development Director Suzanne Abel. “With the still-sagging economy, they were overwhelmed by the number of requests,” Abel says. “Nonetheless, they wanted to acknowledge the good work of EPASA.” A welcome vote of confidence, this gift allowed Haas to add an extra week to the 2003 summer program and serve five new students.

* Finally, in the fall of 2003, the Steve and Anita Westly Foundation made its first grant to EPASA under the “Programs for Youth.” The Haas Center joins other Peninsula-based programs serving the health and welfare of local children and teens that have attracted the attention of foundation president Nicole Bergeron and the Westlys.

These gifts make it possible for EPASA to flourish through August 2004. The Haas Center welcomes new investments from supporters who recognize the importance of focusing a portion of our work on this critical age group.

Copyright © 2004 The Board of Trustees of the Leland Stanford Junior University.
Focus on Faculty
Ronald L. Barrett, Assistant Professor of Anthropological Sciences

Ronald Barrett’s course on The Anthropology of Death and Dying is an impressive example of how the Haas Center’s Service-Learning Initiative Funds have helped Stanford faculty to offer a variety of service-learning experiences to students.

With a Ph.D. in anthropology from Emory University and a B.S. in nursing from Johns Hopkins, Barrett combines his clinical experience in hospice and palliative care with his ethnographic research on issues of caregiving and the dying process in India and the United States. Having received Initiative funds and “valuable intellectual and moral support” from Kent Koth, the Haas Center’s Service-Learning Program Director, Barrett developed his course for spring quarter 2003.

Americans’ general aversion toward death often results in the isolation of people suffering from terminal illnesses. Partnering with Pathways Hospice in Mountain View, Barrett provided his students with five weeks of intensive training for hospice work, followed by an additional five weeks in which the students provided much-needed companionship to terminally ill patients both in the home and clinical settings.

Twice a week, Barrett lectured about a variety of issues pertaining to the dying process: biocultural aspects of the dying process, ethical issues on end-of-life care, and funerary practices around the world. Fridays were set aside for process sessions, confidential discussions about interactions with patients that helped the students achieve a level of best practice in their volunteer work. Students kept volunteer journals on their experiences in addition to regular course assignments.

Barrett sees the historical division between applied practice and theory in the academy as a major disincentive to faculty participation in service-learning.

Yet he feels that this distinction is largely unnecessary. “I believe the two can mutually inform each other, with practice inspiring questions and providing evidence in support of theoretical development.”

Of the 12 students in the course, eight have continued their hospice volunteer work to date. Barrett plans to teach the course again in fall 2004, giving him time to “incentivize” the process by offering these students credit internships and directed readings, advising them, and writing letters of recommendation. But according to Barrett, this course is only “stage one.”

“Stage two will involve these volunteer-trained students in research on caregiver burden in home hospice settings.” The Haas Center’s new Public Scholarship Initiative (PSI) for service-learning research is currently funding the extension of Barrett’s course into a community-based research format. With PSI funds, Barrett and another cohort of 12 students will research caregiving strategies to help families in the local community.

Stage three will be to conduct similar research on family caregiving in India. “During winter quarter 2005, I want to take undergraduate and graduate students with me to conduct research among poor three-generation families in Banaras, India — families that I have been with for a number of years.”

Besides funding for both the class and its corresponding research, the Haas Center has been a useful resource for students in the course. “The students involved in hospice are putting together a community service student organization that will meet at Haas. It will allow students from different iterations of the course to interact.”

In the end, Haas will have helped Barrett take the program on hospice, death and dying “full circle,” from students in a class with community service to research at home and abroad—and back home again to maintaining ties among like-minded peers on campus.
Alumni Collect Books for Children’s Library
By Meaghan Banks ’04 (English)

Reunion Homecoming 2003 offered alumni the chance to directly assist Ravenswood Reads in a book drive to build an after-school library. Under the guidance of Jesse Moya, Ravenswood Reads tutors go 2-4 times per week to Costaño School in East Palo Alto, where they work to bring their pupils’ reading up to grade level. “We want kids to be interested in the books, to thumb through them and be excited, to connect reading with enjoyment,” says Moya. Because Ravenswood Reads meets after school hours in a classroom, Costaño’s library is frequently closed, leaving the tutors with little or no access to the books they need.

