



## Upcoming CHS Event

### CHS-PSFA Mingle & Jingle

Thursday, December 6, 2018  
7 pm  
CHS Cafeteria

### CHS REUNION

Thursday December 27, 2018  
11 am to 1:30 pm  
At CHS

### Wine & Design

January/February  
More info in January

### SkillsUSA/NHTS

#### Career Day

February, 22, 2019  
Contact Mr. Stengele  
[sstengele@ctemc.org](mailto:ssstengele@ctemc.org)

### CHS-PSFA Dinner Gift Raffle

Jumping Brook Country Club  
Saturday, March 30, 2019  
More info in January

### Next Issue

January 2019

### Past Issues on CHS Website

<http://chs-psfa.org/alumni-2/alumni-newsletter/>

**Wishing you a happy, healthy,  
& peaceful Holiday!**

## Welcome!

The PSFA is excited to announce the upcoming CHS Reunion on Thursday December 27. We need your help! If any alumni is willing to help with the planning of this major event please contact Mary Ellen Landolfi at [maryellen@wordspiralmedia.com](mailto:maryellen@wordspiralmedia.com).

In this issue we are pleased to highlight Design 446, a sponsor of our student internship program. We also proudly present four personal and exciting stories of our graduates. Our appreciation goes to all sponsor corporations and alumni who have contributed articles and pictures towards our current and past publications. We welcome more alumni to share stories of their personal life experiences and journeys. Without their contributions this alumni newsletter will not be possible.

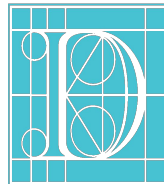
*-Vivien Cheng and Mary Ellen Landolfi, CHS-PSFA Alumni Committee Co-Chairs*

## Alumni Online Survey

If you are not receiving this newsletter you may not be in our email list. Please take a moment to update your email address and complete the online survey at <http://chs-psfa.org/alumni/>. All responses will be kept confidential and will be used for planning future alumni events.

## Company Spotlight – Design 446

*Each issue introduces an organization where our alumni either mentored or were employed. This month, we highlight Design 446, located in Manasquan, NJ.*



We've always been two steps ahead. For 43 years, we've connected our clients to success through innovative technology and jaw-dropping creative. Our office is filled with bright individuals with big personalities and even bigger ideas. We're not just thinkers, we're doers. Fast and agile. Smart and edgy. Trends don't stand a chance with us.

**DESIGN**  
FOUR ■ FOUR ■ SIX

Welcome to Design 446. As an award-winning advertising and marketing agency based in Manasquan, NJ, we work with some of the largest names in the building industry to execute broad-range, multi-channel advertising campaigns. Our team specializes in branding, product launches, sales environments, websites and interactive installations, social media, digital and print marketing/advertising in addition to interior merchandising. Our full suite of services allows companies of all sizes and disciplines to tell their story and inspire action.



Design 446's annual Memorial Day BBQ with Summer 2018 interns (pictured far right) Karoline (Communications High School), Matt (Monmouth University) and Savannah (Stockton University).

Our team is made up of creative individuals from all walks of life and we all love what we do. We are dedicated to hard work and are all masterminds of our chosen fields. Web developers and graphic designers, social media gurus and copywriters, interior designers and print specialists, account managers and branding experts – we have all played a part in campaigns for the nation's top brands across all verticals. And we are excited to pass our industry knowledge and passion on to our youth. Enter our interns.

Aspire to inspire. That's what we hope to do for the younger generation, specifically through Communications High School's student mentorship program, by offering our interns and student mentors the opportunity to learn and grow by becoming a part of Design 446's company culture. "We provide CHS students and all of our interns with a structured experience supervised by professionals that will allow them to build a portfolio relevant to their chosen field of study so they can expand their academic background and build a foundation for their future," said Nick Nagle, Design 446 Internship Coordinator.

Passionate about nonprofits, Design 446 is in the process of launching "Impactship", a unique opportunity that enables our interns to assist a local nonprofit organization by cultivating their network, growing their audience and maintaining their developing brand. Design 446 offers an array of services to assist our nonprofit community and, depending on the student's desired choice of study, will support those organizations while completing their internship.

