

## HEALTH CAREERS FLOURISH AT HENRY FORD EARLY COLLEGE

By Katie Hetrick, Press & Guide Newspapers and Marva Brooks, MSN, RN, Program Coordinator, Henry Ford Health System

**H**enry Ford Early College, Dearborn, Michigan, is the result of the unique partnership among Henry Ford Health System (HFHS), Henry Ford Community College (HFCC), and Dearborn Public Schools (DPS). The Henry Ford Early College is focused on preparing students for professions in health care. Now in its third year, one hundred forty students work and learn in labs, pharmacies, and clinics spread across the Henry Ford Health System, a regional provider of hospital and medical services, as part of a combined high school and college program. Many of the teens are not old enough to drive, but they are getting rare hands-on experience mixing drugs, running tests, and working with patients. The Henry Ford Early College (HFEC) program also offers students the chance to get a high school diploma, an associate's degree in a health-related career, and certification in a specific health field in five years, all at no cost to the parents or students.

The school is located on the Dearborn Heights Campus of Henry Ford Community College, Henry Ford Health System in Detroit, and Henry Ford Community College. For the first two years, students will spend the majority of their time at the HFCC Dearborn Heights Campus. Science laboratories and clinical observation experiences are held at Henry Ford Hospital and at Henry Ford Health System Corporate Offices. Starting with their junior year, students spend increasing amounts of their time taking classes on the HFCC main campus. In the 12th and 13th year, students will take all their college classes on the HFCC main campus and their clinicals at Henry Ford Hospital.

Associate Degree (AAS)	- Physical Therapy Assistant
- Biotechnology	- Pre-nursing
- Dialysis Clinical Technician	- Radiology
- Medical Assistant	- Respiratory Therapist
- Ophthalmic Technician	- Surgical Technician
- Paramedic	- Clinical Management
- Pharmacy Technician	- Facility Management

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The HFEC student body consists of 60 percent Dearborn students with the rest coming from 17 other cities in Wayne County, said Marva Brooks, Program Coordinator with HFHS. Two-thirds of the students qualify for free or reduced lunches and about 85 percent fall into a group targeted for Title 1 funds, said Principal Heyam Alcodray. Funding comes from the state, grants, and other sources. The program takes 50 freshman students a year. Applications for the fall are due in the early spring. Bill Schramm, Henry Ford Health System's Senior Vice President of Strategic Development, helped launch the early college almost three years ago. "We're excited about it," he said. "The program is good for the



Instructor Cameera Sharpe monitors Henry Ford Early College students Alycia Drake and Claire Wahed as they learn to take each other's pulse at a Henry Ford Health System facility in Detroit.

community long-term. We are providing young talent with lifelong career opportunities. The health system is also creating another pipeline from which it can draw employees. Radiology and lab technicians can be difficult to recruit," Schramm said.

Brooks stressed the program does not guarantee jobs for any of its students, but having gone through the training at Henry Ford Health System could give someone a leg up in getting hired. "We have high expectations for our students," she said. Every Friday, students leave Dearborn Heights for health system sites. Many are downtown where they take lab classes in the HFHS Corporate Offices building. Other teens are scattered across the various health system buildings downtown or in the suburbs. Groups of two or three students shadow jobs like pharmacy technicians or physical therapy assistants. Others are in the cytogenetics and DNA labs or working in dialysis, surgery, ophthalmology, or sports medicine. "Over at the

*(Continued on page 2)*

## HENRY FORD *(Continued from page 1)*



Students with the Henry Ford Early College program line up to board a shuttle bus to travel to various facilities in the Henry Ford Health System in Detroit and get hands-on education in medical fields.

hospital we have students in many different areas," Brooks said.

The program will have 250 students when it grows to full capacity next year. Freshmen get a job sampler platter from the health system, seeing work up close in numerous technical health careers. Marva Brooks said, "For the most part, the professionals enjoy having the students around. They do their regular work, and what the students can help with they are allowed to help with. By 10th grade, students are asked to pick a couple of areas they would like to learn more about. They will then spend whole days shadowing workers in those fields. I tell students that they have the opportunity to find what they like to do in the ninth and tenth grade." The first HFEC entering class, now juniors, this year started attending classes with other Henry Ford Community College students.

Early college administrators visit middle schools and maintain web pages to draw students to the program. Henry Ford Health System will also send letters to employees that have children approaching high school age inviting them to consider HFEC for their child. Anyone in Wayne County can be part of the program.

There is no entrance test to get in as a freshman. All candidates must complete an application, essay, and an interview. "You don't have to be a straight A student," Brooks said. Officials look for motivated students, interested in health careers, who have had a reasonable discipline record in middle school. Students who meet all the qualifications are selected by lottery," Alcodray said. More information is available at <http://earlycollege.dearbornschools.org>.

The site lists several factors students should consider before applying for early college. For example, the program does not provide a traditional high school experience with sports, clubs, and social activities. "Students who do fairly well in math and science are good candidates," Brooks said. "Almost all students will succeed because of small class size and strong support

that comes with the early college. Each class has no more than 25 students. If the student is willing to give it a try, it's a wonderful opportunity," Brooks said. She stressed that students, not their parents, need to drive the decision for the student to succeed in the program.