“We tried to do a book drive before, but it wasn’t well-publicized,” Moya explained. “On our second try, we modeled the drive after a similar one held at Brown University, and gave people a few easy steps to follow.”

With the assistance of Christie Goeller, Deputy Director of Reunion Programs at the Stanford Alumni Association, the book drive gained a website* and, appropriately, a bookmark was sent to alumni. The website offered two links, one to the California Department of Education, which listed reading material that was age-and grade-appropriate for Ravenswood Reads’ students, and one to Amazon.com, where alumni could purchase books at a discount. Moya compiled a list for the website of the 100 titles that Ravenswood Reads most needed, and alumni bought and donated those books as well as their own beloved childhood stories.

“Many alumni came in with a book to donate and said, ‘this was my favorite book when I was a kid.’ They are helping to instill a love of learning by sharing what they enjoyed as a child.” Because it was tied to the larger Reunion Homecoming, the book drive was able to collect 300 books, providing the Ravenswood Reads classroom with a fine starter library.

Ravenswood Reads plans to hold more book drives in the future, so that they can build up a library base and also be able to give books to their students. While the library is now large enough that students can choose from a variety of books to read and check out, Moya and the tutors want students to have the experience of owning books and novels. “We’d love to give the kids books at least three times per year; we are currently able to give them books only once a year. The more books they have at home, the more reading they’ll do. They’ll get used to it, they’ll want to do it. We need to get them started at home.”

*The Ravenswood Reads book drive website is still live, and another alumni book drive will be conducted in the future. The list of books will be updated periodically. To view the site, go to: http://www.stanfordalumni.org/erc/reunions/rh03bringbook.html. In addition, Ravenswood Reads welcomes your direct support for its elementary tutoring programs.

The funding that Ready to Read! received this year from PCF has seeded this initial phase of the program. We welcome supporters interested in the refinement of effective techniques for teaching young English Language Learners to contribute to the program’s growth and continuity in 2004-5.

gift opportunity
Haas Center
20th Anniversary
By Lara Siu, External Relations
Associate

The Haas Center for Public Service will be celebrating its 20th anniversary in 2004-05. Established in 1984 as the Public Service Center in Owen House, it became the Haas Center for Public Service in 1989, honoring the contributions of the Haas family of San Francisco to the founding endowment. Reflecting on the past 20 years, it is amazing to see the transformation that took place as the original vision became a reality, and a one-room operation became a comprehensive center that now serves as a nationally and internationally recognized model of public service education.

The story of the Haas Center began with visionaries like Stanford President Donald Kennedy and founding director Catherine Milton, who challenged students to become involved in public and community service. The center drew inspiration from public leaders like the late John W. Gardner, who served as the first Haas Centennial Professor in Public Service and a founding member of the Haas Center’s National Advisory Board. Building the center required the support of donors, like the Haas family, who created endowments to establish and sustain programs.

Under the guidance of subsequent directors Tim Stanton and Nadinne Cruz, the center strived to become truly inclusive of the wide range of possible service experiences. The center was shaped by people like Jeanne Wahl Halleck, who has served on staff since the earliest days in Owen House, and today administers the John Gardner Fellowship and Stanford in Washington programs. Faculty like Professor Al Camarillo, Haas Centennial Professor in Public Service and longtime member of the Haas Center’s Faculty Steering Committee, continue to strengthen the mission of the center by engaging students in the integration of academic study and service to the community.

The Haas Center has become what it is today, perhaps most of all, because of its students. Eager to explore the role of service in their lives and in the world, students have embraced the opportunities that the center provides. As the center moves into its third decade, our hope is to continue to serve as a place where students can learn and grow, teach and guide, share their talents, challenge themselves and others, and develop the ideas and skills necessary to enable them to become alumni who are effective public leaders.