"We always welcome the input from our interns and challenge them to embrace life outside their comfort zone," said Tom Villane, Design 446 President. "It is okay to color outside the lines and we are consistently impressed by what our CHS interns bring to the table. The world of marketing is capable of big things. And so are our interns. Our goal is to show them just how big."

For more information about Design 446, visit [design446.com](http://design446.com) and follow us on [Facebook](#), [Twitter](#), [Instagram](#) and [LinkedIn](#).

# Alumni Reflections

## Allie Blom, Class of 2007

Assistant Director, Pursuit Strategy at Ernst & Young

I've always been a sympathetic person. For me, it has come naturally, so much so that at times it's gotten in the way of my everyday life. There was a time in college when I can remember feeling so sorry for a girl in my business law class—we had worked together on a project once and I knew she was juggling a lot in her personal life—that when she asked me to help her cheat on a test, I honestly considered it. I'm so glad I didn't go through with it, and it was then when I started to realize that my bleeding heart could really get me into trouble.



Today, I like to think that I've grown emotionally. (My therapist says I have!) I'm still almost constantly worrying about other people's feelings, but I've worked on channeling that extreme sense of sympathy into something more productive—empathy. Empathy is more than just feeling pity or compassion for someone's problems. It means you're putting yourself in their shoes. Research professor and public speaker Dr. Brené Brown said, "Empathy fuels connection. Sympathy drives disconnection."

It wasn't until I heard Dr. Brown speak on the topic that I realized how much empathy impacts my job. As a pursuit strategist, I'm constantly trying to gain our client's perspective, asking why a sales pitch matters to them and how it personally affects them. It's more than simply trying to sell a service—I need to seek a way to solve their unique problem and make their job easier.

Take three minutes and watch this video now: [Brené Brown on Empathy](#). I promise it's worth it.

CHS class of 2007 alumni Christina Tobia, Shina Aladé, Tara (Strazdas) Dunn, Allie Blom

Everyone I've shared this video with, both personally and professionally, has commented on how much the message resonates with them. For me, I've realized two major things. In sales, empathy allows us to deeply understand our audience, leading to a creative and iterative process that generates more thoughtful and client-centric messaging. Developing a deeper sense of empathy has made me better at my job.

In my personal life, I've learned to be a better listener and I recognize that I don't always need to have the perfect answer to someone else's pain. I am also careful to limit the use of "at least..." when someone shares difficult news with me, and I never hesitate to jump down in a hole with someone in need. Empathy fuels connection.



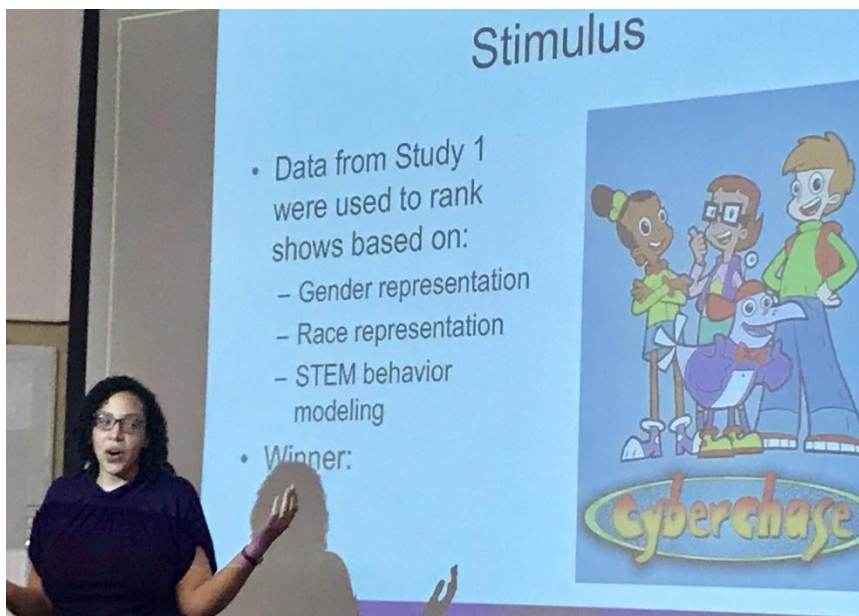
When I made the decision to attend CHS, I never imagined that decision would eventually lead me to become a professor of communication. And yet, here I am, a brand new Assistant Professor in the College of Communication Arts & Sciences at Michigan State University. I feel like this is the point where I'm supposed to say "the road was long and winding..." But in fact, the career path that I began at CHS was relatively straightforward.