Students will receive a high school diploma from Henry Ford Early College, Dearborn Public Schools. The associate's degree is awarded by Henry Ford Community College. Additionally, students would receive certification through the appropriate regulatory body following passage of the certifying exam. Many local universities apply the associate's degree attained in these programs\* (see inset) to four-year degrees in other health care-related fields such as hospital administration. Henry Ford Early College qualified graduates will have opportunities for employment with Henry Ford Health System that presently offers tuition reimbursement for employees to continue their education.

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*Cooking shampoos for comparisons*

The room smells like a small catastrophe has struck at a lotion and candle store. The thick scent of mixed perfumes masks the faint smell of natural gas burning. Two-dozen students in lab coats and safety goggles are cooking down shampoos to compare characteristics such as weights, smell, composition, and pH levels, explains student Adam Ahmed of Dearborn. It's just another Friday at Henry Ford Health System's main building downtown, where some of 140 students in a combined high school/college program are getting hands-on science experience.



Henry Ford Early College students Kayla Karbacz and Abir Hadarah whiff shampoo concoctions they blended, weighed, and tested at a Henry Ford Health System facility in Detroit.

"I always knew I wanted to go into health care," student Kelly Featherston, told the Dearborn School Board. She is pursuing her dream of working in respiratory therapy. She said she is still involved in clubs and does not feel like she is missing out on anything by opting not to follow

her friends to the traditional Edsel Ford High School. She did say she seems to have more schoolwork than her friends and neighbors. "I feel like they have it really easy compared to me, but I make it through," she said. In addition to three high school classes, Featherston is taking two college courses, including a 200-level chemistry class. Her mother, Michele Featherston, told the board the early college program has been worth the



Henry Ford Health System Pharmacist Rogers Elebra invites Henry Ford Early College student Alex Ouza to smell his own experimental medicinal concoction.

trade-offs for her daughter. "Some students are very mature for their age," she said. The mother works at the community college and said the high school students blend in well with the other students.

Back at Henry Ford Health System's main office building, teacher Laura Smykowski said she is excited to be part of the early college. "It's a great program and a great opportunity for the kids," she said while keeping a close eye on the students heating their shampoos. "I love teaching here," she added. "The program is the only early college in Michigan focused on health-care fields. Especially in the Michigan economy, health care is one of the fields that shows some promise," she said. Smykowski worked as a medical technician before getting her teaching degree, making her especially well suited for the job.

By 10th grade, students are taking college-level courses as part of the program. "They get a real college credit for this class," said Marva Brooks, program coordinator with the health system, as she looked over a room of 10th graders in another lab at the health system headquarters. The sophomores were practicing giving health assessments, asking questions and quizzing each other about their medical history. Meanwhile, Brooks policed their attire, chiding those without their blue lab coats or Henry Ford Health System polo shirts and sending them to her office to find replacements to borrow. "I do a lot of policing," she admits. On Fridays, all students are required to wear professional dress and

health system ID tags so they blend in with the adults they work with.

In a different classroom, ninth graders are making a model of DNA using red licorice, colored marshmallows, and toothpicks. "They do all sorts of very interesting experiments," Brooks said. The same class will also launch marbles and bring in static electricity machines so students can see their hair stand on end. Down the hall and around the corner, student Alex Ouza from Dearborn was working in the employee pharmacy inside One Ford Place. He had used a pestle to smash pills and was creating his own special blend of aspirin, Vitamin C, and flavorings (all expired) just to get a feel of what it would be like to mix his own medicine. "It's a simplified version of what happens," said Pharmacist Rogers Elebra, who was working with Ouza, encouraging him to name his new medicine.

Cori Gardener, preceptor in the pharmacy area, said, "We definitely like doing hands-on experiences." Students are allowed to take their strange compounds home to see how they react over time, if they separate, bubble, or smell funny in a few days, she said. "They work right alongside the pharmacist," Gardener said. "It's a great program to get them accelerated into things." Students with an associate's degree and some hands-on experience by age 19 could go on to become pharmacists by their mid-20s, she said.



Marva Brooks,  
HFHS Coordinator

Besides basic coursework, early college also works on helping students succeed in other ways. Students take seminars to learn study skills and learn to feel at home in a professional environment. They mingle with staff, eat in the employee lunchrooms, and in some cases even have health system employees as mentors through a Big Brothers/Big Sisters program. Lawrence Simmons is a career consultant who offered students diversity training. He is also a "career buddy" who took up playing the violent Call of Duty video game to bond with his teenage counterpart. He said he likes the middle ground of being a trusted adult to his buddy, not a friend, but not a parent either. Brooks said, "Studies have shown mentoring helps students succeed in career programs, so the early college added that as a voluntary component."

The articles can be viewed in their original form at [www.pressandguide.com](http://www.pressandguide.com).

