

GOVERNMENT DOCUMENTS  
COLLECTION

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## 1. Mission Statement

The mission of One With One's Multiversity High is to enable students who speak English as their second language to become ethical, caring adults with the capacity to interpret, choose, produce, create and lead.

- Students will achieve mastery in *interpreting* global and local issues affecting their possibilities in the twenty-first century.
- They will *choose* an evolving path for their futures in which they learn continuously in various combinations of higher education, training and work.
- They will gain practices of *productivity* working both individually and in intercultural teams, enabling them to make offers of quality performance in their future endeavors.
- They will develop practices for *creating* and maintaining peaceful relationships and for *leading* efforts to construct sustainable and ecologically sound communities.

The name "Multiversity" represents our commitment to the integration of people from multiple backgrounds, cultures, races, religions and countries. Unlike "diversity," with its root in division and separation, "multiversity" stands for a bringing together of a wide variety of people. In a "multiverse" world, differences between people are honored and respected, but differences can not be used as barriers across which misunderstandings are standardized. Instead, "multiversity" is the disciplined cultivation of shared goals and the common construction of a peaceful future.

Multiversity High also has three corollary missions:

1. To provide a demonstration and training site for educational policy-makers, apprentice teachers, and teachers seeking continuing professional development.

By offering Multiversity High as a demonstration learning enterprise, we will enable educators to observe the ways in which we assist adolescents to become productive in learning and work, accountable for excellence in academics, work and service projects, and engaged in ethical and caring relationships.

2. To create a learning laboratory where students and instructors experiment together for the sake of constructing knowledge and competence in action.

Instructors will meet standards of accountability while creating innovative and experimental lessons, and will progressively increase their competence in crafting productive student/teacher relationships and effective learning experiences. Teachers will learn with (and from) their students.

3. Through evaluation, to provide policy-makers with recommendations and a prototype for replication.

With outside evaluators, we will research and evaluate student outcomes and staff practices and will create a report for distribution to local, state and national policy-makers to assist in educational decision-making.

## 2. School Objectives:

### A. What are the school's broad academic objectives for student learning?

Multiversity High will offer students a three-year program in which they focus on three fundamental areas. Students will gain mastery of traditional academic subjects as they engage in projects designed to meet the goals of each area. The three areas and our general academic objectives are outlined below:

- **Maturing into Adult Responsibilities** -- In their first year, students will explore the history of human invention and the possibilities and responsibilities they can experience as adults. Students will reflect on the adolescent's search for identity as an opportunity to commit to and practice actions for developing authentic relationships and making a difference in family interactions and community life. They will engage in on-going self-discovery as they shape their futures, make commitments and become competent in taking care of their own concerns and those of other people. They will realize that adulthood offers continuous openings for development, learning, and contribution.
- **Productivity in Learning/Work and Business** -- In their second year, Multiversity High students will come to understand the market-place of the twenty-first century, in order to become effective participants in personal and professional economic life. This is crucial, especially for students whose families have been traditionally excluded from upward mobility. By experiencing simple transactions to complex business structures and actions, they will become competent to manage budgets, investments, consumption, and social contributions, and will develop the capacity to be productive workers and entrepreneurs. Students will participate with business mentors from their cultural and linguistic communities, who will provide models for possible action.
- **Designing and Completing an Effective Community Service Project** -- In their final year, students will participate in a year-long service project which they research, initiate and manage. They will determine a need in the community, contact community representatives, create and carry out a plan of action, and effect a strategy for ensuring continuation of their project after the end of the year. By developing a lasting legacy in the community, students will gain self-esteem, an understanding of the personal meaning and human connection which results from providing service to others, and concrete practices for producing outcomes in the context of a large-scale, intercultural team project.

Within the context of the three areas of focus outlined above, broad academic objectives for our students include:

- Proficiency in English reading, writing, speaking and listening, so that students can participate in a variety of domains of life in America, including politics, economic

enterprise, education for themselves and their family members, technology/information and the scientific discourse. They will master:

- Reading for "truth" in a variety of media, for recognizing relationships and patterns in fiction and non-fiction, and for evaluating and selecting interpretations which further their intellectual and ethical development.
- Writing for the communication of their ideas to others, for generating an evolving sense of themselves through progressive rewrites and reorganizations of their thoughts and experiences, and for shaping tools (including instruction manuals, directions, reports and others) that assist people to act effectively.
- Speaking and listening for respectful sharing of experiences, ideas, information, interpretations and evaluations for cultivating common goals and objectives, and for coordination of teamwork.
- An understanding that individual human beings from a variety of cultures affect the progress of human life through invention, discovery, generation of ideas, and commitment to principles.
- Knowledge of key scientific discoveries through history, and the ability to reason scientifically, to understand the systems and development of the human body, and to participate as concerned citizens in the unfolding scientific debates of the next century.
- Ability to apply the principles of algebra, geometry, trigonometry and calculus to solve practical problems.
- Expertise in accessing and using emerging information technologies, in learning technological changes, and adding this expertise in transforming corporate environments and public spheres.
- Mastery in personal financial management and understanding of economic concepts and systems.
- Understanding of the rights and responsibilities of citizens in a democracy, ability to interpret and contextualize key documents establishing democratic governance, and to draw from these resources as they engage in and lead local discussions and activities for service to the community.
- Capacity to critically analyze the messages generated by people producing mass media over time.
- Ability to compare religious systems and the ways in which they inform politics, governments and ways of living, and to appreciate the religious traditions of their

cultures of origin; ability to actively cultivate themselves as ethical, caring adults.

## **B. Describe any non-academic goals for student performance.**

- **Athletics:** At the beginning of each year, all physically able students will create individual goals for fitness and athletic performance. Such goals can range from following a regular schedule of aerobic exercise to participation in local road races or swimming competitions. Students will train each week for the sake of achieving their goals. Each student will also participate in athletic activities designed to promote healthy bodies as well as team-building, confidence and appreciation of the environment. Such activities include bicycle trips, outward-bound experiences, orienteering, hiking, cross-country skiing and others. Based on the Japanese model, and using the trainings of multiple cultures, we will enable students to stretch and exercise at regular intervals throughout the day.
- **Aesthetics:** Students will examine the aesthetics of cities around the world and in Boston. They will tour the most outstanding architectural achievements in the city, communicate with living architects such as I.M. Pei and interview architects and professors of architecture to immerse themselves in the discourse. They will each select an architecture of a region or nation whose history, major examples, and characteristics they will examine. With trips to the Museum of Fine Arts, the Fogg Museum, MIT, and Harvard, students will inquire about the ideas that inform and influence a group of people in a certain era. They will plan, construct and exhibit a model of a city based on the needs of a given community.

In addition, students will choose some aspect of the natural world to observe over two seasons. Using photography, collage, painting, sculpture, music or multi-media, they will communicate the moods, colors and influences of nature. They will bring together their aesthetic experiences in a collective staging to demonstrate the influences elements have on one another and to make new connections with the interdependence of life.

Students will also use technology to explore aesthetic expression in new ways. They will make musical instruments, and merge music, dance, painting and photography with computer graphics, video and cable casting.

During the first year, students will explore the depiction of children and adolescents over time and across cultures in painting, poetry and music. In the second year, they will examine the music and crafts of artisans throughout the world, and in year three they will create a dramatic and/or musical production to be performed for family and community members.

- **Service:** In addition to the large-scale service project for which students are

responsible in their final year at Multiversity High, they will engage in on-going volunteer work each week from the time they enroll. The service projects in which they engage will progress during the three years from brief encounters to in-depth week, month, term and year-long activities. Staff members will work with personnel at local organizations, including womens' shelters, day-care centers, nursing homes, hospitals and other agencies, to design safe, organized and supervised volunteer opportunities for our students, in which they have an opportunity to learn, to reflectively evaluate and to become accountable for results. As the students engage in service, they will create Service Journals to develop reflective thinking and analytic capabilities. In writing their journals, they will access a variety of resources to illuminate the social predicament. They will write their observations of personal service experiences to cultivate "framing analysis:" they will write reports, discuss concerns and complaints, express concrete and comparative observations and refer to general principles of services for a typical social predicament as introduced in school. They will also contemplate how they will engage in reducing or caring about the predicament personally, professionally, and as a citizen in the future.

- **Team Work:** We have as a major non-academic goal at Multiversity High the ability of each student to work as an effective team member with people from different cultural and linguistic backgrounds. We will assist students to develop practices of teammanship by having them work together in intercultural pairs and small groups towards the attainment of a common goal. We will enable them to experience a sense of shared purpose in what they are studying by encouraging "learning communities." We will provide individual counseling when necessary to assist students to practice appropriate negotiation strategies and to demonstrate respect for others. They will develop mediation and non-violent conflict-resolution skills.

Students will become "multiverse." In all three years they will develop practices of intergenerational teamwork when they serve in projects. To increase their fluency and reasoning in English during year one they will be paired with an American tutor. In year two, as they navigate in the business world, they will each have two mentors with whom they will meet to discuss and evaluate skills, processes, and values. In their second year, they will also mentor a younger child in math and science. In year three they will be given a fourth tutor/mentor. This community spokesperson or government person will also meet with them on a regular basis to assist them to learn about civic life, governance, and networks of people in government. They will, in their major community service project, develop skills to become active, responsible leaders who produce harmonious interactions and demonstrate empathetic concern for others.

- **Life Skills/Responsibility:** Students will complete many different kinds of work with a standard of excellence. This standard fosters growth from actions of a novice to those of a competent beginner to mastery of skill or process. The students will shift from dependence on standards the staff has created to independent use of-these

standards. The students will develop practices for setting standards of excellence for themselves as they meet role models and immerse themselves in real world work and service. They will fulfill their commitments for producing excellent work.

Students will develop competence to assess their learning in multi-modal learning activities. This self-assessment process will enable students to increase responsibility, direction, and independence over each year. By multiplying their practical engagement with the three fundamental areas of focus in a variety of ways, they will acculturate themselves to a work environment calling for continuously learning adults.

Students will develop competence in taking individual, family, cultural, and "sub"-cultural perspectives while they think about and state a stand on an issue. Erik Erikson stated that this century calls for a new human - someone who is judicious in being tolerant of another's views and values while being firm in one's own stand. In implementing One With One's programs, with the Executive Director's leadership, the staff has carried out their commitment to being this new human and are developing the discipline of "Multiversity."

Students will also master commonly accepted standards for managing their personal, family, work and community lives, including time, health, financial and self management. The integrated curriculum empowers students to acculturate as ethical caring adults with the capacity to interpret, choose, produce, create, and lead.

### **C. What type of community environment do you hope to foster at your school?**

Multiversity High instructors will create an environment in which personal and ethical relationships between multicultural staff members, students, parents, tutors and community members foster adolescent maturation into adults who care for self, others and community. We will provide an atmosphere in which students experience learning with the instructors as both dignified and joyful as well as relevant and immediately useful, and where they feel safe enough to explore and experiment. We will applaud mistakes as first steps toward mastery; each student will learn that with intention, commitment, effort and practice, he or she can achieve competence in any domain.

To develop practices of trust, students and instructors will create a climate of respectful nurturing of each others' ideas while questioning, searching, and developing a basis for commonly understood meanings. Students, teachers, parents, guest speakers and long-term visiting resource people will explore difficult ideas and the issues they engender, from many points of view, with the purpose of promoting self and community understanding. Conditions for communal conversation will include: assurance of dignity while learning, listening for clarification and meaning, and communicating for the sake of being effective in actions that serve the learning enterprise as well as the members in the learning enterprise. From this carefully cultivated environment, students will become competent, "multiverse" young adults.

When they enroll in Multiversity High, many of our students will be experiencing the dislocation and alienation that comes from immigration. In a strange new land, they must learn a new language, and choose to develop radically different cultural practices or not as well as retain significant values and practices from their own countries. Some will be dealing with memories of war and severe economic deprivation; many face the loss of family and friends left behind. Still other students currently live in fear of violence on the streets and in their homes. Multiversity High will offer a safe haven for these students, where they can voice their concerns, engage in the dilemmas of transition, experience the deep personal care of the instructors, and work with staff members to develop methods of caring for themselves while dealing with life issues.

The director and core staff of One With One have generated this environment in eight summer programs for teenagers and seven year-long adult training programs over six years. We have learned that creation of this kind of environment depends on the leadership of the program manager, the members of the school community, our relationships and our collaborative learning. At Multiversity High, we will gather together many cooperative teams of multicultural supporters: parents, board members, funders, students, administrative support staff, instructors, guests, mentors, and tutors. To create a "multiverse" reality which meets our aspirations, our Multiversity High staff members will commit themselves to continual self-reflection, inquiry, advocacy, and accountability with our community of students, parents, and supporters.



### 3. Statement of Need:

#### A. Why is there a need for this type of school?

**Functional Illiteracy and Dropout Rates:** The future of our nation is threatened by the functional illiteracy and high drop-out rates of our youth, including immigrants and refugees as well as those born in the United States. According to *American Youth: A Statistical Snapshot*, 3.7 million 18 - 24 year-olds quit school before earning a diploma. As reported by *Making the Grade*, a report on American youth by the National Collaboration for Youth, each year's class of dropouts costs the nation \$260 billion in lost earning and foregone taxes. Across the country, 85% of dropouts are functionally illiterate, a condition related to a host of other problems. These dropouts make up 68% of those arrested, 85% of unwed mothers, 79% of welfare dependents and 72% of the unemployed.

The costs of functional illiteracy and high dropout rates affect the state of Massachusetts as well as the nation in general. The dropout rate for the state-wide class of 1991 was 20%. Broken down by ethnicity, dropouts included 18% of Asians, 36% of African Americans, 45% of Hispanics and 17% of whites.

**Numbers:** In addition to these alarming dropout rates, the sheer number of immigrants continuing to arrive in our communities demonstrates an overwhelming need for schools and other services designed to enable newcomers to participate constructively in American economic and civic life. In the 1980's, more immigrants arrived in the United States than at any other time since the first decade of this century. Census information shows the number of newcomers continuing to rise, from 530,639 in 1980 to 570,009 in 1985 to 1,536,483<sup>1</sup> in 1990. Immigrants and refugees come to America from all over the world, including, between 1981 and 1989, the Soviet Union (58,500), China (341,800), Korea (306,500), the Philippines (431,500), Vietnam (352,5600), Mexico (974,200), the Caribbean (777,300), Central America (312,50) and South America (370,100). In eastern Massachusetts, the largest groups of arrivals include people from Vietnam, the Dominican Republic, and China (U.S. Department of Commerce, Bureau of the Census, 1992).

**Variability in Adjustment and School Performance:** Some newcomers make a relatively rapid adjustment to life in America, succeeding in school and entering the work force; others fail to attain their goals, exhibiting poor school performance and missing out on opportunities to pursue higher education and desired careers. These differences in achievement occur between various ethnic groups and nationalities, as well as among individuals within the same group.