When I started college at the University of Pennsylvania, my goal was to double major in Communication and International Relations so that I could be a TV News Anchor and then eventually become a diplomat to some beautiful foreign country. Those (albeit lofty) goals are easily traceable

to my two favorite activities at CHS: broadcasting the morning news in our incredible TV studio and heading up the Multicultural Club (with my favorite teacher Ms. Campbell). Now, some of my bubbles were burst pretty quickly – I walked into the Annenberg School for Communication and was quickly told that I would never actually touch a camera as a comm major at Penn, and I barely survived my intro econ class, which was a clear sign that I should forget about IR. But I'd like to think that my goals evolved for the better. I let go of the hands-on approach to communication that CHS had equipped me with and instead embraced a more theoretical approach. As it turned out, I found that I loved learning about the effects of media on society even more than I loved being in front of the camera.

It wasn't until my junior year of college that I really found my niche. I signed up for a research study to earn extra credit for a class I was in, not knowing anything about the study. In the basement of Annenberg, some graduate students hooked me up to an eye tracking system and had me watch a children's television show. I walked out of that study knowing I had found an exciting new career path. I had always loved working with children, but had never considered how I could merge that love with a career in communication. From that point

on, I signed up for every children's media class I could. A real turning point came in a senior year class when the professor showed us a documentary called *The World According to Sesame Street*. That documentary showed me how *Sesame Street* and other shows like it were making the world a better place for children. (I could go on and on about the plot, but I'll just say that it's currently available to stream on Amazon; I highly recommend it!). Thankfully, I had some wonderful mentors who convinced






## “Onward and onward!”

### Carrying informal science beyond the screen in cross-platform learning

Shalom M. Fisch<sup>a</sup> and Shina Aladé<sup>b</sup>

<sup>a</sup>MediaKidz Research & Consulting, <sup>b</sup>Northwestern University



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#### Background

- ❖ **Cross-platform learning** is the combined use of multiple educational media platforms (e.g., a related television series, digital game, and hands-on activity). This is increasingly common in today’s media landscape.
- ❖ Past research shows that combined use of TV and digital games can promote greater learning than a single medium alone (e.g., Fisch, 2013).
- ❖ However, “more” is not always better. To maximize the potential for cross-platform learning, educational media must take advantage of the unique strengths of each medium. Components also should be designed to complement each other, so that use of one component facilitates learning from another (Fisch, Damashek, & Aladé, 2016).
- ❖ *Nature Cat* is a new cross-platform PBS property designed to promote learning about environmental science.

#### Study 1: Experimental Study

Can children learn environmental science content from *Nature Cat* episodes and hands-on activities?

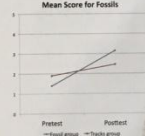
**Method:**

- 102 children (3-7 years old, 55% girls, racially diverse) participated in a pre/post design.
- Tracks group (n=50) watched an 11-min *Nature Cat* episode, identified animal tracks and did a corresponding activity.
- Fossil group (n=52) watched an 11-min *Nature Cat* episode, identified fossils and did a corresponding activity.
- All children completed pretest and posttest questions about understanding of both animal tracks and fossils, allowing each group to serve as a control for the other.
- During posttest children were also asked to “draw something in nature.”


**Results:**

- Children in the Fossil group improved significantly in their understanding of fossils ( $F_{(1,100)} = 25.47, p = .000$ ).
- Tracks group improved significantly in their understanding of animal tracks ( $F_{(3,100)} = 25.47, p = .000$ ).
- 76% of children were interested in doing hands-on activities like these.


Mean Score for Fossils



Mean Score for Animal Tracks




Sample Children’s Drawings



#### Discussion

- ❖ Together, these studies demonstrate *Nature Cat*’s success in promoting children’s understanding of environmental science and in stimulating their interest in learning more about related topics.