# CONSORTIUM MATTERS

By Cecilia Cunningham, Executive Director, Middle College National Consortium

## *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*

by Diane Ravitch



**Cecilia Cunningham**  
Director, MCNC

**T**his new book is a must read for every teacher, administrator and anyone else interested in education. Only someone with Diane Ravitch's historical perspective could so clearly and compellingly explain why this country is at this critical juncture in public education. Her thorough knowledge of educational history and her inside participation in the decisions that have shaped public policy on education makes her especially qualified to illuminate "the roads taken" that led to this point. Her book reads like a mystery novel where she skillfully brings together all the disparate 'clues', leading to a sobering conclusion that undercuts today's common wisdom.

Over the past two years, she has thoroughly researched the outcomes for all of the new initiatives that are now making headlines. She finds no compelling data that supports the innovations of the current administration - merit pay, privatization of education, small schools, and high stakes testing. While we may disagree with her, the existing research evidence supports her conclusions.

*"The policies we are following today are unlikely to improve our schools. Indeed, much of what policy makers now demand will very likely make schools less effective and may further degrade the intellectual capacity of our citizenry. The schools will surely be failures if students graduate knowing how to choose the right option from four bubbles on a multiple choice test, but unprepared to lead fulfilling lives, to be responsible citizens, and to make good choices for themselves, their families, and society."*

Those of us in education have witnessed firsthand how high stakes testing has hijacked education over the last two decades. Teaching and learning have been reduced to test scores - a single measure of student growth, competency, and learning. Now her voice adds merit to our complaints. Her deep understanding of what schools need to do to be successful and her reputation as a historian make her arguments about the pressures and chaos that testing has placed on our schools compelling.

*"To lift the quality of education, we must encourage schools to use measures of educational accomplishment that are appropriate to the subjects studied, such as research papers in history, essays and stories in literature, research projects in science, demonstration of mathematical competence, videotaped or recorded conversations in a foreign language and performances in the arts."*

As the author points out, the reforms of the last 20 years have focused on testing, choice, and structures instead of focusing on the heart of education - what is taught and how it is taught. Linda Darling-Hammond, a leader in educational reform and Charles E. Ducommun Professor of Education, Stanford University, has written: "Diane Ravitch is one of the most important public intellectuals of our time. In this powerfully and deftly written book, she takes on the big issues of American education today, fearlessly articulating both the central importance of strong public education and the central elements for strengthening our schools."

*"So let us begin with a vision of the education we want for our children and our society. To move toward that vision, we should attend to the quality of our curriculum - that is, what is taught. Every school should have a well-conceived, coherent, sequential curriculum. A curriculum is not a script but a set of general guidelines. Students should regularly engage in the study and practice of the liberal arts and sciences. The curriculum is a starting point for other reforms. It provides direction, clarity, and focus around worthy ends, without interfering with teachers' decisions about how to teach."*

For Dr. Ravitch, the focus is on teaching and learning, curriculum and instruction. Parallel to that, MCNC is concentrating on "college readiness" and working toward a determination of the kind of curriculum, teaching strategies, and support structures that best enable students to leave school 'college ready' not just college eligible.

*"As a nation, we need a strong and vibrant public education system. As we seek to reform our schools, we must take care to do no harm. In fact, we must take care to make our public schools once again the pride of our nation. Our public educational system is a fundamental element of our democratic society. To the extent that we strengthen them, we strengthen our democracy."*

Meet Dr. Ravitch at our Summer Institute on June 29th at the Hyatt in Jersey City.

## GREENVILLE TECH FAMILY REPRESENTS SOUTH CAROLINA AT THE WALT DISNEY WORLD "CELEBRATE VOLUNTEERS" EVENT

*By Fred Crawford, Principal, and Julia Garrett, Parent, Greenville Technical Charter High School, Greenville, SC*

**G**reenville Technical Charter High School student Austin Stokes and his family were chosen by the Hands On Network to represent the state of South Carolina at Walt Disney World's Celebrate Volunteers event. For this event, the Hands On Network selected one family from each state that volunteers together and flew them to Walt Disney World for four days and three nights. Disney provided all air transportation, hotel accommodations, meals, and passes to all Disney parks! At this event, the families were recognized by Disney at a media press event to celebrate volunteerism.

The Stokes/Garrett family was so honored to be nominated by the Hands On Network and even more honored to be selected for the state. They have enjoyed volunteering with Hands on Greenville and the many other organizations they have been involved with, and feel they have gotten back so much more than they have given. They have met so many wonderful people, gotten so much satisfaction from helping others, and volunteering as a family has been not only rewarding but also a great bonding experience. It is something they can do together and help others at the same time. And for Austin, they feel it has been a great experience to learn the value of giving back at a young age and instilling in him early the importance of giving back so that he will continue to give back as an adult.

### GTCHS Service Requirement

Students are required to complete a minimum of 50 service hours each year (total 200 prior to graduation). The service work is validated through their "Family Leader" (advisor) and often becomes a cornerstone of the student portfolio or Senior Project. Many of the Family/Advisory groups work together on community projects as part of "giving back" to the community and for instilling civic responsibility. This graduation requirement is part of charter agreement with the district and college.