Asian Americans, for example, show consistently higher test scores, high school graduation rates

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<sup>1</sup> Includes 880,372 persons who were granted permanent residence in 1990 under the legalization program of the Immigration Reform and Control Act of 1986.

and college enrollments than whites, who attain higher levels of achievement than Hispanics.<sup>2</sup> Not all Asians, however, live up to the "model minority" stereotype promulgated by media accounts of Vietnamese and Chinese valedictorians and MIT scholarship students. Many Khmer, Laotian and Vietnamese refugees, with residual war trauma and little education in their own language, do not succeed in our schools.<sup>3</sup> Similarly, many Russian Jews and other refugees from war-torn countries of the former Soviet Union fail to attain high levels of academic achievement, contrary to popular notions of their intellectual orientation.

Despite being lumped together as one group, Hispanic Americans are also diverse in occupational background, nationality and even in culture; some thrive in school and go on to college and rewarding careers, while many others fall behind. Timothy Ready, in his longitudinal study of 146 Latino youths in Washington, DC, shows that while three-fourths of the study participants indicated a desire to attend college, five years later only 61% had graduated from high school and only 10% had completed as much as one year of college. In addition to "culture shock, acute economic need, language barriers and family tensions associated with reconfiguration of the families during migration," study subjects, who came from El Salvador and other Central American countries, frequently cited the challenges of avoiding alcohol and drug abuse and the need to overcome negative peer pressure.<sup>4</sup>

**Obstacles to Achievement:** Other obstacles facing immigrant youth include lack of education in their country of origin, low educational levels of parents, post-traumatic stress syndrome and loss of control of their environment. Along with these serious barriers to success, three major factors influencing student achievement include the child's changing family relationships as he or she struggles to negotiate between two cultures, level of fluency in English, and structural access to educational opportunities.

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<sup>2</sup> Hsia, J. & Hirano-Nakanishi, M. (1989). The Demographics of Diversity: Asian Americans and Higher Education. Change, Nov/Dec, 20-27.

Rose, P. (1985). Asian Americans: From Pariahs to Paragons. In N. Glazer, (ed.), Clamor at the Gates, (pp 181-212). San Francisco, CA: ICS Press.

Kan, S. & Liu, W. (1986). The Educational Status of Asian Americans: An Update from the 1980 Census. In N. Tsuchida (Ed.), Issues in Asian and Pacific American Education (pp. 2-10). Berkely, CA: National Association for Asian and Pacific American Education.

<sup>3</sup> Yao, E.L. (1988). Working Effectively with Asian Immigrant Parents. Phi Delta Kappan, 70, 3, 223-225.

<sup>4</sup> Ready, T. (1989). Washington Latinos at the Crossroads: Passages of At-Risk Youths from Adolescence to Adulthood. Washington, DC: Catholic University of America.

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BT, a participant in One With One's 1993 Summer Youth Program, arrived in the United States in 1990. His father had worked as an officer in the South Vietnamese Army, so when the communists took charge in 1975, they sent him to prison camp where he spent the next ten years. BT was six months old at the time. His mother worked long hours to support the family, so BT spent most of his youth with little parental supervision. When his father returned, embittered by the suffering he had experienced in prison, BT - - as only the son -- received the brunt of his father's anger and powerlessness. Transition to life in the United States has proven traumatic for BT's family; after three years here, his mother has not learned any English and rarely leaves the house, and his father continues to express his rage by lashing out at BT, his sisters and his mother.

BT needed to address the emotional and cultural issues he faced before he could become a serious learner. Staff members at the public high school he attended were not prepared to call him into accountability and to deal with the larger context of his situation. Despite many warning signs, including fights and suspensions, no one tried to help him locate possibilities for a different course in life. Eventually, another boy threatened him; BT pulled out a knife and cut his opponent on the arm. BT was arrested and expelled from school.

With the help of One With One staff members, BT has been accepted to a different school, attends counseling, and has begun to see openings for more constructive actions. Many other newcomers with stories similar to BT's will benefit at Multiversity High from the same expectations, personal care, accountability and whole-person approach the staff members have taken with him.

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- **Parental Loss of Authority:** Immigrant parents often have a difficult time learning English and gaining understanding of American culture. As children develop English language skills and a basic understanding of how things work in America, newcomer families experience reversal of roles, with parents deferring to children who act as translators and interpreters of the culture. Some parents, especially those who are newer to the country and less affluent, may even feel intimidated by their children (Yao, 1988).

In addition, families experience stress when the values of the parent clash with the freedom of their children's American peers. Parents hold fast to the culture they brought with them while children attempt to gain approval of mainstream youth.<sup>5</sup> They adopt the dress, hair style and

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<sup>5</sup> Gougeon, T. & Hutton, S. (1992). Intercultural Communications Barriers and Bridges: Talking with High School Teachers about Multi-Culturalism. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

mannerisms of American teenagers, often to the chagrin of their parents, who lose the unquestioned control they had in their home countries.

Researchers commonly cite the problem of children "leading a secret life," not telling their parents much about what happens at school.<sup>6</sup> The parents, with their limited English, have no access to information about their children's academic progress or conduct. Even in families where the culture of origin dictates precedence of group identity over individual pursuits, peer pressure may lead children to walk the tightrope between two cultures or to reject what appears in America to be overly strict familial obligations. This can result in poor academic performance, gang membership and worse.

In addition, immigrant teens face discrimination, taunting and sometimes even violence. Studies show that Vietnamese students, for example, have a high rate of school suspensions caused by self-defense in situations of name-calling and other racial harassment.<sup>7</sup>

- **Lack of English:** Simple lack of English language skills puts children at risk for low academic achievement, and the older the children, the higher the risk. For example, Margaret Gibson, who studied Punjabi immigrants in "Valleyside," California, found that one-third of Punjabi children who arrive in the United States in the third or fourth grade continue to exhibit a weak knowledge of English in high school, as do ninety percent of those who arrive in the fifth grade or later.<sup>8</sup> Lack of English prevents students from entering higher track courses, or, when they do enroll in a mainstream program, their limited English language skills keep them from understanding the material and earning high grades, even in math and science courses. Few newcomer students will be able to enter and succeed in a serious college program and access the professional job market unless they become competent in spoken and written English.

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<sup>6</sup> Blakely, M. (1982). Southeast Asian Refugee Parent Survey. Paper presented at the Oregon Educational Research Association Conference. Newport, RI.

Also Gougen & Hutton, op cit.

<sup>7</sup> Rumbaut, R.G. and Ima, K. (1988). *The Adaptation of Southeast Asian Refugee Youth: A Comparative Study*. U.S. Department of Health and Human Services.

<sup>8</sup> Gibson, M. (1983). Home-School-Community Linkages: A Study of Educational Opportunity for Punjabi Youth. Stockton, CA: South Asian American Educational Association.

LS is a bright, ambitious and conscientious young man from the Dominican Republic. The minimal education he received in his own country did not prepare him for the academic rigors necessary for achieving his dream of becoming a lawyer. Unfortunately, the public high school he attended in this country did not prepare him either. He thinks his good grades equal those of students who grew up in the United States, but in fact his English skills remain extremely limited, his standardized test scores are very low, and while he is already nineteen years old and a high school senior, he has a significant amount of preparation time ahead of him before he is ready for college. In addition, the guidance department at his school has left him without information about appropriate programs of continuing education for him and with no distinctions for choosing the best option among those programs. The public school system has failed LS; his circumstances and those of others like him provide the impetus for creating Multiversity High.

- **Tracking:** Gibson points out the unintended effects of the English as a Second Language (ESL) program at Valleyside High School. Punjabi students enrolled in ESL receive credit for graduation, leading them to falsely believe that their achievement equals that of classmates enrolled in the regular program. The ESL program does not adequately prepare students for college or make them competitive for jobs. When Punjabi students do graduate into the regular program, they are most likely placed in the lower track, where the instruction is often rote and unchallenging and where peer culture opposes taking school seriously. Newcomer students across the country and in Canada face similar structural problems, where ESL instruction is inadequate and limited English keeps them from accessing more challenging courses (e.g., Gougeon & Hutton, 1992).

Some immigrant students, grounded in a family and culture that promotes educational achievement despite economic and social obstacles, achieve beyond expectations. Many more, however, "fall between the cracks" of educational systems that fail to provide adequate English instruction, tracks newcomers into unchallenging programs, and ignores the serious cultural conflicts plaguing many immigrant and refugee students. As Laurie Olsen says about students in California, the valedictorians among our new immigrants do not represent the majority, who struggle academically and drop out at unacceptably high rates.<sup>9</sup>

For refugees and immigrants, the United States, their new nation, and communities within that nation, lack a coherent, organized system of orientation to its work opportunities and citizenship responsibilities. A survey shows that libraries in the Boston area contain limited resources for

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<sup>9</sup> Olsen, L. (1988). Crossing the Schoolhouse Border: Immigrant Children in California. *Phi Delta Kappan*, Nov., 211-218.

students to identify the jobs and careers of the twenty-first century and final decade of the twentieth. Recent surveys also show that few classes in Massachusetts are offered for citizenship education; those that are given focus on a decontextualized presentation of American history and government for memorization of facts to pass the naturalization examination. In a recent literature search we learned that in the past five years, summaries of the history of American technological progress have been published only for college educated readers. Missing from many public schools (for the sake of a systematic orientation for refugee and immigrant youth) are well-organized programs, courses, and lessons in work opportunities, citizenship, and technology.

Within the past few years, with Congress' commitment to community service education, a new era of citizenship education has begun. Many programs have been developed and evaluated; many are designed to initiate the children of "haves" into the world of "have-nots" in order to develop their awareness, empathy, and participation. Yet to be developed is a sequential and integrated curriculum dealing with the social predicaments of the era, which unites academic knowledge, a survey of local institutional responses, and a progress report of constructive results. Also needed is a comprehensive overview in the substantive work of the "third sector," the community based organizations that effectively address the concerns and breakdowns in the groups of people termed disadvantaged, underclass, or underemployed. Without these resources, the refugee and immigrant students lack a context for appreciating the dignity of the "have-nots," and the constructive ongoing efforts by agencies and institutions in their behalf. The staff will create a climate of respect for the students' development of citizenship and service that in third world nations is called "self-development."

In an era of commercialized disenchantment with our leaders, institutions and the economy, many "citizens" have hesitated to participate in public life. In places where instability, conflict, and polarized situations characterize civic life, resourceful participation is left by many to the few. As the refugees and immigrant youth step into this political, social and economic apathy and turmoil in America, they see a limited number of experienced citizens who exemplify action-oriented participation and responsibility for democracy. Our sampling of several hundred adult and youth students show that they depend on television shows and movies to provide their cultural orientation to America rather than receiving their initiation from activist neighbors of the city or state.

Clearly, there is a great need for a high school staff dedicated specifically to honoring the multiple voices and meeting the needs of new speakers of English, and assisting those students to become responsible, contributing and committed adults within an accountable community of caring instructors, parents, tutors, mentors, and supporters.

**B. Explain why a charter school would help to effectively address this need.**

One with One, the founding organization that will lead and manage Multiversity High, has focused over eleven years on systematically orienting refugees and immigrants to work opportunities, citizenship, and cultural expectations of this newly adopted homeland. Where resources have not existed, One with One's staff with the director, has written, taught, and tested their own texts in programs and classes with demonstrably superb outcomes. Resources are concrete and immediately meaningful to the students who seek development as effective participants in their classes, work, and neighborhoods.

**At One with One, we have witnessed the rapid advancements in English language acquisition, achievement and motivation that immigrant and refugee adolescents make during the six to eight weeks they spend with us each summer.** In an environment focused specifically on their needs -- one that offers personal care, high expectations, a call to accountability, experiential learning activities, time for repeated practice for the sake of gaining mastery, and a systematic orientation to the culture and opportunities of their adopted country - - these students shift from operating in a haze of disorientation and limited perceptions of their capabilities, to displaying practices of productivity and focus. Currently, most public high schools are not equipped to assist newcomer students and others to make that shift. Multiversity High will offer these students the opportunity to become contributing members of their schools, work places, and communities.

Traditional public high schools do not offer the flexibility necessary for effectively addressing the needs of newcomer students and others. In a charter school, we will be able to design an innovative integrated curriculum offering meaningful learning experiences within the context of an English as a Second Language program. This curriculum will also be adaptable to individual's modes of learning and skill levels. We will eliminate structural barriers to success by ensuring a challenging academic program for all our students, even though they are new speakers of English.

In addition, we will be able to focus on the specific cultural, social and emotional needs of newcomer and other students. Our instructors will have the freedom and responsibility to become involved with students' families, and to provide counseling and other services above and beyond the traditional lessons offered in high school. We will be able to craft a program to assist our students to learn a new culture and add new practices while honoring their first culture's practices. A charter school's flexible schedule and focus will allow us to structure tutoring partnerships, internships, service projects and other learning opportunities in conjunction with business staffs and personnel, organizations and community members. These endeavors will assist students to become competent communicators and participants in American society.

Within the flexibility offered by a charter, students will create a new learning culture together with instructors, peers, ESL tutors, and business and government mentors. Instructors and students, as in our past, will take responsibility for students' achievement of specific academic,

non-academic and other outcomes.

#### **4. School Demographics**

**A. Describe the area where the school will be located. If a facility has already been secured, please state so.**

One with One's offices are currently located on the seventh floor of the Brighton Marine Health Center at 77 Warren St, Brighton, MA. We are currently negotiating with the managers of the building to lease the entire fifth floor (6,000 square feet) for Multiversity High. However, other organizations are also seeking to lease that space, and we may not be able to secure it for our school. We are therefore also seeking space elsewhere in the city of Boston. We currently have a first right of refusal option on 10,000 square feet in Allston, and are actively researching two additional open spaces.

**B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

The Brighton Marine Health Center will offer an ideal location for the school, given its easy access to public transportation, the close proximity of large newcomer communities, its accessibility to handicapped people, its outside courtyard offering opportunities for athletic activities, and its twenty-four hour security. In addition, the space on the fifth floor, with its large windows providing light throughout the day, can be custom-designed to meet the school's needs.

Other locations will also be suitable for the needs and focus of Multiversity High, if they offer advantages similar to those of the Brighton Marine Health Center.

**C. Describe any unique characteristics of the student population to be served.**

Multiversity High will be open to all, regardless of race, ethnicity, gender, country of origin, religion or any other factor. However, with our concentration on English as a Second Language, we anticipate that most of our students will either be immigrants or refugees themselves, or will come from homes in which a language other than English is spoken. Given local demographics, we anticipate a mix of Hispanic, Haitian, Vietnamese, Chinese, African, Russian and Eastern European students. Many of their families will either receive public assistance or meet federal "low income" guidelines. Most will live in the city of Boston, but some will also come from surrounding towns including Brookline, Newton, Quincy, Chelsea, Cambridge, Somerville and Waltham.



**D. What is the school's anticipated enrollment?**

Multiversity High will serve ninety students by the third year, with thirty students enrolling in the first year, an additional thirty in the second and yet another group of thirty in the third. After that, each incoming class will consist of approximately thirty students.