Fossils: Episode and Hands-on Activity

- ❖ The results also illustrate the nature of cross-platform learning:
  - Hands-on activities provided opportunities for extending on-screen content.
  - *Nature Cat* viewing at home led children and families to attend activities in informal educational settings.
  - These settings offered many opportunities for children to explore nature and environmental science beyond the show content.
- ❖ In sum, *Nature Cat* viewing served as an entry point, not only to *Nature Cat*’s own hands-on activities, but to a

Shina Aladé

me that going to graduate school would be a great way to pursue a career in children and media. I went on to pursue a Master’s Degree in Communication from Ohio State University, and a PhD from Northwestern University in Media, Technology, & Society, an interdisciplinary communication program. In both of those programs, I had a central focus on children and media.

Now, as a bona fide children’s media scholar, I get to conduct research that helps to shape our media environment in a way that maximizes the positive effects of media on children while mitigating any negative effects. For example, I’ve done studies that answered questions such as “Do children really learn better from iPads than from television?” and “Why are some children able to learn a lot from a program while others see no gains?” Excitingly, as a professor, I will get to share my passion for children’s media with many undergraduate and graduate students for years to come.

I love to tell people how my career in Communication began at a tiny high school in New Jersey, a place where everyone was an artsy nerd and we could all fit inside our lockers. And most importantly, a place that, for me, truly fostered a love of learning and a sense of individuality that I know will last me a lifetime.

## Meghan Dougherty, Class of 2010

I remember the first time I ever visited CHS — I walked in through the main entrance of the school and the first thing I saw were beautiful senior portrait paintings hanging in the windows of the Advanced Graphic Design classroom. I immediately turned to my mom and said “This is where I’m going to go to high school.” I had always loved art from a young age, but my interests were all over the board. My fifth grade yearbook reflected this — most of my classmates wanted to be famous sports players or actresses, but I couldn’t make up my mind and put down “Artist / Author / Architect.” I knew right away that CHS was the kind of place where I would be able to nurture these diverse pursuits and begin to hone in on a career field for college.

Fast forward 8 years, and I had graduated from Montclair State University with a Bachelor of Fine Arts in graphic design, a minor in business, and a certificate in entrepreneurship. My love for design had carried me through to earning my degree, but as my fifth grade self somehow knew back then, I never could pursue just one path — even in college where choosing a major demanded it. I always found a way to take other classes as a means to dip my feet into new experiences, from musical theater jazz dance, to basics of computer science, to studying Mediterranean civilization for a month in Nice, France. My time at CHS had given rise to several budding artistic and academic passions and a genuine love of learning, which gave me the confidence to take advantage of my college years to explore and discover new interests.



[Meghan in Brazil and London on work research](#)

Now four and a half years after graduation, I'm excelling at the work my colleagues were doing that had awed me when I first joined Clear. I'm leading projects that appeal to multiple of my passions through creative problem-solving and critical thinking. This year alone I traveled to Brazil, London, Washington D.C., San Francisco, and Nashville to conduct research and speak with consumers. It's truly been a blast and I love what I do. When I look back, I realize that CHS equipped me to not only pursue creative passions, but academic and business focused ones as well. CHS taught me skills in writing and presentation that served me well in college, but which are absolutely critical to my role now. And most importantly, CHS gave me the foundation to

After graduation, I started a design internship position with a strategic marketing company in NYC called Clear. I had never considered going into marketing, but I found myself at this small, young company surrounded by (mostly) women who were incredibly ambitious and suddenly the smartest people I knew. These 20 and 30 somethings were tackling transformational business challenges for huge companies like PepsiCo and Mondelez and they were traveling all over the world to speak with consumers and present to C-suite level executives. After two years working on the design side, I realized that I was yearning to do what my colleagues were doing. It was one of the scariest decisions I've ever made, but at such an early point in my career I decided I had nothing to lose and took the leap. Amazingly, my manager agreed, and my company helped me transition over from graphic designer to marketing strategist.



continue to explore and take risks in my career. The perfect job may not fall into your lap, but if you recognize what you are truly good at and what you love, you might just be able to ask for it. I realized I'm never stuck on just one path — ultimately, life is what you make it, and I'm choosing the one I want to live.

