Public Allies Arizona is one of twenty-three national chapters. We believe that everyone can make a difference and can work to inspire more citizens to believe in themselves, step up, and act. Our mission at Public Allies Arizona is to advance new leadership to strengthen communities, nonprofits and civic participation. Public Allies is changing the face and practice of leadership in communities across the country by demonstrating our conviction that everyone can lead, and that lasting social change results when citizens of all backgrounds step up, take responsibility, and work together.

Our program is funded and guided by AmeriCorps and the values of the ASU Lodestar Center to build the capacity of the nonprofit sector in Maricopa County. We identify diverse young adults and prepare them for leadership through paid full-time nonprofit apprenticeships and rigorous leadership training. Our Alumni Programs connect and engage the growing Public Allies network of diverse leaders and invests in those positioned to make the greatest impact. Since 1992, about 5,000 Allies have completed the program with more than 80% continuing careers in nonprofit and public service nationally. On a local level we have been recognized by our National affiliate for the site that has demonstrated the most impact and future for visible change.

Volunteers are encouraged to join in service as part of our group on National Days of Service or in small groups. We will connect you with current members who are placed at specific organizations to identify needs and projects. We have partnered with LGBTQ youth serving organizations in the past such as 1n10 Inc. and GLSEN Phoenix.

Come talk with us if you are looking for the next step before or after graduation.

Celia E. Williams, Program Manager & Alumni Outreach
Elsbeth Pollack, Program Coordinator
Emerson Kuhn, Program Manager

Public Allies Arizona
Arizona State University
Lodestar Center for Philanthropy and Nonprofit Innovation

Gender and Sexuality, and Creative Expression
Student: Riley Riley.Onate@asu.edu Year: December 2012

Summary: Riley led weekly creative expression workshops, with a special emphasis on working with those who identified with gender-or sexuality-based communities. Riley hoped that participants would remember and further craft artistic techniques that they were exposed to, and further relations created during or by the workshops.

Capstone Faculty Advisor: James Blasingame

Tips: Never assume pre-knowledge, especially when working with materials that could physically harm anyone involved in, or near, artistic projects. Teach artistic techniques patiently, and realize that there is never a single essential solution to any problem. Realize that destruction may also be a form of creation, and that being a good leader does not always mean being the primary facilitator, but just being there. Yes, it helps to be confident and assertive, by going out of your way to form connections instead of waiting for others to come to you. But afterward, sometimes you should let others lead, if you plan to have a group at all. Be careful and methodical in all relations you have made or are going to make. Also, consider price, and do not make any promises you cannot keep.
LGBT Film History from 1895 to 2008

Student: Breanna Hanson-Henderson bhansonh@asu.edu Year: December 2012

Summary: My project examines the different portrayals of homosexuality throughout the history of film. I explored the different stereotypes that were developed through portrayal of homosexual characters. How these stereotypes affected the homosexuality community, and why these images created a false identity on their community.

Faculty Member: Ian Moulton

Tips: Write about a subject you enjoy and try to incorporated that into a subject you are passionate about. This makes writing a paper that much more enjoyable because you are learning about a undiscovered history, that many didn't know about before.

Arizona 1 in 10 Mentor

Student: Aaron Medina Aaron.Medina@asu.edu Year: 2011

Summary: Interning with 1 in 10 was, overall, a rewarding experience. Whether or not I made an impact at the agency, I know that the internship itself allowed me to realize the strengths I have within myself. I learned that I have definitely chosen the right path in regards to my social work practice. I am meant for this field and will succeed greatly.

I also learned that it is very important to have healthy boundaries. As professionals, we must establish our title and purpose for whatever setting we are placed in. It is not healthy to let people walk all over you. We earn titles that must be respected. I must own up to my specialization and take pride in my achievements. I would also like to say that it was refreshing to be around LGBT Youth who were proud of who they were. As a member of this diverse and special population, it took me almost 20 years to be comfortable in my own skin. I was happy to see such young people already embracing who they were. It gives me hope that LGBT youth around the world are coming out at earlier ages as the years pass.

This certificate is a rewarding experience. It gives recognition to a community that is on the front line of social stigmatization. It needs to be represented in a positive light. And I honestly feel like I have done so in regards to my participation with this certificate program.

Capstone Faculty Advisor: Julie Nagoshi, School of Social Work

Public Perceptions of Homosexual Relationships

Student: Krystal Correa krystal.correa@asu.edu Year: 2010

Summary: During my capstone, I devised and then executed a series of invisible theatre pieces that sought to give knowledge about LGBTQ relationships in places that might not normally see any conflict between gay partners. With these performances, I hope that we (my participants) were able to plant seeds of knowledge to those watching and those who actively participated in the scene.