Our school must remain small in order to provide intensive, individualized attention and nurturance. Each student's family members will participate in construction of the school community. Students will each tutor/mentor a child by reading with them, visiting the local library, and playing math and science games. We will also train and coach a volunteer tutor for each student each year, and we will recruit and work with business and government mentors for each student. For each group of thirty students, our staff will work on a continuing, weekly basis with a minimum of 180 support people (tutors, family members, etc.).

**E. What grade levels will be served? How many students are expected to be in each grade or grouping?**

Our school will serve students aged fifteen to twenty-one, most of whom would be in the tenth, eleventh and twelfth grades in a traditional setting. We will not enroll new students in our second or third levels; instead, we will admit new entrants into the first level (or year) only, as our curriculum progresses from year to year and participation from the beginning is essential for gaining the competencies and achieving the outcomes for which we are accountable.

## **5. Recruiting & Marketing Plan:**

### **A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.**

With eleven years of experience working with newcomer communities in the Boston area, and eight years providing a successful summer program for immigrant and refugee teenagers, One with One has established a reputation for excellence. We have also developed relationships with staff members at over one hundred local social service agencies, immigrant and refugee organizations, schools, churches and synagogues. Our reputation and network will assist us in carrying out an effective publicity campaign for Multiversity High.

The recruiting and marketing plan will introduce to multiple communities of new speakers of English that they have an opportunity to build a new school for and with their adolescent children. We will demonstrate that they do not face an indifferent group of authorities but rather enthusiastic and caring staff members who will welcome their involvement in the work of education at Multiversity High.

The staff will create an eight-month process to generate interest in the school and participation of parents, through *Invitations, Focus Groups and Advisory Councils*.

The invitations, published in multiple languages, will describe the school's mission and program and will invite parents and youth to inquire about Multiversity High and to attend meetings in churches, homes, and community gathering places. Multiversity High staff members will seek support from ABCD, the Boston PIC and EDIC in locating over 3,000 youths as well as from 400 parent enrollees in, or graduates of, employment training programs. We will send our invitations to this pool of people in the form of two-fold post-cards. The invitations will invite inquiries by telephone and by mailing a "tear-off" portion of the post-card.

We will also speak about our school on the major television stations, radio, and first-language cable channels, and will publish announcements in local first-language newspapers, including those published in Spanish, Russian, Chinese, Vietnamese and other languages.

In addition, we will establish a "word of mouth" campaign among the adult participants in our job-training program and graduates of previous programs for both adults and teenagers. This type of informal publicity has proven highly successful in efforts to recruit candidates for One With One's vocational training and summer youth programs.

We will also send written information to our network of contacts in welfare offices, social service agencies, schools and other places and will conduct individual meetings with staff members at each of those organizations to describe our school, answer questions, request referrals, and set up a schedule for weekly telephone contact to ensure a continuing recruitment and referral effort.

The purpose of our Multiversity High recruiting and marketing plan is to acknowledge and foster the abilities of families, single parents and youth to actively build a learning community and to voice their commitments to education and learning. Our publicity campaign will spark interest and inquiries, and our Focus Groups and Advisory Council meetings, described below, will provide a forum for accomplishing this purpose.

## **B. Specifically, what type of outreach will be made to potential students and their families?**

We will hold a series of Focus Group meetings, at which interpreters and trusted community leaders, (who trust One With One staff members), will enable multiple voices to instruct the staff, telling of their educational traditions, aspirations and concerns for the future. At these meetings, staff members will enhance the trust we have developed in the past through our performance and fulfillment of promises. We will demonstrate our openness to parents' potential involvement with us in the enterprise of education. We will work together to engage in mutual goal-setting, to elicit empowerment of each other and to renew our faith that we can invent the democratic process together in our development of Multiversity High.

The FOCUS GROUPS will take place over five months. We anticipate meeting with nine different groups, each with a membership of fifty to one hundred people. We anticipate learning from 450 to 900 parents and youth. From their discussions and continuing trust in our commitment to them, we will also identify candidates for admission.

ADVISORY COUNCILS will be formed when students have been admitted for the fall semester. Parents, potential ESL tutors, business mentors, and civic spokespersons intending to become mentors will be recruited to examine and discuss the syllabi for each of the three years. They will identify a network of colleagues, who can join in the implementation of the lessons as guest speakers or resources to be visited on their job locations. Parents will also be invited to design their curriculum for literacy and other evening classes. The Executive Director has years of experience in developing these councils to accomplish their goals with satisfying outcomes.

## **6. Admissions Policy:**

### **A. Describe the admissions methods and standards you will use to select students.**

Once a student and/or his or her family has expressed an interest in attending Multiversity High, we will invite them to attend an individual meeting at the school. Our staff members will provide a tour of the facility, and will describe our program, the expectations we have of each student, our standards and policies and our academic and personal goals.

In order to enroll in our school, students must demonstrate English skills equivalent to a fourth grade level minimum. We will refer beginning speakers of English to another public high school with an ESL program, and will ask them to reapply the next year. We will assess English skills in a variety of ways, including the standardized tests developed for speakers of English as a second language, an interview with a Multiversity High team of staff members, and internally developed assessment tools, testing for understanding of spoken English and writing ability.

Other than the standard of a very rudimentary understanding of English, some students will self-select. We anticipate that students who speak English as their first language will not wish to attend Multiversity High, with its emphasis on new learners of English. Other students, once they learn of our attendance, performance, and other requirements, will choose a different school. Part of the admissions process includes a mandatory individual meeting with a staff member, with interpretation if necessary, at which the school's goals and policies are clearly outlined. At these pre-enrollment meetings, the student and staff member sign a "contract" clearly delineating the school's promises and commitments to the student, and the student's obligations and promises to the school.

These policies are evolving; we plan to revise and refine them over the next year.

### **B. Explain how these policies further the mission of the school in a non-discriminatory fashion.**

Our policy of admitting any student who wishes to attend, as long as that student meets a minimum standard of English proficiency, reflects our commitment to "multiversity" and our belief that every person is capable of learning. It furthers our mission by bringing together students from a wide variety of cultural, linguistic and educational backgrounds; only by working in intercultural and mixed ability teams will students learn to make meaningful choices for producing with others in the work place and for taking action to create peaceful communities.

## 7. Profile of Founding Coalition:

### A. Describe the make-up of the group or partnership that is working together to apply for a charter.

One With One, a non-profit educational organization established in 1983, plans to initiate and manage the charter. One With One's mission is to reduce prejudice and enable people of diverse languages and cultures to become integrated, self-sufficient and productive members of the workforce and community. This mission has informed our growth and expansion of services over eleven years:

- **Partnerships/Multiversity Trainings:** One With One offers expertise in training and coaching people to work in bicultural relationships. Since 1983, we have paired over 2,400 American volunteer tutors and newcomers from seventy-two countries. Partners commit to working together for three hours each week for nine months, for a total of 108 hours. In 1989 *Family Circle Magazine* named the Partnerships program one of four winners out of 800 international nominees for its **LEADERS OF READERS** award, and Barbara Bush honored One With One at a White House reception.

Margaret Van Duyne, One With One's founder and executive director, has crafted and implemented over sixty "multiversity" trainings for tutors. Each week-end training of twenty hours prepares people for respectful intercultural relationships in which both partners maintain their dignity while they work on a common concern.

- **World of Work:** In order to expand our services to address the educational needs of underserved youth, Margaret Van Duyne designed an innovative summer career exploration program for economically disadvantaged, linguistic minority adolescents and a new instructional practice with learners. **Every summer since 1986, economically disadvantaged immigrant and refugee teenagers have gained six to ten months improvement in English skills in just six to eight weeks,** (as measured by the Multilevel Academic Survey Test). They work at One With One as "reporters," improving their English as they explore a variety of careers. Students visit work sites and interview professionals. In practice for meeting the standards of the work place, they send thank-you letters to interviewees, sometimes writing several drafts until their letters are error-free. All summer, participants work toward production of a magazine. They write and edit articles, design the cover, create a title and illustrations, lay out each page, and copy and compile the final version. As participants engage in individual and team activities, they discover their capacity for constructive and rewarding intercultural interaction. The Multiversity High concept builds on measurable benefits students experience in the One With One Summer Youth Program.

(My students) report that they've never before learned so much in just a few weeks, nor had such a satisfying and enjoyable time. ... it is apparent that their English skills have improved significantly ... Even more important, they seem to acquire an enhanced sense of self and valuable new perspectives on their potential for growth and success. Through the One With One program they come to understand on a deep level the importance of high standards and productive behavior.

*Charlotte Seeley, ESL Instructor  
Newton North High School*

● **Integrated Educational/Vocational Training Programs:** Responding to the needs of our client population for an acceleration of the rate at which they enter the work force, we created a model program combining language education with job training. Since 1989, we have offered this program to immigrant and refugee adults, preparing them for entry-level positions in office work of the 1990's, in child care and in health care. The texts for these courses have been written and field tested by our staff.

**ONE WITH ONE TAKES ON THE CHALLENGE OF WORKING WITH ADULT STUDENTS WHO, BECAUSE OF THEIR LIMITED ENGLISH, ARE NOT ACCEPTED INTO OTHER VOCATIONAL TRAINING PROGRAMS.** While most other training programs only accept students with a minimum eighth grade level of English, we enroll people who speak English at the second to the seventh grade level. Given that we begin the program with a more "difficult to place" population, our job placement rate of 95% in 1992 is remarkable.

As a result of our 1992-1993 programs forty-one people are already earning between \$15,000 and \$25,000 annually, and of that, each graduate pays \$3,000 minimum in taxes per year. In just one year, forty-one of our One With One graduates are sending \$123,000 to the Treasury. Of those 41 graduates, 24 have released themselves from welfare dependency and are saving Massachusetts \$285,000 in welfare payments.

● **Welcome, Neighbor!:** The Commonwealth of Massachusetts contracted with One With One's director to write a civics text for amnesty applicants. Although over 60% of the applicants did not speak nor read English, no ESL author in the country had taken on the challenge of teaching civics in beginner ESL. Margaret Van Duyne designed a reading and writing workbook that beginner language learners could use to learn the practical tasks of filling in forms. She also wrote a teaching manual for beginning instructors. Later, Dominic Press bought all these texts to publish nationally. The city of Chicago bought 1,100 copies of each of two texts and the teacher-training manual for beginner instructors.

● **Citizenship Project:** The Massachusetts Office of Refugees and Immigrants contracted with One With One to train and coach American tutors to assist newcomers to prepare for the naturalization examination for United States citizenship. Ninety-six percent of program participants passed the exam and became citizens.

**B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**

The community based non-profit education corporation, One With One, is currently the sole initiator of Multiversity High. While the staff will manage the school, we counted on our established affiliations with a wide variety of businesses and other organizations, whose staff members will provide services to our students. Businesses and hospitals where students will participate in internships include, among others: The Boston Company, Fidelity Investments, John Hancock Insurance, Sterling Bank, Harvard Community Health Plan, Mt. Auburn Hospital, Boston City Hospital, Boston University Medical Center, Franciscan Children's Hospital, and Massachusetts General Hospital.

The National Chamber of Commerce has chosen One With One as a pilot site to initiate CLIN, the Community Learning and Information Network. CLIN offers grass-roots participants the opportunity to enter and utilize the emerging information super-highway. Multiversity High students will benefit from developing competence in accessing CLIN and information sources around the country and the world.

One With One has been selected to be a BETA site for ACT. ACT, American College Testing has developed the Work Keys System, a metric to measure individual's workplace skills against the requirements of a particular job, and an instructional guide supplementing existing curricula. Participating in this testing process, demonstrates One With One's commitment to be a networked school which meets academic and work standards.

We have initiated an informal collaboration with the MIT. At MIT, students will be able to observe how engineering students have challenged themselves to develop new structures and technologies.

In addition, we have contacted (or are in the process of contacting) a variety of social service agencies and programs, where students will engage in volunteer work. They include, among others, Rosie's Place, Hahneman Hospital, Boston City Hospital, Boston University Medical Center, and twenty day-care centers focussing on discovery learning.

**C. Include plans for further recruitment of founders or organizers of the school.**

While we plan to continue locating organizations, agencies, business and universities with which we can establish affiliations and exchanges of services, One With One plans to remain the founding group to launch and manage Multiversity High.

## **8. Timetable:**

### **A. Discuss a timetable of events leading to the opening of a charter school.**

#### **Events**

March 15-29 Continued planning focused on #16, 17, 18 in the Charter Application, Part III

March 30 - Continued planning focused on #20, 21, 22 in the Charter Application, Part III  
April 15

April 15-30 Continued planning focused on #19 in the Charter Application, Part III

Development of Multiversity High's Constitution and By-Laws

Board Selection

May 1 - 4 Board Meetings - Orientation planning for 5 year strategic campaign, discussion of Constitution and By-Laws

June 30 ●Curriculum development for year one continues - syllabi and synthesis of primary source materials/technology

●Business agreements with facility owners/development of faculty for compliance

●Recruitment of staff for 1995 - interviews

●Review of year one curriculum - colleagues

July 1 - Parent/Youth recruitment - BPIC, Cards  
August 30

2 Board Meetings:

●Business management plan - approval by Board

●Fund-raising campaign

Sept. 1 - Focus Groups with interested parents and youth  
Jan. 30, 1995

2 Board Meetings:

Continuing development of facility for compliance



- Feb. 1 - Admissions  
 March 30 Curriculum development for year two continues - draft, preview by colleagues
- April 1 - Advisory Council meeting of parents/board/staff-orientation and dinner  
 May 30
  1. Review year one curriculum
  2. School constitution - discussion and passage
  3. By-Laws passage
  4. Contracts with youth
- June 1-30 Advisory Council of parents/board/staff
  1. Review year two curriculum
- Board Meeting:
  - Building completed - compliance okayed
  - Interior equipped and prepared
- July 1 - Intensive staff training  
 August 31
- Advisory Council meeting of parents/board/staff
  1. Review year three curriculum
  2. Prepare and design Adult Education for evening classes

**B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.**

N/A.

## **9. Evidence of Support:**

### **A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.**

We have the support of thousands of community members (including those who contribute to our annual Walkathon), elected and appointed officials, business people, educators, service providers, volunteer tutors, graduates of One With One's job training programs for adults and summer programs for teenagers, and their families.

We have chosen to convey One With One's strong community backing through the collection of support letters. Over 400 letters have been written in support of One With One from a wide spectrum of people who make up our community.

These letters have been organized according to groups and are displayed in Notebook Volumes I and II. In Volume I you will find letters from friends and co-workers of One With One staff members, students from current and past youth and adult programs, and of tutors and mentors. This notebook shows how One With One's professional reputation has been carried by word of mouth to all different age and cultural groups in the Greater Boston area.

Volume II contains additional statements of support which have been broken up into eight sections. In Section I there are letters from Educators. Most are teachers who have worked with students from our past Summer Youth Programs. They have had the opportunity to see, first hand, the success and progress One With One summer participants achieve.

Section II is full of letters from Community and Business Leaders. These letters are dominantly from people in corporations and health care settings who have been hosts in our internship program or have hired graduates from One With One's job training programs. One With One has worked intimately with many people in these organizations for several years and has gained a reputation for producing hard-working, professionals and continuous learners.

