

**LAZARUS LEADERSHIP FELLOWS 2019**

**CELEBRATING  
LEADERSHIP & SERVICE**



**LAZARUS LEADERSHIP FELLOWS  
BETHESDA-CHEVY CHASE HIGH SCHOOL**

**GRADUATION  
SEPTEMBER 23, 2019 – 7-8:30 P.M.  
THE MANSION AT STRATHMORE**

MONDAY, SEPTEMBER 23, 2019

# The Graduation Program

## Refreshments

### Welcome and Explanation of the Lazarus Leadership Fellows Program

Bruce Adams, *Program Founder*

### Presentations by Fellows

### Remarks

Craig Rice, *Member of Montgomery County Council*

Donna Redmond Jones, *MCPS Director of Learning, Achievement, and Administration  
Principal of B-CC High School (2015-2019)*

Shelton Mooney, *Acting Principal of B-CC High School*

Stephanie Clark, *Founder, Leaders Institute*



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## 2019 Lazarus Fellows



Yawu Akhan

Tasneem Alim

Victoria Arrington

Wongelawit Ayele

Angelina DeLeon

JD Gorman

Hank Greeves

Lilinz Hakimi

Rachel Kamis

Fiona Kelleher

Siddiq Khwaja

Katie Kohn

Esther Matheny

Roy Tiefer

Maryclaire Wright



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## Summer Projects of the 2019 Lazarus Fellows: What They Did & What They Learned

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*“If something needs fixing, then lace up your shoes and do some organizing.”*

— Barack Obama

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### CONNECTING CULTURES

**SIDDIQ KHWAJA, TASNEEM ALIM, and JD GORMAN** created Connecting Cultures, an organization dedicated to promoting a productive dialogue around the issues in our community through interactive spin-art and hosting community discussions. It is their firm belief that the first step to solving any problem is to admit its existence.

**TASNEEM:** “I learned that leadership requires dedication, communication, and optimism. Adapting and responding to roadblocks along the way taught me the importance of resourcefulness and asking for help when needed. I’ve discovered that the experiences which have challenged me are also the ones that have promoted the most growth in me.”

**JD:** “I tend to place more on myself than is necessary. Through this project, I learned that leadership is not about doing everything yourself or having all the answers, but rather leadership is about putting the right people in the right places and working together to find the right answers.”

**SIDDIQ:** “I learned that success is not about money, it is about achievement. It is about the commitments and hours we put in days and nights working really hard in order to achieve what we want to achieve. Leadership is not a single-handed activity. Leadership is about collaboration and cooperation, learning how to work with other people.”

### FOUR-LEGGED THERAPY

**HANK GREEVES and ROY TIEFER** worked with Children’s Hospital to expand their animal therapy program, establishing partnerships with dog training organizations to recruit new volunteers and their four-legged friends, gaining program acceptance with the medical teams, and working with an engineering firm to develop the first-of-its-kind cart for dogs to visit ICU patients.

**HANK:** “Inspired by the courage of the kids, I realized that a leader cannot wait for opportunities to come but must instead have the courage to create opportunities that drive change. Nothing has been more rewarding than seeing the smiles on the kids’ faces and knowing I played a part in making it happen.”

**ROY:** “I learned I am quite naive and overambitious. As I began, I established ludicrous goals – reforming the bureaucracy of a massive hospital, double digit increases in volunteering, etc. I came to recognize the audacity of my objectives. I learned that leadership requires reputation. I learned that the best way to qualify yourself as a leader is by doing.”

### STUDENT-LED ORIENTATION: WHERE EVERYONE FEELS ACCEPTED

**FIONA KELLEHER** helped incoming freshmen get adjusted to Bethesda-Chevy Chase High School by giving them the opportunity to speak to upperclassmen about how to tackle high school head-on. The program’s aim was also to help integrate incoming freshmen with special needs into the community by allowing them to discuss and create bonds through artistic expression with their classmates.

**FIONA:** “I learned the importance of patience and tolerance of others and how vital these two qualities are to build a strong community. Every high school needs an understanding community to be a place where everyone feels accepted. Only through this acceptance can everyone truly feel free to express themselves and create bonds with others.”

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## PREPARING STUDENTS FOR SUCCESS

**WONGI AYELE, RJ AKHAN, and RACHEL KAMIS** provided incoming freshmen in the B-CC Ninth Grade Summer Academy with tools to develop skills necessary for excellence in high school and beyond. They led seminar activities focused on proactivity, organization, and responsibility. In addition, they ran a book drive, collecting 1000+ books and 200+ CDs/DVDs to provide students with the resources to succeed.

**WONGI:** “I have been able to extend my interpersonal communication skills working with my team in addition to the 9th graders and teachers. I learned the importance of planning and preparation as well as adaptability in our activities for the academy.”

**RACHEL:** “I learned that, as a leader, in order to achieve your goals, not only do you need the determination to make them happen, but also the humility to ask for help and to be open to change. Without flexibility and changing plans on our feet, our project would not have succeeded.”

**RJ:** “I learned that in order to be an effective leader, I must have much better interpersonal communication skills and be a lot more outspoken in any sort of group setting. I learned that I must be much more outspoken to be heard in a group setting.”

## PROMOTING CULTURAL EXPRESSION THROUGH ART

**ESTHER MATHENY and LILINAZ HAKIMI** worked with the International Rescue Committee to construct an arts-based curriculum for refugee kids in order to promote cultural expression despite a language barrier. In addition, they worked with the National Center for Children and Families to expand the curriculum to include self-expression for underprivileged kids.