Austin's Mom, Julia Garrett, writes of the family's experiences with volunteering.

*Our biggest projects were leading the pet therapy group for an assisted living facility in our town. One evening a month, we, along with 3-4 others, would bring our dogs to visit the residents. We led this group for 3 years and really enjoyed getting to know the people there. Austin was the only kid involved and they adopted him as theirs - always asking about school and things. Another of the projects we led was at a local no-kill*

*animal rescue - there we helped clean up the facility, help administer medicine to the animals, and spent time playing with them to get them accustomed to people*

*In addition, we do a lot of work for Salvation Army. At Christmas, we help distribute toys to the families and we participate in the Kettle Drive. I usually reserve a day for the school and we fill it with the students' contributions.*

*Our favorite volunteer activities are the downtown festivals that help raise money for various organizations. Austin usually serves as a runner. He has a section he is assigned to and he shows volunteers to their booths and during his shift checks on his booths bringing food and water, etc. But we also have served in the drink booths. We worked at Artisphere also and our job was to take care of one block of artists - bring them refreshments, sit in their booth while they took break, etc. We also really enjoy the St Francis International Village at Christmas. Small chalets are set up to look like a little village and we always volunteer - sometimes we serve hot chocolate, or whatever is needed. This raises funds for St. Francis.*

*Another one of our favorites is the Mauldin Miracle League - this has been the most rewarding for us all. This group organizes mentally and physically handicapped children and gives them the opportunity to play baseball. We serve as 'buddies'. We are paired with a child and we stay with them during the game - we help them hit*

*the ball, run the bases with them or push their wheelchair and cheer them on. In the outfield, our main job is to protect them but also to help them field the ball and throw it in....there is lots of encouragement and cheering, It can be difficult though as some of the children can be uncooperative and difficult to handle. But it has shown Austin how fortunate he is and what other children have to cope with and has given him more compassion and understanding.*

*And then there is our annual Thanksgiving tradition. Every year the night before Thanksgiving, we take both our cars and go to Publix to pick up food donations for Loaves & Fishes. We deliver (sometimes several trips!!) this food to local churches that will use it to serve a Thanksgiving meal to the needy. It's not Thanksgiving at our house until we do this!!*

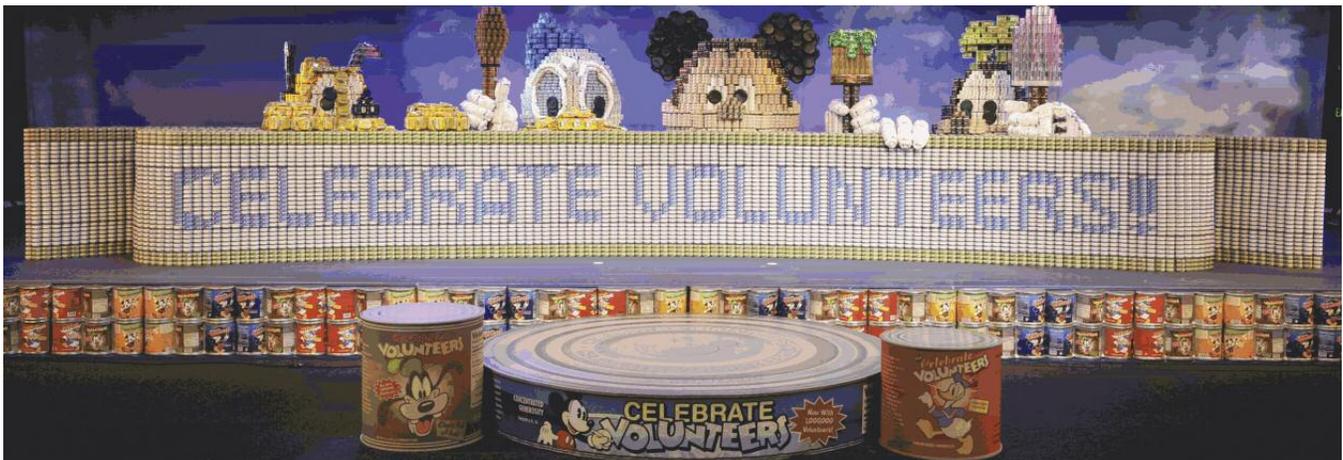
The Disney "Celebrate Volunteers" event was held Thursday, February 11th at Epcot World Showcase. All forty-eight families were escorted via charter buses to Epcot's World Showcase Pavilion for the big 'show'. Walt Disney's Chairman greeted the press and then he announced the families as they were 'paraded' in. He explained that Disney's goal with the Give a Day, Get a Day program was to inspire 1 million people to volunteer this year. Six weeks into the program, 600,000 have already given a day! Michelle Nunn, CEO of Points of Light Institute, and co-founder of the Hands On Network also spoke to the crowd – encouraging volunteerism and thanking the families there for all they have done in their communities to make them a better place. .