Section III contains letters from Elected Officials who have had contact with One With One's programs in the past and who support our initiative in becoming a Charter High School for Boston.

In Section IV you will find letters from our many volunteer tutors and mentors. Since the tutors work in triadic relationships with their "tutee" and the One With One staff, they are well aware of the dedication with which One With One was established and on which it continues to grow. The tutors are equally as dedicated as the staff at One With One. Our tutor network includes some members who have been volunteering at One With One since our beginning, in 1983.

Section V, VI, and VII contain support letters from past and present students of our youth and

adult programs. In many of these letters you can read of the success that One With One has helped them attain. These letters show how One With One has made a positive difference in their lives.

Section VIII contains letters from our community's youth population, the voices of our future. These letters show that current Junior High and High School students would desire to attend a Charter High School designed and managed by One With One.

**B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders and others.**

See notebooks of letters of support.

## 10. Educational Program:

### A. In detail, describe the educational program of the school.

As described above, the Multiversity High curriculum will encompass three general areas over three years:

- **Maturing and Adult Responsibilities:** In their first year, students will explore the meaning of adolescence in preparation for adulthood and the possibilities and responsibilities they can experience as adults. Students will engage in on-going self-discovery as they shape their futures, make commitments and become competent in taking care of their own concerns and those of other people. They will realize that adulthood offers continuous openings for development, learning and contribution.
- **Productivity in Learning/Work and Business:** In their second year, Multiversity High students will come to understand the marketplace of the twenty-first century and will explore careers in on-the-job internships, in order to become effective participants in personal and professional economic life.
- **Designing and Completing an Effective Community Service Project:** In their final year, students will participate in a year-long service project which they research, initiate and manage. By developing a lasting legacy in the community, students will gain self-esteem, an understanding of the personal meaning and human connection which result from providing service to others, and concrete practices of producing outcomes in the context of a large-scale, intercultural team project.

Each year, within these three general areas, students will engage in projects integrating instruction in English/communications, math, science, history/civics, psychology/religion, social studies/current events, and information technology. Aesthetics and athletics as well as behavioral skills will provide multi-modal learning.

A critical component of the entire curriculum is continuous improvement in English fluency and literacy. Newcomer students experience a sense of loss when they arrive in the United States. Everything they knew in the past is gone: their friends, their culture, their understanding of the ways in which the world works. Clearly, many find it difficult to maintain a positive self-concept in the face of this loss and as a result of the prejudice and discrimination they may experience from members of the dominant culture. Therefore, validating their language and their culture is important. Still, isolating these children in first-language classes does them a disservice. Newcomers must gain a thorough understanding of the English language if they are to succeed either educationally or economically in America.

We will demonstrate to students, from the first day of school, that we value their culture and trust they will maintain proficiency in their first language. We will offer parent-led first

language classes in an after-school program. However, to better assist the students to achieve in the United States, we will require **English only during the school day**. Our eight years of experience offering a summer program to immigrant and refugee teens prove that by immersing themselves in the language, limited English speakers can understand, reason in and communicate complex ideas in English in a very short time. Our school policy is to encourage instructors to take whatever time is necessary to repeat and rephrase explanations until all students understand.

**Academic Program:** Most of the learning at Multiversity High will integrate academic subjects with experiential activities. Students will formulate their own questions and will have the time to seek answers through experimentation, discussions with peers instructors, parents, tutors, and mentors, books and multi-media technology as well as through a variety of aesthetic experiences they create or in which they immerse themselves.

While we plan to spend the 1994-1995 year refining and creating the specifics of our curriculum, a general overview follows:

### **Year One: Maturing and Adult Responsibilities**

With a year-long focus on human progress and on individual maturation, students will participate in two units of exploration: **Human Invention and Contribution, and Adolescence as a Preparation for Adulthood**. The curriculum is designed to enable students, during their first year, to begin gaining proficiency in English reading, writing and speaking.

They will develop competence in practices of reading, for the sake of discovery of the unknown, of "making meaning" and understanding living, and of building a capacity to take action and make commitments valuing life. They will practice reading skills to learn about an author's discovery, to recognize and analyze the main claim and the assessments building the claim, and to make the author's discoveries meaningful to their own lives and purposes.

Similarly, they will develop beginner competence in the practices of writing, for the sake of stating their observations, reflections, feelings and moods, for inventing fictional worlds and for inventing meaning about the people who matter in their lives. Writing practice will also enable them to develop the capacity to communicate and to observe and reflect about family and values.

Students will also become focused listeners and competent beginner communicators of spoken English, for the sake of exchanging ideas and opinions, giving voice to their concerns, negotiating peacefully and effectively with others, and developing the confidence to take a stand about issues important to themselves and others.

- **Human Invention and Contribution:** In order to reverence living and the capacity to discover, invent, craft and contribute, students will explore great human beings and the ideas they have generated through history and across cultures.

They will raise and answer questions such as:

- Who are the contributors to the improvement of living?
- How did they think and discover?
- How did they affect the lives of others?
- What obstacles did they have to overcome to develop and disseminate their ideas and inventions?
- What are the consequences of their discoveries?

They will read, discuss, write about and *become*, through dramatizations and experimentation, Joan of Arc, Helen Keller, Galileo, Pasteur, Leonardo da Vinci, Thomas Edison, Martin Luther King, Gandhi and other great thinkers from Eastern and Western cultures. By watching *The Ascent of Man* series on video, and reading staff-edited excerpts from Bronowski's companion book, students can craft time lines showing the progression of human invention and its impact on the quality of life.

Students will integrate reading, writing and speaking practice with scientific inquiry. Through actual experiments they create and execute, students will explore the scientific mode of thinking, and will contrast it with other modes of thought, including mysticism, magic, intuition, and imaginative expression such as fiction, drama and art. They will also look at the distinction between pure and applied science.

With a grounding in the scientific mode of thought and in discoveries and inventions of people in history, students will then look to discoveries occurring today. Through video-conferencing and actual site visits, they will discuss current experiments and explorations with scientists at archeological digs, the Woods Hole Marine biology center, and biotechnology labs here in Massachusetts. They will create a "Multiversity High Scientific Discovery Journal" in which they publish their questions, experiments, results and thoughts on the application and importance of the work of the scientists they interview.

Similarly, students will explore the development of mathematical thought over time, asking and answering such questions as:

- Who are the discoverers of mathematical concepts?
- What did they discover?
- How did these discoveries affect other learning?
- How did these discoveries influence possibilities for people?
- What consequences over time did these discoveries have?

Students will make their own mathematical discoveries from explorations including reading and making blueprints, measuring and figuring inventory requirements of food in a local food cooperative, and undertaking a survey comparing prices of like items at small stores, supermarkets and super-stores.

In addition, they will explore human invention and contribution in the arts. Through reading, discussing and writing about the work of male and female poets, musicians, dancers, artists and writers across cultures, students will explore the discovery of feelings and emotions, and alternative modes of expressing ideas. They will pose and seek their own answers to such questions as:

- How do we learn to feel?
- How do we learn to develop feelings?
- How do we notice feelings and moods?
- How can we influence our moods?
- How can artistic expression explain life? How does this differ from scientific expression?
- How do works of art influence people's lives?
- How can we change our perceptions, our lives by extending our awareness or developing sensitivity?

Students will watch a variety of films, each producing a different mood. They will explore mood and meaning in a variety of poems, stories and plays. They will also discover artistic expression by creating their own art. Students will write song lyrics and music, write and produce small-scale plays, create photo-journalistic stories, and express ideas through poetry, autobiography, dance and other modes.

● **Adolescence as a Preparation for Adulthood:** In the second half of the first year, students will explore adolescence in order to develop competence in inventing an identity for themselves and to prepare a capacity for taking actions as adults.

After watching/reading Tremblay's *Families of the World*, they will conduct tape-recorded interviews with different members of their families. In writing and orally, they will communicate biographies of family members, and will practice perspective-taking capabilities by describing various view points of the same family event. They will create their own autobiographies, comparing and contrasting themselves with other members of their families.

Questions they will raise and seek to answer include:

- What does it mean to be an adolescent in my culture?
- What does it mean to be an adolescent in American culture?
- What responsibilities does my family require of me as an adolescent?
- Has the idea of adolescence changed in my family since my parents were teenagers? If so, how?
- What can I contribute as an adolescent?
- What does it mean to have an identity?
- With whom do I identify?
- What are my choices for creating an emerging identity for myself?

After reading, discussing and writing about the contributions of students and other young people to the American civil rights movement, the Tienanmen Square resistance, and other political and social movements across history and cultures, Multiversity High students will choose an issue of importance to their lives and the lives of people in their community. They will research both sides of the issue, hold debates, and create a campaign to engender change, including locating and scheduling influential people in the field to speak to students at the school, writing pamphlets and other educational literature, contacting elected officials, canvassing neighborhoods to educate and discuss the issue with citizens, gathering petitions and developing a strategy to interest the media.

As part of their exploration of adolescence, students will learn about the human body and especially about the changes and challenges of puberty. An anonymous "question box" into which they can put questions about reproduction, puberty and sexuality will spark interest in an exploration of the physical changes they experience as teenagers. Through weeks of experimentation with weights, they will explore changes in their own muscles and will embark on a study of the muscular and skeletal systems. They will also learn about other body systems, using pulse, for example, as a starting point for formulating questions about circulation, blood and the human heart. They will bring questions about the digestive system to doctors and nurses whom they will interview on-site at hospitals and health centers.

Students will explore the human body through readings, discussions, essays, dramatizations, experiments, and through interactive computer programs including "The Human Body" and "BodyWorks." In addition, they will examine artistic depictions of the human body through history and across cultures, to understand how these depictions inform peoples' views of humanity. They will then explore depictions of the human body in the mass media, and will compare current American interpretations with those from a variety of cultures and historical ages.

By understanding the physical complexity of the human body and the emotional and social constructions people in different cultures and periods of history attach to it, students will gain a basis for formulating ethical relationships with their own bodies and those of other people.

In addition, they will look at current physical and emotional challenges facing teenagers, from sexual and reproductive responsibility to drugs, AIDS, and violence. Through stories, novels, newspaper accounts, films, field trips to drug rehabilitation centers, AIDS hospices, maternity wards serving babies born addicted to cocaine, and other places, they will research methods of dealing effectively with the issues in their own lives and the lives of their peers. They will further develop life skills by writing scenes for a film, reading and reviewing them with classmates, then acting and videotaping their scenes and showing them to the community of tutors, mentors and family members.

In this unit, students will develop critical thinking and analysis skills by exploring the portrayal of adolescents in the mass media, distinguishing between accurate and biased images, and researching, discussing and writing about the outcomes of such portrayals. They will use



information sources accessed through CLIN to gather world-wide portraits of adolescents in literature and film. They will then create a series of print, audio and film advertisements to illustrate adolescence from the point of view of the offers and commitments *they* represent, as distinguished from the images generated by mass media or other cultures.

As part of the exploration of growth and identity during adolescence, staff members will accompany students on a series of physical challenges, including bicycle trips, hiking in the mountains and adventure/survival training. Through these activities, students will gain new confidence and will construct a sense of themselves as effective actors in the world and as a part of a larger natural/ecological system.

### Year Two: Productivity in Learning/Work and Business

During their second year at Multiversity High, students will explore and participate in activities of productivity, trade, business and economics, in order to engage effectively in the rapidly changing marketplace of the twenty-first century. They will continue to develop competence in reading, writing and speaking English, and will gain deeper mathematical, scientific and technical skills and knowledge.

This year will be divided into three "World of Work" units that will follow sequentially in three month terms: **The Family, Technology and Science, and Contemporary Society.**

In this year students will examine biology, genetics, and biotechnology to make connections with human development and children. As they progress into the second unit of the year, Technology and Science, they will experiment with the seven basic tools and laws of physics. Physics experiments will be conducted in relation to great inventions. Electricity and electronics will be the focus of study in the Contemporary Society unit, and the students will construct radios, TV's and computers from kits. At the conclusion of this unit they will teach their parents and mentors how to construct these "tools," using an instruction manual they have written or one they have used. This day of instruction will differ from the usual Science Fair in that the outcome must be that another person could construct a second "tool" based on their instruction.

Students will learn algebra, and some geometry for the attainment of core competencies and success in their PSATs and SATs.

● **World of Work in the Family:** To develop a respect for the work of raising healthy children and a capacity to grow into care for others who may depend on them, students will volunteer in a day-care center. Through their experience there, they will formulate questions about child growth and development. To answer their questions, they will interview parents, observe children and make written and oral reports, conduct library research, and discuss ideas with peers, instructors, and experts from metropolitan Boston.

They will develop multiple perspectives by reading stories about children across cultures and through history. They will create an historical survey of societal views of children over time, exploring, for example, the Industrial Revolution and the people who fought for and initiated child labor laws. Librarians will be surveyed to identify significant literary examples of children's books; each student will read these books and write brief reviews for oral presentations. When the students train to mentor a child, they will select suitable fiction from their class-developed bibliography.

Students will also explore a variety of religions and the roles and responsibilities of children in those religions as they mature. To compare and evaluate current issues faced by the United Nations, they will collect news reports and magazine articles. They will analyze world-wide conditions and learn the devastating effects of war and economic instability for children.

Students will develop an understanding of the structure and value of games and they will create games for young children to explore math and science concepts together. By mentoring one child for a year, for one three hour session a week, they will observe growth and development and learn to encourage and enhance it through reading literature and play.

Math and Science will be a central focus which their study of tools and technology will enhance. In the next unit, World of Work in Technology and Science, they will continue developing reading skills for academic competence. They will read texts that introduce fields of study, historical primary source materials, and biographies of "pioneers" in the world of work.

- **World of Work in Technology and Science:** In this unit students will engage in participatory activities designed to engage them in explorations of the new technological and scientific discourses of the twenty-first century. Within this focus area, reading and listening will be integrated with a study of economics.

The students will learn to locate the basic summary text of a field, to read for the key contributors to that discourse, and to discover the key claims each contributor makes to the development of the discipline. They will relate one contributor to another. From this academic skill, a student will begin to gain competence in locating him/herself in any discipline. For example, students will compare and contrast the contributions of two innovators in the history of industrial production and will learn to identify the main contributions of an inventor and the consequences of the invention:

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Henry Ford of the United States invented the horizontal assembly line to produce cars. The chief characteristics of this productivity approach are non-stop movement of the product and single activity work by one employee. The negative outcomes of this production method were that the employee becomes bored due to repetitive action and non-involved in the locality of the product and its quality. In addition, the relentless continuation of the assembly line did not allow for misalignment and breakdowns. The employee had no discretion to slow down the assembly line to align the parts being assembled or to resolve some problematic sub-assembly. The consequences of the Ford assembly line were poor quality products, hazardous conditions in the new car, and low customer satisfaction.