**ESTHER:** “I learned the importance of patience and troubleshooting. In order to be an effective leader, one must learn to approach obstacles and come up with back up plans. In addition, between my partner, supervisor, and children, I learned how to communicate to different audiences, remaining flexible and professional.”

**LILINAZ:** “While working with different children I came to realize my curriculum should not just come from pre-planning, but from observing the kids. The curriculum must cater to their interests, their strengths, and their weaknesses. Overly pre-planning won't get you as far as working hand-in-hand with the students.”

## TEAM BUILDING THROUGH DANCE

**ANGELINA DELEON and VICTORIA ARRINGTON** created and hosted a dance camp for youth at the National Center for Children and Families. They taught four different styles and led team-building exercises. The program focused on childhood preservation and being able to express oneself through different styles of dance.

**ANGELINA:** “I have learned many leadership qualities. Being flexible, open-minded, and patient were just some of them. Working with children who don't necessarily want to do what you've planned can create a challenge. We had to be able to change plans to accommodate the number of kids we had and what they actually wanted to do.”

**VICTORIA:** “I learned the importance of making a difference in just one person's world. It was challenging to keep the children interested. However, there was one little girl who came every day, and I was able to see tremendous growth in not only how she expressed herself to others but also how she felt about herself and abilities.”

## FOSTERING EXCITEMENT OF GIRLS IN STEM

**MARYCLAIRE WRIGHT and KATIE KOHN** ran a three week Girls in STEM camp at the Gwendolyn Coffield Center and Rock Creek Forest Elementary School. They exposed young girls to STEM and helped them foster a love and excitement for STEM with a variety of different activities and hands-on experiments.

**MARYCLAIRE:** “I learned the importance of planning but also of going with the flow. We planned the type, order, and duration of the activities. But sometimes the kids wanted to eat lunch or have a snack or switch the order of the activities. I learned to be more flexible with our schedule and activities so the kids could have the maximum amount of fun!”

**KATIE:** “I learned the importance of flexibility and patience especially when working with kids. Even if you go in with a detailed plan, something is bound to change or go wrong. Working with the kids to find a compromise that makes them want to participate and learn more about science is extremely important.”

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# LAZARUS LEADERSHIP FELLOWS PROGRAM

## 2019 Guest Speakers

**Mark Bergel and Rachael Buck**  
*A Wider Circle*

**Sheryl Brissett-Chapman**  
*National Center for Children & Families*

**Joey Herlihy, Karina Vasudeva, and Honor White**  
*2018 Lazarus Fellows*

**Rick Ammirato**  
*Bethesda Urban Partnership*

**Steve Hull**  
*Bethesda Magazine*

**Justine Bassett and Amanda Puerto Thorne**  
*KID Museum*

**Monica Jeffries Hazangeles**  
*Strathmore*

**Stephanie Dorsey**  
*Upward Enterprises*

**Ned Sherburne**  
*Bethesda-Chevy Chase Rescue Squad*

**Tony Cohen**  
*Menare Foundation at Button Farm*

**Gabe Albornoz**  
*Member, Montgomery County Council*

**Karla Silvestre**  
*Member, Montgomery County Board of Education*

## Fellows Selection Committee

**Carole Brand, Chair**

**Donna Atkinson • Craig Brown • Stephanie Clark**

**Hunter Hogewood • Patty Olszewski • Karina Vasudeva (2018 Lazarus Fellow)**



# 2019 SPONSORS AND DONORS

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## Program Founder

Bruce Adams

## Leaders Institute Founder

Stephanie Clark

## Founding Sponsor

**The Julius and Dorothy Lazarus Foundation**  
*Michael Gelman and Joseph Baldinger, Trustees*

## Fellowship Sponsors

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## Special Thanks

**A Wider Circle • Bethesda-Chevy Chase Regional Center**

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In 2018, the Lazarus Leadership Fellows Program became a program of **Leaders Institute**. Special thanks to Stephanie Clark, Founder of Leaders Institute, and to the board of Leaders Institute for agreeing to serve as our fiscal agent and to partner with us as we collaborate to develop global citizens for the twenty-first century. To support the Lazarus Leadership Fellows Program, tax-deductible donations made payable to "Leaders Institute/Lazarus" may be sent to: Leaders Institute/Lazarus, 7201 Wisconsin Avenue, Suite 440, Bethesda, MD 20814.

# Lazarus Leadership Fellows Program

1997-2019

*More than 65,000 Hours of Service to Our Community*



Named in honor of Julius and Dorothy Lazarus in recognition of their years of service to the children of the Bethesda area and the generous financial support provided by their foundation, the Lazarus Leadership Fellows Program helps prepare high school juniors and sophomores for their civic leadership responsibilities as global citizens. Since 1997, the Lazarus Fellows have completed more than 65,000 hours of community service.

Over the years, the Lazarus Fellows have been supported by the following staff members: Hugh Adams, Carol Beach, Helen Blunt, Michael Chasnow, Michelle Diaz (*1997 Lazarus Fellow*), Alysa Emden, Laurie Haughey, Jordan Henry, Karen Jaffe, Jared Joiner (*2000 Lazarus Fellow*), Sandra Neufeld Ostrach, Melissa Roller, Ellen Schneider, and Helen Strang. Since 2018, Stephanie Clark of Leaders Institute has attended our seminars and supported the Fellows.

*“Our students ought to be taught fundamental lessons that say democracy is precious, democracy is perishable, democracy requires active attention, and democracy requires hard work.”*

— Roger Wilkins, Professor of History and American Culture, George Mason University