Kermit and the Disney characters came out, as well as Extreme Makeover's Ty Pennington who spoke to the crowd about how important volunteering is and especially encouraging all of the kids there to continue the good work they were doing. On stage was a wall of balloons, which were released to Ty Pennington's 'move those balloons', to reveal the world record breaking canned food statue! The statue contained over 151,500

cans that had been donated. These cans had been assembled into this unbelievable structure in just 3 days! After this event, they participated with the other families, Disney cast members, and celebrities to plant seedlings, pack care kits for Haiti, and box up the cans from the statue, which were then loaded into 14 trucks with much fanfare and a parade, before being taken to local food banks.

For the evening's festivities, a large portion of Epcot was blocked off just for the honorary volunteers. During the afternoon, the Food Network filmed an episode of *Dish Nation* preparing dinner for all the families. Volunteers were recruited to help Chef Robert Irvine find his ingredients in the park. Keep an eye out for this show on Food Network to see all the action. All the families were then treated to a wonderful evening under the stars at the World Showcase plaza – a perfect, front row seat for the Illuminations laser and firework show. They enjoyed a four-course dinner buffet and a private concert by Joe Jonas and Demi Lovato who performed and debuted the new song "Make a Wave" which will be featured in the Disney film "Oceans".

Mrs. Garrett realizes the lasting benefit of GTCHS and community service. *"We'd always say how we needed to get involved but just never made the time. When Austin started middle school and it was a requirement, it kind of forced us to. But what a blessing!!! We have enjoyed it so much and he has always had more hours than required. We've met so many nice people and it's been great family time too. It's hard to find stuff to do with teenagers and this gives us an outlet for that. We encourage him to bring friends to make it more fun for him!! ...I think its one of the greatest things a school can do and its one of the reasons we are at GTCHS - they are not only educating our children, they are teaching them how to be good citizens and that is so important, teaching them to care for others at a very self-centered age. We truly hope by having this experience early, Austin will continue as an adult to give back wherever he is."*



# PREPARING STUDENTS FOR COLLEGE MATH

By Dr. Hala Nestberg, Math Faculty, Greenville Technical College, Greenville, SC

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uring the fall of 2008, Greenville Technical College and Charter High School's Curriculum Alignment Project facilitated the provision of an intermediate algebra course for 8 high school students who had taken all their high school math requirements and yet had not been able to place in a college level math course. Additional remedial level college students were accepted into the class to get the total number of students to the size limit of 14.

My primary focus while teaching this class was to help the students make the transition to college level math courses while personally gaining insight into the effectiveness of different methodologies at achieving this transition.

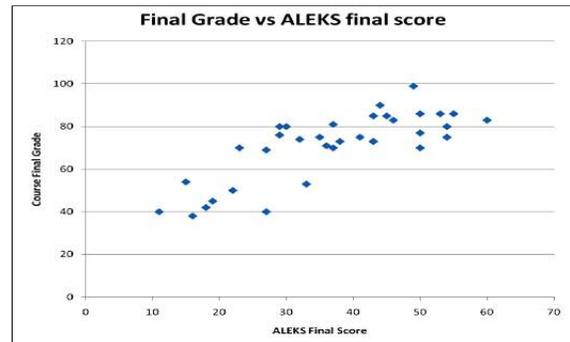
As a reference to this special class, I was also assigned another intermediate algebra class with a normal size of about thirty college students. I set up the two classes in a similar fashion and collected data from both throughout the semester. Some of the methods I used to collect data were: a two-page questionnaire at the beginning of the semester, an online learning style questionnaire, ALEKS online diagnostics for intermediate algebra, and normal course tests and exams.

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1. New techniques have to be purposeful and well planned and designed. If students feel that they are not, then they quickly tire of them or get confused and then frustrated.
2. There is clear value in rewarding students for being able to reflect on their work and to spell out (in writing) what they learned from their mistakes. This may be done after a quiz has been administered and reviewed.
3. Continuous review is crucial.
4. Because students' needs and learning styles vary, providing extensive practice in varied forms such as handouts, seat work, group work, and homework from the textbook or online is vital.
5. There is at least one identifiable key concept in every unit that a good number of students seem to miss consistently. A possible solution may be the integration of a well-designed project with every unit that specifically targets these sensitive concepts. Engagement, purposeful struggle, and discovery may be necessary to finally grasping those concepts.

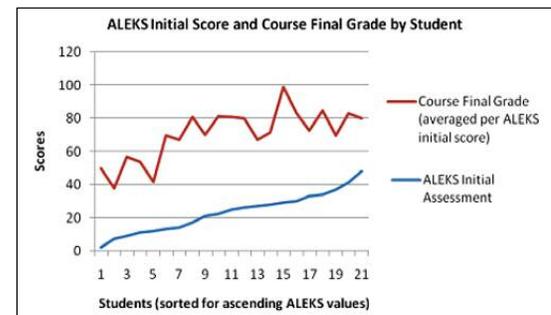
Da\*a-d(i, e\$ C%\$c"+)i%\$):

1. The final course grade achieved by students is correlated to their ALEKS scores at the end of the semester.



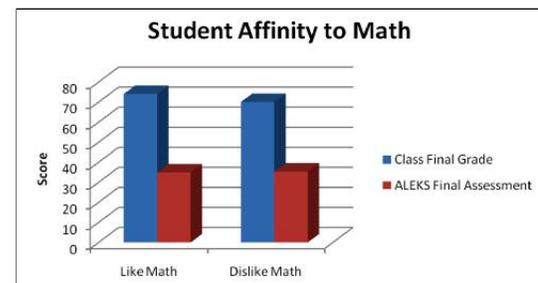
Correlation value is 0.78 for the data in the chart above.