The originator of the quality productivity movement in car production is Tai Chi Ohno, a former loom maker and Mr. Toyota's chief engineer. Mr. Ohno, of Toyota, visited the Ford Motor Company, read Henry Ford's writings and turned upside down those conceptions of production. Mr. Ohno invented an assembly line that stops when assemblers cannot put together several parts to produce one of the five sub- assemblies for the car. He enabled all the employees to develop capabilities for performing multiple jobs and tasks, and continuously sought their advice and recommendations to produce a better car with zero defects. The consequences of the Toyota Company's new approaches to car production are the setting of a new cluster of standards for world competition in production. These include employee involvement in the quality of the whole product, new methods of zero defect production on the assembly line and new involvement of the employee in the perfecting of the quality of each and every car. In addition the car company representatives will honor the customer's request for variations in the product. These can be met by an employee by ordering the supplies to arrive on the needed day and time. The benefits are several. Continuous learning is possible due to customization and employees engage in the discipline of continually improving the total system by small incremental corrections.

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Continuing to emphasize reading, writing, and speaking English, students will research and prepare a historical mural that organizes peoples' development of tools and technologies. With this backdrop, the students will make exhibits and displays of agricultural, industrial, and technological crafts exploring, for example, the artisanship of pottery workers and their use of tools in producing work. Students' pottery will also be displayed. In addition, they will write and present reports about the dominant cultural notions or themes that explain invention and acceptance of these tools in a certain era. For this History Fair they will invite their support community of parents, Board, tutors and mentors. During oral presentations of their reports, exhibits, and mural, they will be challenged by their guests to develop new questions for valuing work in America today.

- How were peoples' tools reconceptualizing living?
- How did peoples' tools enable them to improve living?

- How did peoples' tools destroy living?
- What was the history of tool and machine development in Massachusetts?
- Which tools and machines transformed the quality of life at the turn of the century?
- What are the tools and technologies that offer to improve the quality of life at the turn of this century?
- How do I want to participate in the emerging technological world of work?

In intercultural teams, or in Learning Circles, they will develop a plan to collect information, to organize this into a team report, and to present these to other Circles. Upon the discussion of these themes, they will begin career exploration with their business mentors.

● **The World of Work in Contemporary Society:** Students will gain understanding of the financial, social and cognitive skills and responsibilities of business people, by going into business themselves. In small intercultural groups, they will develop an idea for a product, produce the product, and market and sell it. They will create budgets for their business, explore financing, perform market research, develop customer service policies, determine legal and insurance requirements, reduce waste, and create advertisements. Then they will create mini-businesses at school, producing products which they can sell to other students, instructors, mentors and a network of supporters for the money they have produced.

In addition, students will gain a thorough understanding of the monetary system. They will explore historical methods of trade, from bartering to gold to the current system of exchange. They will create a mock monetary system at school, deciding on a standard of value and on the form and amounts of actual bills or coins. They will produce the money, determining how much to print. They will devise methods for earning money, and will create and manage a credit union or bank. Students will read stories and novels based on the themes of work and economic responsibility.

Students will learn about investment by investing. They will explore the stock and bond market by formulating questions and visiting brokerage houses, and interviewing professionals in the field. They will each be allotted a certain amount of mock money to invest, and will be responsible for deciding where and how they wish to invest it. They will have to defend their investment decisions in written and oral exercises, and will follow their investment each day in the stock pages, over time, to see if they have made or lost money, and they will have the opportunity to sell and reinvest at any time.

Students will also "buy" a house, visiting different sites with a real estate broker, creating questions to ask about the construction and value of the house, determining which one to "buy," meeting with bankers to discuss mortgages, creating budgets and figuring out monthly payments at various interest rates, joining a professional on an inspection of the house, creating and negotiating the terms of a purchase and sale agreement, and holding a "closing."

In the World of Work in Contemporary Society unit, the students again will integrate reading,

writing, and speaking competence with historical content and experience in making meaning of their current realities. They will focus on Career Exploration. They will develop competence in inquiring at libraries and on CLIN about fields of work, careers, and jobs. Out of their inquiry they will prepare talks answering the following questions:

- How does work contribute to people?
- What is work in today's world?
- How does knowledge affect work?
- What training or education is needed for a specific field of work?
- Why is a field of work organized?
- How do I locate the careers, jobs in a field of work?
- How do I enter a network of people involved in a field of work?

Using their "bank" of information on the World of Work, the students will videoconference with a panel of experts in medical, retail, and manufacturing industries to inquire about job and career possibilities. They will build a Learning Circle to inquire via CLIN and learning networks how fields of work and businesses vary in other parts of the country and what training and education is needed for specific jobs. With this data they will develop a Careers Update book or electronic library that can be used and added to by students in subsequent years.

They will share this information in talks (with graphs, slides, graphics, and overheads) with their fellow students, parents, tutors and mentors in a Career Fair.

Career exploration will take place as they visit college campuses and take SATs.

Following their day care internship outlined above, each student will work as an intern in a corporate setting where he or she can observe production of goods or construction of buildings, or participate in delivery of services, such as in a hospital or bank. The work experience will be dove-tailed with Career Exploration and will be selected according to their statement of curiosity and preferences. They will be guided to observe and compare their work place experiences with those of one another through writing in Internship Journals and through Learning Circle discussions.

During the Work in Contemporary Society unit, all the students will work in a variety of small businesses to observe the way that people set up and "grow" their enterprises. They will visit Inc. Magazine to interview reporters on their visits to small businesses and discuss the letters and articles that they had written to profile entrepreneurs in prior issues the students have read. They will select two businesses they want to research in-depth and will seek interviews to offer part time work either for pay or as a volunteer. The expected outcome is that each student will seek release time for two or three months for serious career exploration and for apprenticeship.

Students will explore the history of the development of American laws concerning business and they will attend an SBA workshop to learn the fundamental laws and rules to set up a business. During this time they will each report to a Learning Circle on some aspect of the history of

American banking. They will develop group diagrams and charts to learn the flow of income, expenses, profits and losses, savings and loans for their micro-enterprise and bank.

Visiting resource people from a variety of religious traditions will be invited to speak about spirituality and money. The students will once again learn that normative values and societal conversations affect a sphere of living, in this case, the development of business.

An example of this experience in American history will be used as a case study. In the last century manufacturers linked Darwinian thinking about the survival of the fittest with "destiny" and their development of wealth. Carnegie's thinking and his charitable contributions of 2700 libraries will be researched and discussed. They will read current books stating "business" concerns of the nineties - such as "customer satisfaction." They will discover this is a secular variation on the theme of the Golden Rule.

### Year Three: Community Service: Service, Stewardship and Citizenship

Academic work will be integrated with the Community Service Project in three units: *Service, Stewardship, and Citizenship*. In these units, *Service* will be examined in terms of *Business* and in terms of *The Community*. *Stewardship*, developing the concept of eighteenth century England that stewards take care of assets, oversee management of a group, and propose direction for development, will be examined in two areas: *Investment* and *The Environment*. The latter area will include an examination of *Architecture* and *Construction*. In the final term, students will look at *Citizenship* with two perspectives: *Adulthood* and *Responsible Self-Management* and *U.S. Citizenship* including the history of American government and major current issues of governance.

- **Service:** To prepare for the Community Service Project, students will increase their reading, writing and speaking competencies by reviewing a compilation of resources from around the world about grassroots self-empowerment projects. Students will use CLIN to 'talk' with people in Learning Networks to question what worked or didn't, what mattered and who were the main actors in creating the projects. Students will inquire about the actions that are effective in designing and completing a community service project.

Then students will develop their participation in Current Events/Social Studies. They will use information networks to locate primary source materials about projects. They will develop a time line of "ideas" that shows the main norms and standards in the history for community service. They will draft a Declaration of Responsibilities in which they commit themselves to goals, procedures, and outcomes for their project. Simultaneously, they will research the environment of the neighborhood to identify empty lots, potentially designated garden/park land, or BRA housing units that they could receive permission to rehab. They will select the potential

projects, work with experts on the requirements of the project, scope out a schedule of work for each, and select the most realistic project. They will then amend the Declaration in order to add specific commitments and to realize that documents are conversations by people. At this time, they will seek assistance and involvement from their business and 'new' government/community spokesperson mentors.

In math the students will proceed with academic instruction and learning that prepares the students to successfully take the SAT's. The instructor will also integrate formulas or theorems to assist in the development of the Community Service Project.

In science students will carry out general science and chemistry experiments to develop a basic understanding of science in their everyday living and in the environment as well as to prepare to take the SAT's. In order to enhance the application of technology, the students will employ engineering techniques in the design of their Community Service Project. They will again call experts on their information networks to give recommendations and perspective as they design and develop the project.

To further the students' exploration of careers in science, the students will design paper "quilts" showing the relationships between jobs, businesses, and educational environments, and outlining the training necessary to attain competence for the jobs in the field of science. They will explore a scientific concept, its realization in equipment or processes and careers and jobs that grew out of that concept, and will organize this into the Career Update data bank for use and updating by students in subsequent classes.

To see the connection of Business Service to Community Service, recent publications by business gurus will be read in Learning Circles. Students will reconstruct the 'discourse' on business service and then make connections with their short term community projects. They will develop an addendum to their Declaration of Responsibilities if they see that they missed incorporating key concepts.

- **Stewardship:** In the second unit of their final year the students will connect business investment with self investment in terms of time and effort in the development of a community service project.

Students will locate and interview socially conscious business advisors. They will form Learning Circles to discuss the key ideas of social investing. In addition, they will invite key business leaders to talk about their commitments to the city and community through a variety of social and financial investments, sponsorships, or donations.

They will then proceed to an examination of the environmental issues that impact Boston. They will interview people who will be role models of stewardship, and learn about their efforts, results, and plans for the future. The students will videotape these talks for use in the school library for future classes.

This topic of the environment will be a focus for students in their study of U.S. government. The students will pick epochs in which to see how the government leaders of the time defined the national norms toward the environment. They will write reports on the history of governmental rules and regulations informing local governance, and present them for videotaping. From this model of examining a single issue historically, the students will form Learning Circles to explore other issues from the perspective of the Constitution and U.S. government, including, for example, civil rights.

- **Citizenship:** As part of their exploration of what it means to be a responsible citizen, students will explore adulthood to prepare their commitments in work, education, relationships and community service.

Through this exploration, they will develop the capacity for actions assessed as mature, self-directing, responsible, productive, contributing, connected and continuously learning.

Students will look at the work of adults over time, researching the four "revolutions," (Agricultural, Industrial, Technological, and Information), in a variety of media, to select key contributors. They will also explore the nature and meaning of productivity, current efforts to create a sustainable world given pollution, the population explosion and other man-made threats to human life, and possibilities for mutual respect and cooperation among people from different cultures. They will visit the United Nations to explore its constructive activities and to interview people from many nations who work to build peaceful relations among countries.

Students will meet with outstanding adults, each in a different discipline, who will define his or her life purpose, contribution in a discipline, aims for continual inquiry, and construction of life's meaning. They will participate with the students in discussions of the challenges of the current decade and the next century. Guest speakers will come from academic settings, government, business, biotechnology, telecommunications, international law, medicine, science, environmental conservation and law, and service professions.

Students will explore comparative religions' definitions and descriptions of the mature adult. They will engage in debates, make presentations, and present papers. They will use computer networks, video-conferencing and cable-casting to gather information and interpretations and to contact resource people. They will invite tutors, mentors and family members to attend their debates and panel presentations. To enhance their presentations, students will present information in forms used by adults in every day life, including charts, graphs, slide-shows and videotape.

For their final examination at Multiversity High School they will be asked to write essays about their learning in these three years and how they can continue to inquire and learn, how they will train for work and how they will balance personal, work, and community responsibilities.

**Teamwork/Tutoring:** One With One has been nationally recognized for its Partnerships program, now in its eleventh year, in which staff members recruit, train and coach American



adult volunteers to spend three hours per week for nine months assisting a newcomer to learn English and to understand American culture. We will provide one tutor and three mentors for each student in our school. Each week, teachers will send a written up-date to the tutors describing course work and suggesting lessons. A tutor coordinator will also call the tutors and mentors biweekly to "trouble-shoot" any intercultural misunderstandings, to recommend beneficial activities, and to elicit suggestions from the tutor about ways in which we can enhance our learning together. In addition to coaching calls, we will provide on-going training to tutors through evening clinics held every six weeks.

## **B. What is the basis for the teaching methods to be used?**

The Multiversity High teaching principles and practices were developed by Margaret Van Duyne, One With One's founder and executive director, and have been tested and proven effective in eight summer programs for teenagers, in six years of offering English-as-a-Second-Language and vocational training programs for adults, and in eleven years of training over 1200 Americans to be in bicultural relationships.

The core principles guiding instruction at Multiversity High include the following:

- **Environment for Learning the Ethics of Service:** Instructors create an environment in which their ethical relationships foster adolescent maturation into adults who care for self, others and community. Adolescent ennui transforms into self-investment, concerned involvement in building school, work communities and personal relationships and development of competence in leadership.
- **Learning Through Relationships:** Students engage in learning as a result of direct, personal and caring relationships which instructors intentionally design and develop with them.
- **Practice Toward Mastery:** Students have the opportunity to practice skills repeatedly until they gain mastery.
- **Active, Responsible Learners:** Students learn by engaging in "real time" work and production rather than through traditional lessons or lectures; they develop responsibility for producing tangible outcomes.
- **Contextualization:** Instructors build a curriculum in which all components relate to each other and to meaningful actions students can take in their own lives.
- **Community as Resource:** Students discover the city as a source of information and invention as they learn from ordinary people whose lives and work exemplify creativity.
- **Multicultural Orientation and Effectiveness:** Immigrant and refugee students gain practices for acting effectively in American educational and work place culture as an addition to, rather than a discarding of, their original culture. They also gain practices for sharing effectively in

each others' cultures.

- **Intercultural Teamwork:** When peers share responsibility for achieving a goal, they develop practices for integration.

At Multiversity High, teachers will take responsibility for the achievement of each student. Rather than test students one time only and expect that some will fail, others will excel and most will fall in the middle, Multiversity High teachers will work individually with students until they demonstrate repeated mastery of skills and knowledge. Teachers will focus on process, enabling students to create tangible results for their efforts.

Cross-national studies, as well as those performed with multicultural subjects within the United States, illuminate the advantage of a cultural and familial belief in the primacy of effort over ability.<sup>10</sup> At Multiversity High, "acing" a test to prove one's ability will not count; instead, students must work at creating concrete products.

In addition, our focus on taking time will promote an effort orientation. We will encourage teachers to provide each student with the time he or she needs to understand any concept. Tutors from business and the community will assist; we will recruit and train an adult tutor to work with each student for three hours per week during the school year. Tutors will help students to recognize that effort produces results.

One With One's practices are grounded in Ms. Van Duyne's educational principles and practices as well as recent research in cognition, biology, philosophy and linguistics. The practices are an outgrowth of twenty years' work in intercultural relations among ethnic groups in Massachusetts and five years of Post Master's study focused on Education, Ontological Design and Leadership given by Dr. Fernando Flores. Co-author of *Understanding Computers and Cognition* with artificial intelligence professor Dr. Terry Winograd, Dr. Flores is the author of more than 87 papers related to education. Currently, as CEO of Business Design Associates, he consults with Fortune 500 businesses including IBM.