In celebration of its 20th anniversary, the Haas Center is planning a number of special events and projects for the 2004-05 academic year. We hope to gather past and present students, staff, faculty, alumni, donors, campus partners, community collaborators, and all friends of public service at Stanford to connect or reconnect with the center and help us celebrate 20 great years and many more to come.

Some of the possible events under discussion are:
• Fall dinner to welcome new director
• Special October Reunion Homecoming events:
  √ Public Service Scholars Program 10th reunion
  √ Public scholarship showcase (Learn and Lend a Hand)
• Book project featuring student reflections on the Center’s programs
• Haas Lecture on Public Service and the University
• Event by and for young alumni in public service
  …and more!

Please check the Haas Center website later in the spring for more details on upcoming 20th anniversary events: http://haas.stanford.edu.
Alternative Spring Break at Reunion Homecoming 2003

ASB has changed since the era of the alumni who gathered at the Haas Center for a reunion last fall. It still provides Stanford students a chance to explore societal issues through various hands-on service experiences in communities most affected by those issues. The week is often an entry point for students who continue to study and serve, thus appropriately called “The week that lasts a lifetime…” But today, a pre-trip directed reading course and post-trip opportunity for reflection extend the impact of the program. In March 2004, students on 13 trips will focus on topics like immigration and the law, arts as education, land development, the digital divide, death penalty, ethnic and women’s issues, and the foster care system.

Many alumni who could not be at the ASB reunion emailed that they would like to keep in touch. ASB alumni will begin fundraising this year, both to keep the overall trip fees low and to support scholarships enabling more students to attend.

Where Are They Now?

Daniel Greenwood ’99 (Comparative Studies in Race & Ethnicity/Biological Sciences)

Daniel lives with his fiancé in Quito, Ecuador at a home that offers resources to street children and working children. He is setting up and running a preventive health clinic in the house, with a target population of about 150 children, following medical school at the University of California at San Francisco.

daniel.greenwood@stanfordalumni.org

Colin Mathewson ’02 (Urban Studies), spent his first year after graduation back home in east county San Diego working on a high school district board campaign and a youth violence prevention program. Ready to stop living with his parents, he left for an eight-month volunteer experience in a rural Catholic parish in El Salvador. Now Colin is back at the Haas Center as assistant to Len Ortolano, Interim Director, and just moved into an apartment close to the Mission District of San Francisco. He hopes to become involved in faith-based community organizing with the Latino population of the Mission.

colin.mathewson@stanfordalumni.org

Kalika Stanger ’03 (Human Biology)

After graduation, Kali spent the summer in Santa Cruz taking the MCAT before leaving for Japan and Thailand through VIA’s one-year Treat Fellowship. After returning, she moved out to Chicago, where she currently lives. Kali is working at the American Hospital Association in the Health Research and Education Trust.

She coordinates three Centers for Disease Control grants on routine HIV testing, perinatal HIV transmission, and hospital emergency preparedness: “I use and remember my skills and experiences with the Haas Center (especially ASB) all the time, and miss Stanford dearly. Getting the basketball games on TV out here is like pulling teeth. Go Cardinal!”

kstanger@stanfordalumni.org

Cindy Urquídez ’98 (American Studies/Spanish), a former Public Service Scholar, has been living in New York City since 2000. She worked as a community organizer at Mothers on the Move, Inc. a grassroots, social justice organization in the south Bronx. Since last year Cindy has been tutoring with StreetSquash, an organization that provides sixth through twelfth grade students academic support and opportunities in athletics and community service. She has entered her second semester at Hunter College School of Social Work M.S.W. program, with a focus on Community Organization and Planning.

cindy.urquidez@stanfordalumni.org

Andrew Weis ’90 (Political Science), a former Gardner fellow, recently became Senior Counsel to the House Select Committee on Homeland Security chaired by Congressman Chris Cox. Before graduating from Stanford Law School in 1996, Andrew worked as a Legislative Assistant in both the Senate and House of Representatives on disability and small business issues. As a lawyer, his experience has centered on criminal, appellate, and political law. Andrew serves on the partnership board of the Disability Rights Education and Defense Fund and as a mentor to law students with disabilities through the American Bar Association’s Commission on Physical and Mental Disabilities.

awenis@stanfordalumni.org
SIG International Strives to Complete Endowment
By Jenny Zhang ’05 (CSRE)

In 2001, The Campaign for Undergraduate Education (CUE) incorporated three new endowment targets for the Haas Center. Today, one of those remains to be achieved. The Haas Center still seeks $350K of its $1 million goal to create a permanent endowment for the Stanford in Government (SIG) International Fellowship program.