2. Achievement at end of course is correlated to initial assessment.



Correlation value is 0.70 for the data in the charts above.

3. Those who report comfort with technology are more likely to spend extra time with online work and therefore improve their skills through the online medium rather than the traditional methods. Those who do not report comfort with technology will be more likely to improve their skills through the traditional methods rather than the online methods.
4. There is no correlation between students' like or dislike of math and their actual performance.



(Continued on page 8)

## COLLEGE MATH *(Continued from page 7)*

Rec%# # e\$da\*i%\$):

1. Continue collaboration between the high school and the college educators. Pick a college instructor who is willing to work with the high school. This instructor along with a dedicated high school teacher would work together to maximize success of students. There is improvement in student results when educators from both the high school system and the college system collaborate.
2. Create an educational environment where the student can choose between online and classical educational approaches. This allows students to choose what works for them and gives them a vested interest in succeeding with the approach they choose.
3. Provide a lab type environment for those few students who need extensive one-on-one assistance.
4. Special attention needs to be given to “Standards for College Success”. High school curriculum and remedial courses need to be reviewed in light of those standards. New assessment measures may need to be developed to help guide in meeting those standards.
5. Establish a professional development program that helps instructors expand their teaching approach to reach a broader spectrum of students’ learning styles; also that makes high school instructors aware and be able to teach in light of standards that make for college success.
6. Expand the examination of the impact of learning styles.

*Dr. Nestberg, a member of the National Council of Teachers of Mathematics was named Greenville Technical College Math Faculty of the Year, 2004 and is a graduate of Greenville Technical College President's Leadership Institute, 2006.*

# A LITTLE TASTE OF HUNGER

By Michael Wiggins, student, Challenge Early College High School, Houston, TX

Excerpted from *The Phoenix*, Challenge ECHS Student Newspaper

**T**he Oxfam America Hunger Banquet, sponsored by Cloud Search, recently gave Challenge students a chance to see how it feels to be underfed.

The average high school student never gives a second thought to the possibility that their friends may be struggling with hunger, yet one in eight Americans have this problem. Something doesn't add up.

As humans it is natural for us to get caught up in everyday pursuits like school, television, and our leisure activities, and let the problems of the world --ones that we have the power to stop-- go unnoticed. Cloud Search, an organization that does community service

Oxfam America

- Over 1 billion people worldwide suffer from chronic hunger.
- 1 in 8 Americans struggle with hunger.
- A child dies from hunger or a preventable disease every 3.4 seconds, or 25,000 children per day.

projects with Challenge, recently took a step forward in addressing this issue through an assembly aptly dubbed the Hunger Banquet.

I am a middle-class, white, male, but when I entered the HCC auditorium that day, I became Síu, who, according to my nametag, was a middle class, Vietnamese fisherman whose long days of sweat and toil just sufficed to feed his family. I sat down in a circle among other middle-class citizens as they introduced themselves, but my attention was elsewhere.

Across the large room sat a comparatively scant cluster of round tables, each decorated with fine china, polished silverware, and a centerpiece, all neatly arranged atop an elegant table cloth. It was not long, however, before my attention shifted downward to the relatively large mass of lower-class citizens sprawled across the middle 50% of the auditorium floor, who had to crane




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After having experienced a different class, how did your outlook on hunger and class change?

*After being in the middle class, I realized that I actually had it really good. I realized that though there are people who are above me, there are even more people below me who go hungry for days on end, because they can't afford a simple meal. I will now go on in life being happy that I have as much as I have.*

– David Stautber, student

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their necks upward just to admire the spectacle that was the upper-class.

In addition to being segregated based on our income, we soon found out that the meal we were to be fed -- which we skipped our lunch period for-- was based on the class we had been randomly put in. As a middle-class man who had been demoted to the lower class, I was stunned to find that my former middle class acquaintances were able to enjoy a meal of spaghetti and bread while I was served a cup of lukewarm beans.



Amidst the turmoil of dissatisfied lower-class citizens and my realization that I had to eat the barely-edible beans or go hungry, the presentation finally impacted me, and the overarching meaning of the banquet became evident. There are people

on Earth who live in much worse conditions than myself, worse even than those of my character at the Hunger Banquet. Altogether, the meal could have been a lot worse than beans.

If giving students a new identity and putting a face on the issue of hunger did not highlight the magnitude of the problem, a number was put on it as well. According to Oxfam, (<http://oxfamamerica.org>) over 1 billion people worldwide suffer from chronic hunger; in a world with a population of approximately 7 billion people, this figure is hard to ignore. Moreover, according to Feeding

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What do you feel needs to be changed about the classes of the world?