Ms. Van Duyne is in the process of developing Learning Works, the series of text which prepare a person to be an entry level employee in office work and which will be used in Multiversity High. She also is working with the staff to formalize a text of her training of instructors to use in Multiversity High.

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<sup>10</sup> Chen, C. & Uttal, D. (1988). Cultural Values, Parent's Beliefs, and Children's Achievement in the United States and China. *Human Development*, 31, 351-358.

Okagaki, L. & Sternberg, R. (1993). Parental Beliefs and Children's School Performance. *Child Development*, 64, 36-56.

### **C. Describe the school calendar and hours of operation of the school.**

Multiversity High will run on a forty-six week calendar, from September to mid-July. Students will attend school Monday through Friday from 8:30 a.m. to 4:30 p.m. The work day for teachers will run from 8:00 to 6:00. Each afternoon after students leave, teachers will meet in groups to assess student performance, plan lessons and activities, and design and coordinate interventions as needed. See Student Performance section, below, for a more detailed discussion of daily assessment meetings. In addition, staff members will conduct occasional week-end professional retreats, tutor training sessions, and evening parent and tutor/mentor meetings.

Several weekends each year will be devoted to athletic training and adventure learning. These will be led by Multiversity High instructors in some cases or by volunteer or hired expedition leaders. Tentatively in the second summer of 1996, Multiversity High will offer a choice of three international work camps in Costa Rica, Transylvania or the former Soviet Union where youth can bring community service to slightly younger youth in the form of athletics and health instruction or expeditionary learning.

## **11. Student Performance:**

### **A. Describe your proposed plan to assess student performance.**

We will assess student performance in accordance with the practices the One With One staff has developed over eight years. First, at the beginning of the year each student will meet with a staff member to create a "contract" setting out academic and other goals. Every month, teachers will conduct individual meetings with students to review their agreements and determine whether performance levels meet goals. During these meetings, students will self-assess and design strategies for achieving goals not yet met.

In addition, teachers will meet in groups prior to the start of each semester to create and agree to a list of interdisciplinary competencies which students must achieve in each unit. Teachers will review student performance daily against the list, and will create interventions to assist students not achieving competencies and new challenges for those exceeding expectations.

To provide parents with information about the progress of their children, teachers will write an evaluation report every other month, outlining areas in which students excel and those that need more effort for improvement. These reports will cover academic subjects as well as social skills, team work, effort and service.

Students will also develop portfolios of their work, showing progress over time and demonstrating their capabilities to produce excellent work. Portfolios will include letters, reports, essays, excerpts from science journals, descriptions of mathematical problem-solving and creative writing and works of art.

In order to provide more commonly accepted data showing student performance levels, we will administer standardized tests in English and math at the beginning, middle and end of each year.

Daily assessment meetings will provide our most important evaluation tool. In assessment meetings, teachers discuss each student to determine whether he or she is meeting goals, and to design and coordinate, as a team, new interventions and challenges. Assessment meetings also provide a place to "clear:" to express our negative assessments, admit our ineffectiveness, suspend judgements of our students and ourselves, and to invent new actions. As human beings, we can not immediately and continuously love every child regardless of his or her behavior. We can, however, create practices allowing us to release our guilt and forgive ourselves when a student's behavior triggers us to make a negative assessment of that student. We learn to accept our discomfort with those assessments and with not always knowing what actions to take next, and we train ourselves to design interventions as a team. Assessment meetings offer staff members support and guidance to work through their negative assessments and renew their commitment to improve each student's effectiveness. Through the actions we create together as a staff, we develop regard for our students.

## **B. What remediation will be available for underperforming students?**

One With One has purchased the Josten Company's Invest system, an interactive computer learning program designed specifically for learners of English. Students who need extra help can schedule additional hours of practice using Invest, to develop basic skills in English grammar, spelling, vocabulary, comprehension and sentence structure, as well as in increasingly challenging levels of mathematics.

In addition, each student works for three hours per week with a volunteer tutor, who offers individualized attention, instruction and practice. Tutors speak weekly with a Multiversity High staff member, who suggests activities specifically geared to the academic and other needs of each student. Staff members also learn from tutors about the areas in which each student needs extra help, and design appropriate interventions and challenges.

Teachers at Multiversity High will commit to taking personal responsibility for each students' achievement. They will do whatever is necessary to enable students to achieve mastery of thinking, structuring knowledge and learning skills, including providing extra help, designing individualized study plans, and meeting with parents and tutors to create coordinated actions for the students' achievement.

## **C. How will the development of skills be measured?**

As described above, we will measure students' skill development against a list of competencies designed by staff members using national and state standards for basic education. We will assess students as having achieved a competence when they can demonstrate mastery in repeated, timed situations.

The competency areas in line with the America 2000 SCANS competencies are outlined below:

**Resources:** Identifies and organizes plans, and allocates resources

- A. *Time* -- Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money* -- Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities* -- Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources* -- Assesses skills and distributes work accordingly, evaluates performance and provides feedback

**Interpersonal:** Works with others

- A. *Participates as Member of a Team* -- contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers* -- works to satisfy customer's expectations
- D. *Exercises Leadership* -- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates* -- works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity* -- works well with men and women from diverse backgrounds

**Information:** Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

**Systems:** Understands complex inter-relationships

- A. *Understands Systems* -- knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and corrects Performance* -- Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems; performance and corrects malfunctions
- C. *Improves or Designs Systems* -- suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

- A. *Selects Technology* -- chooses procedures, tools, or equipment including computers and related technologies
- B. *Applies Technology to Task* -- Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment* -- Prevents, identifies, or solves problems with equipment, including computers and other technologies

## A THREE PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. *Reading* -- locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing* -- communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics* -- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening* -- receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking* -- organizes ideas and communicates orally

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons

- A. *Creative Thinking* -- generates new ideas
- B. *Decision Making* -- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving* -- recognizes problems and devises and implements plan of action
- D. *Problem Solving* -- recognizes problems and devises and implements plans of action
- E. *Knowing How to Learn* -- uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning* -- discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility* -- exerts a high level of effort and perseveres towards goal attainment
- B. *Self-Esteem* -- believes in self-worth and maintains a positive view of self
- C. *Sociability* -- demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management* -- assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty* -- chooses ethical courses of action

The Three Part Foundation from SCANS will be included in our assessment tools.

## 12. School Evaluation

### A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

One With One Staff members have long had a rigorous discipline in self-assessment to ensure they know and commit to their stated mission for each program or training and meet their own stated objectives. Staff members are hired on the basis of their acceptance of responsibility for each trainee's full development of hundreds of competencies.

In order to achieve their mission and objectives, One With One staff now meet in day long retreats. They prepare the Profile of a Candidate for an entry-level job. Similarly, the staff of Multiversity High will use this process to define the educational and training outcomes that a learner must produce in three years. This will then be designed as a three year developmental list. The list will include competencies in academic, vocational, behavioral, cultural, and technological domains together with thinking, writing and basic skills. When the list has been accepted by consensus, the staff members will develop and match a syllabi and the competencies. Out of this integration of subjects and the competencies, the staff will design "experiences" in which the students can learn. This multidimensional curriculum will then be scrutinized by parents and the Board for improvements and acceptance.

The daily lesson designs that carry out the curricula are skeletal structures which must be tested in the learning situation with the students. The staff will meet daily to assess whether the lessons or the curricula must be revised, individualized, simplified or added to and accelerated. A staff member will keep records of discussions and pass along to the Administrative Assistant requests for changes in resources, supplies or equipment as well as the notes for improvements of the syllabi and lessons. These will serve as a basis for training two new teams of instructors in 1996-1997 and likewise their notes will aid training 1997-1998 teams of instructors.

Instructors will also develop a profile of the multiverse adult, name the standard practices of a competent multiverse person, and propose measures for developing from a novice to a competent beginner to a virtuoso. They will then need to be trained further and to assist each other in self and team development.

The staff of Multiversity High seeks to improve education in the United States by establishing and validating the effectiveness of its program and practices.

The staff of Multiversity High will hire an outside evaluator to assist in the validation of our programs. The staff and evaluators will work with the federal Department of Education Recognition Division to prepare a preliminary assessment of the project, the degree to which it meets program office requirements, and the Multiversity High's conformity to the Program Effectiveness Panel's guidelines. The Multiversity High director will collaborate with the evaluator to research the program practices outcome, claims and effect compared to similar



programs. With the evaluator we will plan the evaluation design to assure it is appropriate for the program and is based on a correct interpretation of relevant research and literature.

## **B. How will the school establish regular dialogue with parents? With the community?**

Educators have long believed that parent involvement in their children's schooling promotes educational achievement, and have sought ways to encourage school/parent partnerships. Involving immigrant parents in the schools empowers them by providing knowledge about school programs and activities; it can also help to alleviate some of the stress resulting from cultural clashes with their children, and can steer parents into behaviors positively affecting the educational achievement of their children. Given language and other barriers, however, bringing newcomer parents in as school partners presents a serious challenge. In addition to overcoming issues of transportation and long work hours, immigrant parents are often intimidated by the school, and have no experience of school participation in their home countries. Communication styles of American teachers can lead to cross-cultural misunderstandings, and parents' lack of knowledge about curricula, requirements and activities prevents their participation.

In many Asian countries, for example, schools fall under the aegis of government authorities, and parents have little say in curriculum or other school matters.<sup>11</sup> This is true of schools in the former Soviet Union as well. For most Southeast Asians, and for many Hispanic people, there is no history of parent involvement. Parents view their job as providing food and shelter, and they leave education to the professionals.<sup>12</sup> These parents do not understand the idea of partnership with the schools, and expressing their views to teachers not only engenders fear but goes against the grain of their upbringing.

Once they get newcomer parents to visit the school, American teachers may offend them with their more aggressive and direct communication styles. Bach-Tuyet Tran (1986) suggests building trust with Indochinese parents first, in an informal social setting, before confronting them with the business at hand. In addition to misunderstandings caused by style of communication, problems arise from the brief time period most schools allot to teacher-parent conferences, especially when the parent has limited English skills. In her ethnographic study of parents, teachers and students enrolled in elementary school in a small community in Southern California, Martha Alleksaht-Snyder learned that Hispanic parents' interpretations of teacher

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<sup>11</sup> Tran, Bach-Tuyet. (1986). Cultural Issues in Indochinese Parent Involvement. In C. Simich-Dudgeon (Ed.), *Issues of Parent Involvement in Literacy*. Washington, D.C.: Proceedings of the Symposium Held at Trinity College.

<sup>12</sup> Morrow, R. (1989). Southeast Asian Parent Involvement: Can it be a Reality? *Elementary School Guidance & Counseling*, 23, 289-297.

Oliva, J. (1986). Why Parent Tutors: Cultural Reasons. In C. Simich-Dudgeon (Ed.), *Issues of Parent Involvement in Literacy*. Washington, D.C.: Proceeding of the Symposium Held at Trinity College.

communications in twenty-minute conferences differed from what the teacher intended.<sup>13</sup>

In general, lack of understanding of each others' cultures leads to problems in fostering productive working relationships between teachers and newcomer parents, and in interesting newcomer parents to become involved in the school in the first place.

At Multiversity High, instructors will visit each student at home, informally, to begin the process of establishing a relationship with the student's family. Language barriers may prevent verbal communication during these initial visits, but teachers will use facial expressions and body language to convey respect and a welcoming attitude. We will also hold social events at the school, where we will instruct each student to bring food from his or her country and to invite parents to come along.

Once we establish relationships with some parents, we will ask them to make presentations to the students as they work on their projects. Esteeming parents for the skills and talents they bring will increase their confidence and may encourage students to look at their parents with renewed respect.

In addition, we will establish after-school first language programs taught by parents. As noted above, we will require English only during school hours, but the after-school program will demonstrate our commitment to validate students' cultures and languages, and to enable parents to allay fears about their children's loss of first language literacy and fluency. Parents and teachers will meet regularly discuss common concerns and to integrate material taught in both the regular and the after-school curricula. Parents also can take literacy courses from tutor/mentors.

One with One will also conduct its adult ESL/Vocational Training programs in the school building, so parents and children can learn at the same place, and begin to feel a sense of ownership of the environment. In conjunction with these programs, we will provide classes and workshops for teachers and parents, to assist them to understand each others' cultures.

We will maintain dialogue with the community by publishing and distributing a newsletter describing our students' activities and accomplishments, and by inviting community members to assist in the logistical support for school events as well as attend as guests. Our Tutor Update can also be sent to parents. Community contact is an integral part of our daily activities, as our curriculum is based on community involvement, including service projects, interviews of community members, and internships.

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<sup>13</sup> Alleksaht-Snider, M. (1992). Bilingual Parent's Perspectives on Home-School Linkages. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA, April 20-24, 1992.

### **13. Human Resource Information**

**A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the target staff size?**

Just as One With One's core staff members have crafted a statement of outcomes for graduating productive adult entry-level workers from our vocational training programs, they are creating a statement of outcomes, standards of performance and measures by which new teachers and administrative staff will be hired. Teachers will not need certification; however, we will expect teachers to have a Master's Degree in their area of specialization, or equivalent experience in their field.

Prospective teachers must demonstrate a commitment to learning One With One's educational principles and practices, and to engaging in training on an on-going basis. Prior to the start of their contract, they must be willing to participate in an internship, during which they observe One With One teachers in action, raise questions and begin to practice our methodology. The internship will include participation in a weekend tutor training session and a daylong retreat.

We are more interested in a prospective teacher's willingness to serve and engage students in personal, accountable relationships and in their openness to learning than in any particular credential. However, as a starting point from which to assess candidates, we will require a history of demonstrated excellence in their specialty, and five professional recommendations. In a team interview, we will listen to their definitions of an "adult" and their purpose in preparing youth for their futures. We will also seek people who have experience working with people from a variety of cultural and linguistic backgrounds in a mood of service and respect.

One With One hires without regard to race, creed, sex, national origin, religion, or ethnicity. We will actively seek teachers who represent the communities we plan to serve.

For our first year, when we serve thirty students, we anticipate splitting the students into two groups of fifteen, with a team of four teachers for each group, including in each team an experienced One With One program manager. In addition, the executive director will oversee all program operations, teacher training and coordination with the communities of parents, business, universities, tutors and mentors. We will also hire one administrator.

**B. How will teachers and administrators be evaluated? How often?**

The director will conduct on-going evaluative sessions with each teacher on a weekly basis, as they learn One With One's practices. These sessions will be based on the profile of a multiverse adult and the principles of Ms. Van Duyne's teaching. The purpose of evaluation is for the sake of being trained and learning new practices in intercultural and multi-modal learning.

**C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.**

We are currently in the process of developing standards for salaries, benefits, etc. Staff development will include an initial internship, participation in a tutor training session and a staff retreat, weekly learning sessions with the director and continuous learning in the development of accountability for the students' competence through daily assessments of the curriculum and the thirty students. The staff will be asked to attend two weekend trainings in information technology to gain hands-on experience in refining their lessons. The staff also will be asked to join with the students in athletic and aesthetic learning as often as possible.