Each year, about 30 Stanford students are selected to be SIG fellows and placed with government and non-governmental agencies locally, in Sacramento, Washington D.C., and locations around the world. SIG International, established in 1993, has grown in recent years to become an outstanding and highly competitive program. Placements include the World Bank Mexico, Institute for Democracy in South Africa, the Stockholm Environment Institute, and the International Institute for Strategic Studies in London.

SIG fellowships are sought after in large part due to the rigorous and compelling work offered at each fellowship placement. Fellows receive stipends to cover airfare, housing, and other living expenses, which enables all students, regardless of family means, to spend their summers working in public service.

Mary Himinkool ’04 (Sociology) spent the summer of 2003 in Bangkok, working with the United Nations International Labour Organization (UN-ILO). The ILO was founded in 1919, and is the largest and longest-standing transnational advocacy group for labor rights today.

Himinkool embarked on her fellowship with a strong interest in human rights, and extensive coursework exploring the issues of social and economic stratification, as well as gender inequalities. While well-equipped academically to tackle the issues surrounding forced prostitution and child labor, she admitted that “The greatest challenge was seeing the face of poverty and human suffering firsthand—researching labor exploitation and prostitution all day at work, and seeing it in all the times I wasn’t at work.”

Himinkool plans to pursue a career in international human rights law. Her experience provided her with a stark portrait of the problems facing Thailand today, yet she still maintains hope and optimism. “I believe that individuals must truly be exposed to social conditions in order to ignite social change. I am considering deferring law school to spend a year in Thailand, working with these women and children.”

Many other SIG International fellows have spent a summer working in a field relevant and meaningful to their academic and life pursuits. While SIG is fortunate to have a number of endowed funds that support the state, local, and D.C. fellowships each year, the international fellowship program remains only partially endowed, dependent on many smaller expendable gifts that must be raised annually. The creation of an endowment would sustain and support this extraordinary program in perpetuity.

Mary Himinkool already sitting behind my own desk, researching on my own computer,” she says.

Himinkool plans to pursue a career in international human rights law. Her experience provided her with a stark portrait of the problems facing Thailand today, yet she still maintains hope and optimism. “I believe that individuals must truly be exposed to social conditions in order to ignite social change. I am considering deferring law school to spend a year in Thailand, working with these women and children.”

Special thanks to Philip ’85 & Maurine ’84 (M.A. ’85) Halperin, J. Burke Knapp ’33, Michael ’82 (M.S. ’82) & Laura ’82 Werner, and Susan Ford Dorsey for their generous investments in SIG International. Contact Suzanne Abel at sabel@stanford.edu for more information.

gift opportunity

The Stanford Fund Commitment

We are delighted to report that The Stanford Fund has committed five years of annual support for the Haas Center for Public Service, beginning in 2004! In recognition of the Center’s role in serving students directly through a host of programs that integrate academic study with community and public service, university leaders saw this as a wise investment, likely to pay generous dividends among our alumni in the future. We agree!
From the New Fellowships
Program Coordinator: Ilana Golin

As I settle into my new role, I continue to appreciate the inspiring group of students with whom I work. I am often struck by the breadth and depth of experiences that the Haas Center’s fellowships offer. These opportunities encourage students to contemplate the interdisciplinary nature of public service work, discovering that they can make a difference in a variety of fields: education, policy studies, urban issues, technology, the arts, public interest law, LGBT issues, philanthropy, global development, economics, and more. A fellowship enables students to delve into a particular issue, and the realities of doing collaborative work with local agencies and with community members. All of the fellowships are rooted in the principles of service-learning, and thus, fellows are expected to prepare for and follow up on summer activities through relevant coursework, intensive research, and other volunteer or professional endeavors.