*Distribution of wealth and food needs to be more like "Robin Hood", but without the stealing. Instead, we need rational Robin Hoods to persuade people of these issues. In terms of opportunities, forget pampering capitalist classism, implement standardized benefits for the general populace. Give us quality education, health care, jobs, and certainty for all.*

– Jun Kai Lai, student

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America, Texas has the highest rate of children in households without consistent access to food, at 22.1%; but what can we do?

The solution is to stop being wasteful and living in excess. As long as we continue to buy more produce than we can eat in a week, leaving it to rot, and throw out our leftovers instead of making a meal out of them, we are essentially taking a meal away from someone who needs it much more than ourselves. The key is "bringing awareness of the issue," according to Cloud Search representative Michelle Tate.

Above all, just changing one's attitude about hunger can be the biggest step toward improvement. Ms. Tate "was excited just to hear students in Leadership classes saying that they now make eye contact with the

homeless." Even little gestures such as this show the rest of the world that there are people out there who need to be noticed.

Why is it that the issue of hunger has been allowed to grow and spread across the world without our resistance? Perhaps it is human nature to block out the harsh reality around us, or perhaps as teenagers, we feel powerless to stop it. This is the mentality that has to end in order to improve the world. Hunger and poverty are two issues that rarely cross the minds of some Americans who are fortunate enough to lead affluent lives, but we must see past our own personal concerns and worldly interests in favor of greater world issues, and do everything in our power to make an impression.

#### Feeding America

- In 2008, 39.8 million Americans were in poverty.
- In 2008, 8.1 (10.3%) million American families were in poverty.
- In 2008, 14 million (19%) children under the age of 18 were in poverty.
- According to the USDA, an estimated 16.7 million children lived in food insecure (low food security and very low food security) households in 2008.
- 8 States and D.C. have 20% or more of their children under 18 living in food insecure households. Texas tops the list with 22.1%

# THE TENTH GRADE PORTFOLIO AT INTERNATIONAL HIGH SCHOOL

By Faculty and Zheng, a student, International High School at LaGuardia Community College, Long Island City, NY

**I**nternational High School, unique among Middle/Early College, offers a rigorous college preparatory program for limited English proficient students in a multicultural educational environment. IHS gives priority to students of limited English proficiency who have been in the United States fewer than four years. All classes are heterogeneous (mixed) by language, achievement, grade level, and age. Classes are structured around the development of thematic projects in cooperative learning groups. Students work in depth, both collaboratively and independently.

Graduation requirements

In order to graduate students must be certified by a panel including faculty, students, and representatives from the educational community. Each student is sponsored by a faculty mentor who assists the student in assembling a presentation portfolio of performance-based assessment tasks drawn from course work.

Until this year, the portfolio was assembled and presented in the senior year. In May of 2008, the staff proposed a division of the portfolio into two sections, one to be completed by the end of the 10th grade (The "Junior" Portfolio) and the rest to remain in the 12th grade, (The "Senior" Portfolio). The goal was to create a longitudinal portfolio that distributes completion and presentation of portfolio projects across a student's four-year academic career.

Reasons

- Improve quality of projects by avoiding last-minute rush to finish during senior year
- Lessen burden on 12th grade students and their mentors
- Further strengthen portfolio learning culture for each level to serve as an opportunity for reflection and recognition of growth

All parts of the portfolios are completed with support from faculty and students. Students work with their faculty mentors in class and through individual meetings to gain mastery in each part of their work. Skills are taught and refined throughout every course. Some projects can be completed in pairs or small groups.

10th grade student Zheng, mentored by Jacklyn Valane, science teacher, completed a portfolio this spring.

Portfolio

Junior Portfolio	Senior Portfolio
Mastery Statement (progress in school and life)	Mastery Statement
Science Project/Experiment	Literary Essay
Creative Piece and reflection	Math Project
Native Language Project and reflection	Research paper
	Native Language Reflection

It demonstrates the intense work on skills and knowledge along with serious reflection. The following excerpts are part of his 35 page presentation that can be viewed and heard on the MCNC website ([www.mcnc.us](http://www.mcnc.us)).

My first day

"Wow, I need to start school now, what a terrible, horrible and bad thing happened in my life." I was too afraid, the sound from my heart told me, "Come on, and wake up. Be like a man, the new environment will let you get more friends." This was my first day as I walked through the class door and how I felt. "Where are the Chinese students? Why can't I see them? Am I the only Chinese in my class? No that's another terrible, horrible and bad thing." This is what I felt in my first class. And then I put on my glasses and I looked around the class. I was just a bundle of nerves, finally I saw other Chinese students sitting in the corner of the class. And then I saw the teachers: They were talking about the school, but I didn't listen to them, I was so nervous. I was just thinking about how the school would begin.

Now in the tenth grade, I think my English and my writing skills are getting better, like I wrote a biographical essay about my partner, and I got a full score on it. I used my skills in the introduction to interest people to read it, like, 'Let that girl go!' This sentence made people want to read more of the essay, so I think my writing has improved since I came to International High School.