Capstone Faculty Advisor: Pam Sterling, Herberger Institute for Design and the Arts Theatre Department

Tips: I would recommend someone sending out the names of the others doing their capstone. I think networking and sharing ideas would have been a blast and good for all of us to know. It’s important for us to support each other during this process.
Headed up the Community Resource Directory Project with One Voice Community Center

Student: Emmalyn Corman  ecorman@asu.edu  Year: 2010

Summary: I did most of the compilation and research for the Community Resource Directory (sort of like an LGBT Yellow Pages for Arizona) while networking with the Maricopa LGBT Consortium and helping distribute and edit a statewide LGBT needs assessment survey and results. I copied many of the entries for the CRD from older resource directories, but cross checked and entered every entry manually (by myself). The CRD currently has over 700 entries (including businesses, health services, legal advocates, etc.), and is still growing. A PDF version of this directory is available online at 1vcc.org. The needs assessment survey was very successful, with 982 complete and usable responses. Results of the survey were submitted to the Consortium’s partners for further review.

Capstone Faculty Advisors: Dr. Elizabeth McNeil and Ruby Macksoud, both from the English Department

Tips: Pick something/someplace you’re in love with, not necessarily something you’re already good at or someplace where you think you’d be comfortable. Stretching your boundaries for an internship is an opportunity for personal growth and awesome experiences. If you have a place in mind for your internship but they don’t have a formal internship program, find an internship advisor and ask them how to set up your own internship program! It might take a little more time/paperwork to set it up initially, but after a week or so of settling-in time, it’s really not any harder than an established internship program. And you can go anywhere. Be sure to communicate with your supervisors about their (and your!) expectations at every step of your internship and you’ll have some great references to carry on with you to your future career. Plus, making contacts and friends in the community not only gives you a possible “in” for jobs after college, it will also help you create positive change in the community. This is a very rewarding feeling!

I’m Out, I’m Proud, I’m...Still in the Closet?:
Negotiating Gay Identity Through Personal Narrative

Student: Jeremy Omori  jomori@asu.edu

Summary: I accomplished writing a performance prospectus and script, as well as learned not only the process it takes to stage a performance (i.e., read-through, staging, rehearsal, etc.), but also learned a great deal about myself as a queer individual trying to find a community to fit into. The performance was announced to the public and gathered a near-booked crowd the first night, and a smaller but still decent-sized crowd the second night. The performance received a lot of praise. The entire project allowed numerous opportunities to write scholarly papers on the idea that coming out is a continued process and how queer individuals often go back into and out of the closet, out of choice and/or are forced, and how there are times when it is okay not to come out and still feel proud.

Capstone Faculty Advisor: Brandon Ferderer, Hugh Downs School of Human Communication

Tips: Choose a topic that you feel very interested in and compelled to do research for. If you are planning on staging a performance for the public as their capstone experience, start early (i.e., at least half a semester early) and expect to work! Figuring out the script is the easy part, staging and rehearsal are the more difficult parts. A good mentor/director will challenge and take you to your limits as a performer. At the same time, an excellent mentor/director will be encouraging and supportive through the entire way—they would not be there if they truly thought that the work you have done was not excellent. But above all, have fun, take risks, and play!
**Queer/Community: A Theorization of the Rhetorical Strategies Important to Creating Queer Community**

Student: Kendall Joy Gerdes kendalljoy@mail.utexas.edu Year: 2009

Summary: My capstone project looks at my years with the ASU LGBTQ Coalition as one example of how communities may respond when they encounter difference, and how they may forward difference as a value by queering the communities they encounter, and by queering their own boundaries of membership. By focusing on the role of ideology, I argue that a “posture of belief” that values difference can create a climate of mutual risk and respect that is crucial to keeping any community queer.

Faculty Advisor: Dr. Katherine Heenan, English Department

Tips: When you’re thinking about your capstone project, start early. Pick a faculty member who you trust and who can help you research your interest and help keep you on track. Do something you care about—a thesis, a survey, an internship or a project—and think of it as more than just fulfilling a requirement. A capstone project is an opportunity to make a big queer impact, so make it count.

**The Comparison Between the LGBT Struggle for Equality and the African American Civil Rights Movement**

Student: Stephanie Goldfarb Year: 2007

Summary: Researched and wrote a paper comparing LGBT and Civil Rights Movements

Faculty Advisor: Lisa Anderson, Women and Gender Studies

Tips: I think that certificate candidates would do well to have a little more help with research. Seek out supervision or support from your advisor. On job and graduate school applications, I always mention my LGBT certificate. Usually, interviewers take notice and want to know more about it. I feel that the certificate makes me look unique to prospective employers and university faculty because I show an interest in the LGBT community.