## **14. School Governance:**

**A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.**

Internal management is based on a philosophy that education is an entrepreneurial business. Staff must recognize that accountability in fiscal management must be matched with accountability in producing competent graduates. Continuous oversight of administration and finances by the staff will be required by the director. We are currently in the process of putting together our specific management plan.

**B. How will the board of trustees be chosen?**

The Board of Trustees will be drawn from multiple communities. A Board of twelve will be chosen for their commitment to youth, education, innovation, and the development of a new discipline that the staff is enacting: Multiversity. The Board members will be chosen for their willingness to be intensively and extensively engaged for three year terms to assure advocacy and fund-raising for the school's excellence in every area: a networked school, unusual school facilities, equipment, supplies, networks of supporters, access to information, recent learning themes and practices, work internships, community service projects and expeditionary learning.

**C. Describe the roles and responsibilities of the board.**

The Board of Trustees will serve as advocates for the director's and staff's efforts to provide an innovation in education in the United States. This innovation rests on three commitments: to learning with multicultural youth as learners/facilitator instructors for the sake of their competence in living, to principles of productivity and excellence in learning to know and to do, and to the development of "being multiverse" and a philosophy of "Multiversity." As advocates, the Board members will form these committees: Finance and Fund-Raising, Service Friends to Student Projects, Community Relations, Advocacy in the State, City and Nation, and Strategic Planning for Replication.

The Committee on Finance and Fund-Raising will be responsible for actively overseeing the Financial Manager's work on a semi-annual basis and will actively prepare internal accounting in readiness for the audit and auditor's report. For Fund Raising, the committee members will develop in 1995-96 an Endowment Campaign including design, participation and leadership in fundraising events and individual donor meetings. These members will coordinate with the Multiversity High Program Development Officer to assure the targeting and fulfillment of Campaign Goals. They will approve the Public Relations materials that will be used to solicit funding and will develop a network of friends of Multiversity.

The Committee of Service Friends to Student Projects will be led by one or two Board members.

The purpose of the committee is to provide coordination and logistical support for student events in the school: Science, History and Career Fairs, video conferencing, and guest lectures/discussions. The committee also will enlist parental logistical and administrative support in coordinating work and community service internships and projects. They also will help to coordinate administrative activities for the tutors, child tutees and mentors.

Similarly for Community Relations, committee members will prepare press releases, give interviews about the school, welcome visitors who come to observe school lessons and activities, and meet with federal, state and local officials to share the goals, outcomes, and evaluations of the school, students and staff.

Both the Committees for Strategic Planning for Replication and for Advocacy in the State, City and Nation will focus on the educational goals, objectives, PEP assessments and evaluations. The first Board Committee will formulate strategic plans to carefully establish procedures for deciding that the program has a positive effect, and has possibilities for future dissemination. Multiversity High will be supported by these Board committee members in overseeing that objective criteria and rigorous evaluations are used. The second Board Committee will organize to inform key legislators and influential decision-makers of our work and outcomes here in the city and state. The members of the Board Committee also will travel to agencies, Congress and the Department of Education in Washington to state Multiversity's story.

In a few months we are continuing to evolve a specific structure and roles and responsibilities of Board members, to be enunciated in the by-laws.

#### **D. Describe the relationship of the board to teachers, administrators, students and families.**

The Board will serve as a policy maker in oversight of financial and school administration. They will not hire anyone except the School Director who in turn will be in charge of Personnel, Hiring, Management, and Training. On the other hand, several board members will be included in school lessons and activities involving parents tutors, mentors and supporters. During these events the Board members will contextualize their service to the school's teachers, administrators and students as one of cooperative learning and during debrief sessions will share their assessments and encouragement. The board members will be in a service relationship to the staff who will be advocates for the students and families.

#### **E. Discuss the nature of parental and student involvement in decision-making matters.**

We plan to involve parents in school decision-making from the beginning. They will have the opportunity to participate in curriculum design and construction of policies and procedures. Parent representatives will sit on our Board of Directors. We are currently in the process of structuring an appropriate format for a parent/school council, and are working out the specifics

of parental rights and responsibilities. We are committed to working with parents in school decision-making.

During their three years at Multiversity High, students will take on progressively greater responsibility for engaging with staff members in making decisions affecting their educational experience at Multiversity High. In their first year, they will be able to participate in classroom decision-making, including the construction of agreements for respecting peers and instructors. In their second year, they will form a student council, examining and debating issues of concern to them at school. Instructors will take these concerns seriously and will engage students in a process of mutually acceptable decision-making. In their third year, students will elect two classmates to add to our Board of twelve, participating on an equal par with Multiversity High policy and decision-makers.

#### **F. Describe the nature and extent of community involvement in school activities.**

Community participants will develop the Multiversity High community. Adult tutors and mentors will represent businesses, government and service professions from a variety of cultural backgrounds. Tutors will work on an individual basis with students for a minimum of three hours per week. Personnel at the agencies where students perform community services will participate with staff members in creating dynamic experiences for our students. Resource people from business and academic institutions will work with the students as visiting instructors. Business people will assist staff members to craft meaningful internship experiences for our students. Government, religious and other community leaders will work with us as partners to enable our students to become contributing and responsible adults. University, school, and business personnel who will receive the Multiversity High graduates in their programs or corporations will be in relationship with our staff and will welcome them into the next phase of their development.

## **15. Building Options**

### **A. Describe your present options for a school building.**

One with One's offices are currently located on the seventh floor of the Brighton Marine Health Center at 77 Warren St, Brighton, MA. We are currently negotiating with the managers of the building to lease the entire fifth floor (6,000 square feet) for Multiversity High. However, other organizations are also seeking to lease that space, and we may not be able to secure it for our school. We are therefore also seeking space elsewhere in the city of Boston. We currently have a first right of refusal option on 10,000 square feet in Allston, and are actively researching two additional open spaces.

### **B. Demonstrate how this site(s) would be a suitable facility for the proposed school.**

The Brighton Marine Health Center will offer an ideal location for the school, given its easy access to public transportation, the close proximity of large newcomer communities, its accessibility to handicapped people, its outside courtyard offering opportunities for athletic activities, and its twenty-four hour security. In addition, the space on the fifth floor, with its large windows providing light throughout the day, can be custom-designed to meet the school's needs.

Other locations will also be suitable for the needs and focus of Multiversity High, if they offer advantages similar to those of the Brighton Marine Health Center.

### **C. Discuss any progress or future plans for acquisition of a school building.**

We are currently researching options for a school site.

### **D. Describe financing plans, if any.**

We are currently in the process of researching our financing options.





Margaret King Van Duyne  
One With One  
P.O. Box 35404, Brighton, MA 01235-0404  
(617) 254-1691

LEADERSHIP AND WORK EXPERIENCE

**ONE WITH ONE**

**FOUNDER AND CHIEF EXECUTIVE OFFICER**

1983-present: Established educational non-profit organization with two missions: enabling people of diverse languages and cultures to become integrated and productive members of American workplaces and communities; and, strengthening the American educational system and economy with model programs for educating youth and adults and for training workers to outperform global competitors.

- Trained instructors in a newly developed philosophy of education, "Integrity";
- Designed "Multiversity" training for multicultural people to work cooperatively;
- Trained over 2400 tutors and newcomers from 72 countries to work in nine-month English literacy partnerships;
- Designed career exploration/literacy youth summer employment program for economically disadvantaged, linguistic minority teenagers. Since 1986, program participants increased English literacy by an average of one grade level in just six weeks; trained instructors in new teaching principles and methods;
- Created intensive, integrated, eight month ESL/Vocational Training programs for 200 adults who speak English as a Second Language at second to seventh grade level, resulting in 95% job placement in 1992 and 88% in 1993, self-sufficiency and contributing citizenship;
- Established philosophy of learning company, administration, service policies and practices; instituted program of fundraising with individuals, private and corporate foundations, state and federal agencies; train and manage organization staff.

**MARGARET KING VAN DUYNE**

**PAGE 2**

**COMMUNICATION RESOURCES CENTER**

**CEO**

1974-1983: Initiated and operated business specializing in production of educational programs and media projects for human relations agencies engaged in multicultural communication; consulted with spokespersons of thirty-four ethnic and racial communities to foster intergroup understanding and integration through workshops, projects, film, video and conferences.

**PUBLIC LIBRARIES**

**CONSULTANT**

1968-1982: Hired by Commonwealth of Massachusetts Board of Library Commissioners to research and write a handbook to train trustees of public libraries in their responsibilities and relationships; consulted with Watertown, Massachusetts Public Library in establishing a Bicentennial community relations campaign; consulted with Upper Saddle River, New Jersey Board of Library Trustees; within one year reversing to an affirmative vote the Borough Council's decision for financing a new library. 1963-1974 Served on Kinniolon Public Library Board of Trustees, Secretary (5yrs), President (5yrs), Treasurer (1yr).

**WAYNE, NEW JERSEY SCHOOL DISTRICT**

**ELEMENTARY SCHOOL TEACHER**

1957-1961: Taught fourth grade at the economically disadvantaged Mt. View School and innovated academic skills-building while teaching fifth grade at the Packanack School.

**PUBLICATIONS AND PRODUCTIONS**

"Embracing Diversity: One With One's Bold New Partnership," *Wilson Library Bulletin*, February 1982 (co-authored); *Welcome, Neighbor!*, two-volume civics text for beginner speakers of English and manual for new instructors; *Guide to ESL/Civics*, student workbook and instructor's manual; *Catalyst for Action: Trustee Handbook*, LSCA-funded handbook produced for the Massachusetts Board of Library Commissioners; *Room for All*, 22-minute documentary film, winner of CINE Golden Eagle and three finalist awards; *Room for All, Migration and Refugee Movements Continue, Refugee Systems in the United States, and Immigrant Groups and Sponsors*, study guides to accompany *Room for All* film; *Trace Your Roots: A Catalog of Ethnic Resources*; *The Identity Game: Who is an American?*, one-hour television discussion with multicultural/racial panel; study guide.

**PRESENTATIONS**

1993: **SIETAR**, Washington, D.C.  
*Effective Action in Diversity Classrooms*  
1991: **SIETAR**, Boston, MA  
*Effective Action in Bicultural Partnerships*

TRAININGS

*Multiversity:* Designed a two day discovery learning program for youth and adults. Experience with issues of identity, competence, and team work enable people to develop ethical practices in cooperation and mutual empowerment in the community and on the job;

*Teacher Training Institute:* With grant from Reebok Foundation, trained new summer youth instructors in principles and practices of multicultural learning;

*Design the Future:* Presented for national audience of refugee coordinators in 1990;

*Dealing With Difference:* Designed and presented ten three-hour sessions to eighteen teachers and administrators in the Portland School System. Program accredited by the state of Maine;

*Multicultural Child Care:* Created and offered training to staff members of Associated Day Care of Boston;

*The Identity Game: Who is an American?* Training for Smith College Social Work students using video of television discussion;

*K[no]w English:* Jobs and life skills trainings presented to limited English speaking patrons of the Brookline Public library, and multicultural diversity training conducted for library staff.

MEMBER

1992-1993: Member of DOE Advisory Committee **MASS ED ONLINE**

1992-1993: Member **Total Quality in Education Task Force**

EDUCATION

1986-1991: Post-graduate leadership and management studies with Business Design Associates, Berkeley, CA

1990: Summer Institute for Intercultural Communications

1989: Summer Institute for Intercultural Communications

1975: MA in Communications and Media, William Patterson College

1956: BA in English, Bryn Mawr College

## BARTON CRAIG

305 Warren Street  
Brookline, MA 02146

617/277-5378

### BENTLEY COLLEGE GRADUATE SCHOOL OF BUSINESS

*Tax Specialist at KPMG Peat Marwick, Boston, MA*, employment to commence in September of 1994.

*Accounting Instructor at One with One, Brighton, MA*, teaching basic accounting principles to English as a Second Language students.

*Master of Science in Accountancy*, expected graduation date August, 1994. Course concentration in taxation and Not for Profit accounting. GPA 3.91.

*Graduate Research Assistant*, conducting accounting research into bankruptcies, going concern statements and international accounting issues. Extensive use of LEXIS/NAARS, Wordperfect, and Lotus 1-2-3.

*Part time employment at Seaside Cycles, Manchester, MA*, assisted in maintaining a computerized accounting system for a retail business with \$750,000 in annual sales. Also performed monthly accounting functions.

*Internship at Coughlin, Clasby & Co., CPAs, Danvers, MA*, prepared personal and corporate financial statements and tax returns. Experienced in the use of computerized tax assistance.

*Vice President of Communications for Graduate Student Association*, helped organize numerous school and community events. Prepared weekly newsletter.

*A. J. Bille Scholarship recipient*, awarded by the Bentley College Center for Tax Studies.

### UNITED STATES NAVY

*Honorable discharge* after eight years service in the U.S. Navy. Served on board the submarine USS Daniel Webster from February 1986 to July 1989. Two Good Conduct Medals and the National Defense Medal. Received two Letters of Commendation for superior performance of duties.

*Experienced in effective personnel training*. Training Coordinator at Naval Nuclear Power Training Unit, Windsor, CT, from July 1989 to August 1992. Directed and supervised the training of staff and students in the safe operation of a nuclear power plant. Responsible for counseling personnel on motivational and performance problems. Prepared and conducted training presentations for a wide variety of technical subjects.

*University of State of New York-Regents College*, Albany, NY, June 1992. Bachelor of Science Degree in Sociology, GPA 3.0, achieved through independent study while serving full time in the U.S. Navy.

*Graduated Class Honorman*, Naval Nuclear Power Training Unit, Windsor, CT, February 1986. Rank 1 of 52. GPA 3.79. Intensive college level studies in nuclear plant physics and operations.

*Rensselaer Polytechnic Institute*, Troy, NY, from September 1981 to June 1983. Two years in Computer and Systems Engineering.

### PERSONAL INTERESTS

Private pilots license, bicycle racing and running.