I deeply understand if I can work in a group or with a partner, it can let me do the projects faster and with more excellence. Like in the English class last year, I did the "Grammar Project". This project we did about our language and we taught the class about our language. We shared the work among four people, who cooperated with each other in achieving the common

goal. We did different work on our project, so we could let the project have more information, and to improve the quality of the project.

Science Project/E. &e(i#e\$\*

Zheng's detailed work involved testing the comparative UV light absorption of sunscreens. His work included an abstract, hypothesis, procedures, graphic data, data analysis and a conclusion.

C(ea\*i, e Piece a\$d Ref"ec\*i%\$

Zheng wrote a myth about how the world began to see colors. His reflection recounted his personal experience that led to development of the idea.

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Na\*i, e La\$g+age: Radi% &(% ec\* (E\$g"i)h)

In some countries, like Australia, Canada and etc, if you have babies you can get money from the government, so everyone likes to have babies. But why do most Chinese people's families only have one child? The answer is that the single child law in China causes this to happen. All parents in the world like children. Having two or more children make a family lovelier, allow children not to be lonely. But in China, if parents have another child they need to abort fetuses. Many people fight the law, they think of many ways to birth secret children.

In 2000, when my family returned from Singapore to China, the police catch my mother and put her in jail. The reason is my family had two children; according to the law, a family can have another child if the first child is a girl, to have a boy. But my family had two boys, and the police think my brother is a secret child that is born in Singapore, so jailed my mother. My father quickly found his friend who works in the government, and pay him the money, and the government \$3,000 yuan, to get my mother out from jail.

Of cause, to pay the government the money is one way to have another child. But some smart people have other ways to birth children. One woman got a taxi to Hong Kong. She gave birth to the child in Hong Kong, so the child could get a Hong Kong passport. The single child law couldn't affect it. These is a bug in the single child law, so many people do that.

Every child is a mother's treasure; so many mothers don't want to abort their children. I think the single child law is very inefficient in China. If a family only has a girl, many families will want a boy because they think a boy can let their family have descendants. That's traditional Chinese family thinking. For IHS Radio, I'm Zhang.

Na\*i, e La\$g+age: Radi% P(% ec\* (Chi\$e)e)

在很多国家,如果你生很多孩子你可以去政府领取高额的奖金,所以每个人在那都希望生很多孩子.但是为什么很多中国人的家庭只有一个孩子?难道他们不喜欢孩子?答案是因为中国的计划生育限制了他们,只能生一个孩子.在世界上每个人都喜欢小孩,小孩就像一个快乐的源泉,他们总会带给你快乐,如果

Zheng.  
国际高中

Na\*i, e La\$g+age Ref"ec\*i%\$

The purpose of my project is to let listeners know about the "single child law" in China, what happens if the people in China want to have another child, and how they have another child in secret.

The steps I took to make my project are: first, I think about the topic that I want to do, and how that topic can hold listeners interest, then write the pitch and type the pitch on the computer. The second is writing the personal narrative, using research notes from websites, and interviews. Third write the native language script, let an editor read it, and suggest changes. Then I type changes, and make arrows, to make it easy to read, and to see where I need to pause, when reading aloud. Fourth, is to record. Fifth step is to change the radio piece to an MP3 file, add background music and sound effects in a software program called Audacity. The last step is translating the native piece to English, and put all the work on the website.

When doing my project, I found I have many words in Chinese that I forgot how to write, so I needed to type it on the computer using the phonetic transcription to see how to write those words. Then I learned some grammar to write the essay, like how to use a rhetorical device to write some sentences. I noticed that I used many grammatical skills to write the Chinese essay that I can't use in English, because it is difficult to translate, and sometime translating it, make no sense. For example, in Chinese there is a word that means "doing one thing can do two things," but translate to English is "one rock, two bird." Nobody will understand it.

In addition to the things I learned from doing this project about the English and my Chinese, I also learned how to use Audacity software to edit sound and to put sound effects and background music to audio, and to change the sound volume. Then I learned how to put things on a website. I learned when I need to present I need to prepare before, so I can be clear and have people understand me more. This way when they ask me questions, I can answer them.

**THE MIDDLE COLLEGE HIGH SCHOOL NATIONAL CONSORTIUM**

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**MCNC Offices**

Middle College National Consortium  
 27-28 Thomson Avenue, Suite 331  
 Long Island City, NY 11101  
 Phone: (718) 361-1981 Fax: (718) 361-1993  
 email: [info@mcnc.us](mailto:info@mcnc.us) web: [www.mcnc.us](http://www.mcnc.us)  
 Read the online version at: [www.mcnc.us/resources\\_newsletters.htm](http://www.mcnc.us/resources_newsletters.htm)

**STAFF**

Editor in Chief.....Myra Silverman  
 Designer.....Edward Hollins  
 MCNC Research Associate.....Kathy Moran



Send inquiries and submissions to the editor:  
 Myra Silverman  
 11 Crest View Terrace  
 Orinda, CA 94563  
 FAX (603) 719-2940  
[Myrasilver@aol.com](mailto:Myrasilver@aol.com)