Thank you!

Over 60 staff, faculty, donors, community members, and former fellows gave their time and expertise on selection committees for the 2004 Fellowships Program. Look on the Haas Center website in April for a list of the Fellows (http://haas.stanford.edu).

Fellowship Night is an opportunity for the Stanford community to learn about Haas Center fellowships through informal conversations with Haas staff, donors and former fellows. Far right, Sonali Murarka ’04 (Public Policy), a 2003 Sand Hill Fellow in Philanthropy and behind her, Suzanne Abel, advise prospective fellows.

Reflections from 2003 Haas Summer Fellows

Erin Dennis ’04 (International Relations), 2003 Edith & Norman Abrams Fellow in Public Interest Law, Legal Services for Prisoners with Children, San Francisco, CA

“I had the opportunity to experience the reality of issues that I had only read about and studied. The issues with which I was involved will no longer be just words in a newspaper article or pictures in a magazine; they will be people I have met in the visitation room at the Central California Women’s Facility, concerned family members with whom I have spoken, and the personal handwriting of a prisoner whose letter requesting help was addressed directly to me. My own personal reality has been altered to now include an experienced awareness of a responsibility to issues that for most people in society can very easily be ignored.”

Ray Berdugo ’04 (Biological Sciences), 2003 Education & Youth Development Fellow, East Palo Alto Stanford Academy, Stanford, CA

“A Haas Center Fellowship is a unique opportunity to provide service to the community while learning new skills and honing existing talents and abilities. As a fellow, I had an opportunity to harness my passion in an effective and academic way, while working and reflecting upon my impact and growth.”

Maya Adam ’04 (Human Biology), 2003 African Service Fellow, Philani Child Health & Nutrition Project, Cape Town, South Africa

“My contact with the children at Philani was heartbreaking at times and incredibly inspiring at others. There were days when I needed to go home and have a good cry—like the day I found out that Emihlie, one of my favorites, was HIV positive. But there were other days, too . . . like the day a Philani team managed to rescue an abandoned three-year-old girl from the shack where she had been raped and to find her a place where she could grow up safely. On those days, I felt that maybe I could make a difference—that maybe I could change things, one little bit at a time.”

Over 60 staff, faculty, donors, community members, and former fellows gave their time and expertise on selection committees for the 2004 Fellowships Program. Look on the Haas Center website in April for a list of the Fellows (http://haas.stanford.edu).
To request a publication, or make a gift…

☐ NEW! Please send me copy of the Haas Center’s 2001-2003 Biennial Report (70 pages)

☐ Please send me a copy of A New Spirit is Stirring, quotations from John W. Gardner (28 pages)

We request a $10 minimum donation to cover the production and mailing costs of either publication, $15 for both. Please use the form below to make your gift of any size.

Enclosed please find my check (payable to Stanford University) in the amount of:

☐ $1000 ☐ $500 ☐ $250 ☐ $100 ☐ $50 ☐ Other $____

I prefer to charge my gift to my: ☐ VISA ☐ Mastercard ☐ American Express

Card #_____________________________ Exp. Date_______________
Signature____________________________________________________
Name(s)_____________________________________________________
(please print as you would like to be listed in our Biennial Report)
Address____________________________________________________
City/State/Zip________________________________________________
Home Phone_______________________ Work Phone_________________
E-mail______________________________

Maximize my gift!
☐ My employer has a matching gift policy. I have enclosed the form.

THANK YOU!

Haas Center for Public Service
Stanford University

562 Salvatierra Walk
Stanford, CA 94305-8620
(650) 723-0992
(650) 725-7339 Fax
http://haas.stanford.edu

To have your name removed from our mailing list, to remove duplicates, and/or to update your address, please call (650) 723-0992 or fax (650) 725-7339.