Cheryl A. Bryda  
53 Village Brook Lane, Apartment 11  
Natick, MA 01760  
(508) 655-6063

- Work Experience:** Administrative Assistant to the Director, (December 1993-Present)  
**One With One**  
Assist the Director with meeting and training preparation, organizing and attaining information for grant proposals, file and archive organization, and general office management.
- Localization Specialist, (January 1993-December 1993)  
**International Communications, Inc.**  
Worked directly with translators of seven foreign languages, tested translated software products, proof-read translated material ( including computer software, documentation, and marketing material), captured and edited screen shots, layout, prepared quotes, project management, and working with international clients.
- Volunteer English as a Second Language Tutor, (April 1993-Present)  
**One with One**  
Teach basic English and job preparation skills to immigrants.
- Independent Spanish Tutor, (December 1988-May 1990)  
Taught vocabulary, grammar and conversation skills to High School and University students.
- Research Secretary, (June 1989-January 1991)  
**U.S. Army**  
Basic secretarial duties as well as research for a team of Research Engineers.
- Computer Experience:** DOS, Excel, Lotus, WordPerfect, MSWord, PageMaker, FrameMaker, Photoshop, Superpaint, Harvard Graphics, Canvas, Borland Workshop, Resedit, Resourcer, and many other Macintosh and IBM compatible applications/text editors.
- Education:** Currently enrolled in Master's program for ESL Instruction  
University of Massachusetts, Boston
- Bachelor of Arts, International Affairs  
Specialization: Western Europe & Latin America  
University of Colorado, Boulder, CO. 80309
- Foreign Study:** La Universidad de Granada, Spain  
Intensive study of International Affairs, Spanish language, and culture.
- Honors:**  
\*Dean's List (1988-1990)  
\*Golden Key National Honor Society Member at University of Colorado  
\*Merit-Cash Award, United States Army

KIMBERLY ANNE KRESGE  
218 Washington Street #5  
Marblehead, MA 01945  
(617) 639-2707

#### EXPERIENCE

- TEACHER                    One With One, Brighton, MA  
September 1992 - present  
Teach individualized typing, biology, and ESL classes. Assist students with job search and job search techniques. Team member for summer youth program, including teaching and individual assistance in English and writing. Recruit American volunteer tutors for immigrant and refugee students. Assist tutors through weekly written update and weekly phone calls with each tutor.
- TEACHER                    Choice Through Education, Chelsea, MA  
July and August, 1992  
Taught one ESL conversation and writing class. Taught three writing workshops that emphasize the writing process. Advised yearbook staff and dance club.
- TEACHER                    Boston Language Institute, Boston, MA  
June 1992 to September 1992  
Taught beginning level adult ESL.
- STUDENT TEACHER        McCaskey High School, Lancaster, PA  
January to May, 1992  
Taught tenth grade English as member of an essential studies team in Lancaster's city school district. Classes involved discovery learning and employed the "Student as worker, teacher as coach" philosophy.
- TEACHER                    Adult Enrichment Center, Lancaster, PA  
March 1991 to January 1992  
Taught two beginning ESL classes. Attended seminars on cooperative learning, adult motivation, and learning disabilities.

#### EDUCATION

Millersville University, Millersville PA  
Teaching certification in secondary English.

Wells College, Aurora, NY  
Bachelor of Arts, cum laude  
Major: English    Minor: Spanish, Communications

University of Sevilla, Spain  
Five months intensive Spanish language and culture study.

#### ACTIVITIES

TESOL and NCTE member. Tutor to Chelsea High School Students in ESL. Volunteer to Make-a-Wish Foundation. Alumnae admissions volunteer. Alumnae Annual Fund volunteer.

Debra A. Jacobs  
123 St. Paul Street, Brookline, MA 02146  
(617) 731-3881

## WORK EXPERIENCE

ONE WITH ONE, INC., Brighton, MA June 1991 - Present  
Program Developer/Writing Instructor/Contract Administrator: Grant-writing, fund-raising, report-writing, administration and teaching for non-profit educational organization dedicated to enabling linguistic minority youth and adults to improve their English, enter and succeed in the American workforce and become contributing members of the community. Administer JTPA IIA and MassJobs contracts; created and offered writing lessons to economically disadvantaged, linguistic minority teenagers in One With One's 1992 Summer Youth Program; assisted in ESL classes for adults attending Education/Job Training program by tutoring and teaching writing; co-wrote article about One With One's Partnerships Program, which was published in a national library journal.

CAPIZZI PLANNING & DEVELOPMENT CORP., Boston, MA 1983 - 1991  
Communications Director/Project Manager: Responsible for all communications for busy real estate development office; wrote competitive proposals to municipalities for purchase and development of surplus public buildings; wrote financing proposals; planned and executed all visual and written materials for community meetings; participated in presentations to zoning boards and community groups; wrote successful proposal to list 1908 school building on the National Register of Historic Places; designed marketing brochures; created evaluative reports; planned, executed and oversaw multi-million dollar building projects; worked with lawyers to obtain permits and bankers to secure financing; submitted monthly requisitions to lending institutions; oversaw design, construction and marketing process.

STEPTOE & JOHNSON, Washington, D.C. 1981 - 1982  
Legal Assistant: Documentation review and trial assistance for major construction litigation.

## EDUCATION

HARVARD UNIVERSITY, Cambridge, MA  
Currently working towards Master's in Education. Graduation date June 1994.

CLARK UNIVERSITY, Worcester, MA  
B.A., English, 1981; graduated Summa Cum Laude and with Highest Honors in English; member of Phi Beta Kappa; one of two students and five faculty members appointed to the Undergraduate Review Board, a committee formed to review and implement curriculum requirements.

## RELATED EXPERIENCE/AFFILIATIONS

Private ESL tutor in Italy (1983)  
ESL tutor through the One With One Partnerships Program (1987-88)  
Member, Boston Center for International Visitors (1990-present)  
Volunteer, Massachusetts Association for the Blind (1991-present)  
Co-author, *Embracing Diversity: One With One's Bold New Partnerships*, published in the Wilson Library Journal, February, 1992



Stephanie Lee Martin  
68 Warren Avenue  
Woburn, MA 01801  
(617) 933-1780

**ONE WITH ONE**

Brighton, Massachusetts

Program Manager, Entrance Office Work

1993-Present

- Recruitment of newcomer adults for 6-8 month office skills/ESL training program.
- Develop program curriculum with Executive Director.
- Instruct English as a Second Language, typing, business practices and communication skills to a class of 22 adults.
- Lead daily assessments of Entrance Office Work participants.
- Managed 1993 fundraising events including a \$40,000 walkathon.

**PEACE CORP**

Costa Rica

Urban Youth Development Coordinator

10/90 - 1/93

- Coordinated with Women and Children government agency in the development of a wholistic "Youth at Risk" Community program which included; educational, recreational, vocational and social skills training focussing on urban youth at risk.
- Created yearly curriculum in support of: individual tutoring, art & sewing classes, recreational programs such as soccer and volleyball teams, drug and alcohol prevention seminars, and a night school for teenage dropouts.
- Established a Summer Youth Program fundraised by the youth themselves that physically and mentally challenged urban youth at risk through a series of camping trips to various national parks, reserves, and farms throughout Costa Rica.
- Supported and assisted in the development of a inter-institutional governmental committee with the goal of sharing information on community projects, coordinating resources, and implementing new neighborhood projects specifically for youth at risk and their families.

**ONE WITH ONE**

Brighton, Massachusetts

Program Assistant and Teachers' Aide

1989-1990

- Facilitated 4 daily classes for 50 immigrant women learning to type; led classes in resume writing; taught life skills training classes with 8-10 multicultural students; counseled participants during their job searches; and tutored 4 older immigrant women.
- Institute Coordinator, 1990 Organized all aspects of a four day seminar showcasing the principles and practices of the One With One program.

**MASSACHUSETTS STATE HOUSE**

Boston, Massachusetts

Paid Intern for Representative Sherman Saltmarsh

- Organized information on current issues, researched House Committee Bills, provided constituents with related data.

**EDUCATION**

**SYRACUSE UNIVERSITY**

1989

B.A. International Relations and Spanish Language, Literature and Culture

**HARRIET F. GOLDSTEIN**  
24 Patten Street, Apt 1-4  
Watertown, Massachusetts 02172  
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### **RELEVANT EXPERIENCE**

#### **Program Development, Management & Administration**

- Co-established organization providing vocational and educational programs for linguistic minority adults and adolescents and training and counseling for volunteer tutor/mentors. Recipient of the **1989 Leader of Readers International Grand Award** from *Family Circle Magazine*.
- Designed, implemented and managed vocational training programs for linguistic minority adults and occupational readiness programs for adolescents.
- Implemented and managed a variety of volunteer tutor training programs. Projects included a Citizenship Education Training Project and a Cambodian Widows Project.

#### **Networking, Community Resource Development & Job Development**

- Networked and maintained successful working relationships with public and private agencies, schools, service providers, and employers.
- Developed job leads, wrote résumés, counseled and placed candidates. 1993 adult programs have an 85% placement rate.
- Designed and implemented seminars utilizing guest speakers from the public and private sector to enhance program and tutor/mentor effectiveness.
- Researched and compiled information and referral listings and an employment resource directory.

#### **Special Events Planning & Implementation**

- Co-lead, coordinated and trained teams and individual volunteers in support of campaigns to raise funds for programs. Events include walkathon which annually raises approximately \$40,000.
- Planned, implemented and managed all logistical aspects of formal and informal fundraising and community outreach functions.

### **EMPLOYMENT SUMMARY**

1983 - present	<b>Co-Founder and Program Administrator</b>	One with One, Inc., Boston
1982	<b>Consultant</b>	Career Development Team, Waltham
1975 - 1981	<b>Benefits Coordinator, Benefits Assistant Wage &amp; Salary Assistant, Training Assistant</b>	Beth Israel Hospital, Boston

### **EDUCATION**

Certificate, Summer Institute for Intercultural Communication, Portland, Oregon, 1990, Advanced Seminar: Intercultural Theory and Application.

B.S., Summa Cum Laude, Boston State College, 1975, English and Secondary Education.

Teacher Certification - Commonwealth of Massachusetts.

### **PUBLICATIONS**

Co-wrote and edited ESL/Civics curriculum for amnesty applicants for the Massachusetts Office for Refugees and Immigrants. *Welcome, Neighbor!*, now published commercially and in second printing.

Linda Siegrist  
38R Wm. Jackson Avenue  
Brighton, MA 02135-3919  
(617) 254-1301

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## WORK SUMMARY

Over 15 years in communications and training and development. Experience includes work in radio, print promotion, public relations; and more recently as a teacher of English as a second language (ESL) specializing in diction and in preparing adults from different cultures for successful entry into the American workplace.

## EMPLOYMENT HISTORY

**Instructor, ESL** 1993 to present  
One With One, Incorporated  
Brighton, MA

- Principal instructor in ESL and diction, Have coached, individually and in small groups, in intensive diction work and accent reduction.
- Have customized all teaching texts and classroom materials in ESL to conform to One With One's accelerated program of adult preparation for successful entry into the American workplace.
- Wrote and produced a one-hour cassette tape on American diction for home use.

The Christian Science Publishing Society 1973; 1976 - 1993  
The First Church of Christ, Scientist  
Boston, MA

**Copywriter and Communications Editor** (four years)  
Promotion and Creative Services Department  
The Christian Science Monitor

- Wrote promotional brochures, flyers, and press releases for The Christian Science Monitor, as well as copy for advertisers. Produced newsletters and cassette communications for sales representatives in the field.

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**Manager, Christian Science Reading room (nine years)**

- Managed with minimal supervision a religious bookstore (in Boston's Back Bay), open 81 hours a week. Trained and supervised upwards of 50 volunteers and full-time, paid personnel. Designed and wrote a comprehensive guide for use in training and development. Introduced formats and concepts new to the Boston Reading rooms in the design and execution of window displays.

**Security host, Assistant Shift Supervisor, Evening Shift Supervisor  
Security Operations (three years)**

- For 1-1/2 years, trained and supervised security personnel for the evening shift (2:45-10:45 p.m.). Maintained an orderly and peaceful environment on the plaza and responded within guidelines to security needs affecting the public, church personnel, and church property.

**Translator "B", (summer position between two years of study in Paris)**

- Translated French manuscripts and correspondence into English; reviewed French drafts of English texts for accuracy of grammar and translation.

**ADDITIONAL SKILLS**

Experienced in DOS/WordPerfect 5.1 and Macintosh/Microsoft Works 3.0 and Pagemaker 5.0. Type 65 wpm.

**EDUCATIONAL BACKGROUND**

Certificat supérieur de la langue française  
La Sorbonne, The University of Paris, France

Bachelor of Arts, Music History and Literature  
the University of Michigan, Ann Arbor, MI

MARTIN KESSEL  
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Wellesley, Massachusetts 02181  
(617) 431-9139

## EXPERIENCE

### ONE WITH ONE, INC.

#### Instructor/Writer (1989- ), Office Skills for Immigrants

- Taught classes in WordPerfect and Lotus 1-2-3 for four separate training programs. These programs provided career training to over 150 immigrants to the United States.
- Wrote textbooks in WordPerfect and Lotus 1-2-3 for limited-English-speaking students; including teachers' guides, student reference guides, and exercises.

### COMMUNICATIONS CONSULTANT (1991- )

- Served as Project Manager for an assessment of future cable television needs for a major city, as part of their cable license renewal. The needs assessment included interviews with community leaders, a survey of residents, and five public hearings.
- Designed, compiled, and evaluated audience and user surveys to measure the effectiveness of community programming on a large metropolitan cable system.
- Drafted report on the cost-effectiveness of distance learning for a national consulting company.

### MASSACHUSETTS CORPORATION FOR EDUCATIONAL TELECOMMUNICATIONS

**Research Manager (1985-89); Research Associate (1984-85).** Responsible for research and writing of plans for a statewide educational telecommunications network.

- Conducted interviews with educational leaders; designed and supervised survey of high school principals; and researched state and national educational issues.
- Coordinated meetings of Massachusetts users of Instructional Television Fixed Service (ITFS), including meeting with Representative Edward Markey.
- Made recommendations resulting in purchase of office micro-computers and word processing, database, and spreadsheet software, and trained personnel in their use.

### BOSTON COMMUNITY ACCESS AND PROGRAMMING FOUNDATION

**Trustee and Clerk (1982- ); Chair of Access Uses Committee (1982-92).** Key role in nonprofit organization providing public access to Boston cable. Chaired committee responsible for developing public access policies, and design and oversight of outreach and training programs.

### **CABLE TELEVISION ACCESS COALITION**

**Co-chair (1980-82).** Organized public education and advocacy efforts aimed at fostering community participation in Boston's cable process, including publishing monthly newsletter and organizing monthly public informational meetings.

### **COMMITTEE FOR COMMUNITY ACCESS**

**Projects Director (1978-82).** Coordinated efforts aimed at fostering diverse radio formats, including successful campaign to return country music station to Boston; drafted comments for FCC and Congress on communications policy issues, including economic analysis of radio deregulation.

### **FREELANCE WRITING**

**Assistant Editor of *Waves* (1978-80).** Wrote monthly articles on radio activities, trends, and regulatory issues for local radio magazine.

Wrote news articles for *The Real Paper* (1978).

### **RADIO NEWS REPORTING**

**News reporter and producer for WBCN (1976-77).** Wrote and reported local news stories; produced segments for two public affairs series; trained and supervised student interns.

News reporter for WBUR (1973).

## **EDUCATION**

### **BOSTON UNIVERSITY**

**M.S. in Broadcasting (1976).** Master's degree project: Wrote prospectus for television series based on Erik Erikson's *Eight Ages of Man*, and produced and directed 45-minute pilot production.

### **BRANDEIS UNIVERSITY**

**A.B. in Mathematics (1971).** Activities included organizing photography club, theater and audio-visual work, and engineering and announcing radio shows at WBR.