## Lloyd Burman, Class of 2011

It is incredibly difficult to believe that seven years have passed since my high school graduation. That means it has also been seven years since my last McGuapo (I hope Señora Campbell is still making them for Friday mornings!), seven years since I last played pick-up basketball on CHS's back patio or gherkinball in the cafeteria, and seven years since I last saw a number of my favorite high school teachers. Those seven years have felt much longer...in fact, that short time feels like an eternity.



After graduating, I spent four years attending the University of Arizona. When I initially applied to the school, my goal was to obtain a degree in journalism and pursue a career in professional sports. However, at orientation I made a decision to follow a different path. I elected to major in political science and pursue minors in Spanish and Business Management. I can trace this life-changing decision back to CHS and the teachers that guided me to realize my passion for those subjects, specifically Bill Clark, Ron Klein, Kathleen Mazzacco, and Sabina Campbell. At CHS, the workload was immense and required significant writing (thank you English teachers at CHS for putting me head and shoulders above my peers!). Though I changed my major from the world of professional sports, I did not abandon my love of athletic activities (Don't worry Clev!): while at Arizona I spent three years working with the baseball team as a student manager, a position which eventually became a leadership role.

In 2015, I graduated and elected to go law school. Surprisingly, I can also trace my desire to attend law school, to time spent at CHS. Mr. Godkin, my physics professor sophomore year (a class which was the bane of my existence!) made a comment to me that had a lasting impact. To give context: I often found myself in his office, arguing for additional points during my off periods, which led to him suggest that I would make a great lawyer. When it came time to apply, Mr. Godkin's words came back to me. I ultimately chose the University of Florida's Levin College of Law, partly because my parents relocated to Palm Beach Gardens and partly to be closer to my girlfriend, then a student at Florida Gulf Coast University.

Describing what it is like to attend law school to someone that has not attended it themselves is incredibly difficult, almost like describing what it was like to attend CHS to someone who had a "different" high school experience. I would strongly suggest watching the movie "The Paper Chase" (or read the book, which is fantastic!). Despite a massive workload and numerous sleepless nights, I graduated this past May with distinction and elected to remain at Florida for an additional year to pursue an advanced degree in tax law.

Aside from classes and studying, I remain active both socially and physically. Clev and Dorothy Condon would be proud to know that I spend at least an hour each day performing some sort of physical activity (going to the gym/my daily 5k run/playing some sort of pick-up sport at the rec center/etc.). I love the outdoors and Gainesville is one of the best places to live for outdoor activities! Additional free time is spent with my fiancé, caring for our pets, cooking, and watching sports. Over the course of the next year, I intend to become licensed to practice in multiple jurisdictions, find a job in one of such jurisdictions, and continue to live my best life.

I attribute a significant amount of my past and current success to my time spent at CHS. Though the experience was anything but normal, the learning environment was fantastic for fostering this young mind. Aside from those teachers mentioned previously, I have a laundry list of others that had an impact on shaping who I have become, many of whom are no longer on faculty at CHS, but those who are still teaching include: JVV, Jeanine Gomez, Leah Morgan, Erin Wheeler, Sharyn O'Keefe, and Jennifer Cornine. To all the teachers I have mentioned (and any I may have overlooked), thank you for your help in preparing me for college and life beyond. To my fellow class of 2011 alumni: I have kept in touch with many of you via social media, but there are also many classmates that I have not spoken with since graduation. Without each and every person, I could not have made it through high school and I would not have become the person I am today. I hope everyone is well and would love to hear how everyone is doing in their respective endeavors!

## Annual Donation Campaign

Each year the PSFA strives to enrich the CHS experience for students, faculty and parents. We are delighted to provide many outstanding programs, benefits and experiences from the annual Beach Bonfire and Color Wars, to bagel breakfasts on exam days to annual scholarship programs.

In order to fund many of these outstanding programs, our Annual Donation Campaign is underway. Your contribution will directly benefit our student and faculty community. For information on how to donate and to view the donation letter, please visit <http://chs-psfa.org/support-the-psfa/annual-donation-campaign/> .

Thank you for your continued support of our truly outstanding school!

**The CHS PSFA**

## Get Social

Be sure to like the CHS PSFA on Facebook and follow on Twitter for photos, news, and more. Look for updates and announcements on social media. Be sure to use the hashtag **#CHSAumni** to share your news on Instagram.