

① DO → can
Call Bob Muller down

② 205-5451 ~~xxx~~
→ 205-8748 ~~xxx~~
Call ~~Jimmy~~
Newman

212/840-1801
also Lm for N. Kallen +
Gunn & Co

KAPOW
Kills the paper

Ellen Sam / Lm
NW Street run → 205-
5451

→ Tamara Murozoff A
Disinfect ~~401~~
→ 205-5451 205-3684

BOARD OF DIRECTORS

CHAIRMAN

JULIANNE MAURFAUX, Ph.D.
President and CEO
Last Word Productions, Inc.

VICE CHAIRS

BETSY BRAND
Co-Director
American Youth Policy Center

GEORGE V. PEDRAZA
Assistant to the City Manager
City of San Antonio, Texas

TREASURER

J. ROBERT CAREY
Member, Board of Education
Greenwich, CT

SECRETARY

ERIK BUTLER
Executive Director
Pine Street Inn

•

VINCENT BENI, Ed.D.
Superintendent of Schools
Irvington, NY Public Schools

ELIZABETH N. CALLAWAY
Dean of Admissions
The Dwight School

BRIDGEM CARP
Williams & Jensen

MICHAEL COHEN, Ph.D.
President
Applied Research & Consulting LLC

JOAN GANZ COONEY
Chairman, Executive Committee
Children's Television Workshop

B. ROBERTO CRUZ, Ph.D.
President
National Hispanic University

JUDITH MAYER, GATTER
National Executive Director
SOS Children's Villages-USA, Inc.

NINA R. HICKSON, Esq.
Vice President
Primerica Financial Services

EDTON JOLLY
Chief Executive Officer
Results Management, Inc.

GERHARD LENZEL, Ph.D.
Professor of Sociology
City University of New York

DANIEL LENZNER
President
Echo Group LLC

RAE LINEFSKY
Executive Director / CEO
YIPCA-NYC

KATHARINE L. FLODRUP
PRINCIPAL (RETIRED)
DONALDSON, LUDKIN & JENNETTE

MYRTIS H. POWELL, Ph.D.
Vice President for Student Affairs
Miami University of Ohio

JOAN SPIVAK
Executive Vice President
Edelman Public Relations

VAV (JIM) STEWARD
Ambassador (Retired)

DAVNA J. WILKINSON
Director
Fannie Mae

ETORA BARCHI WOLF
Judge, Court of Common Pleas
Philadelphia County, PA

NATIONAL CHILD LABOR COMMITTEE

National Committee on Employment of Youth • National Committee on the Education of Migrant Children

September 13, 1999

Ms. Malan Verbeer
Executive Office of the President
725 17th Street, NW
Old Executive Office Building
Room 100
Washington, D.C. 20503

Dear Malan:

We haven't seen each other since you were here for the Lewis Hine Awards in January, 1993. But we urgently need any help Mrs. Clinton can give us, as the enclosed letter, which I hope you will pass on to her, will indicate.

Both Peter Edelman (a longtime friend and former board member) and I felt that she might be able to help save this wonderful program that serves 60,000 children in New York, Florida, California, Ohio and more than a dozen other states.

I'm also sending the same letter to Shirley Sagawa.

I'll give you a call within the next day or so to follow up. Thanks so very much for any help you can give us at this critical moment.

Sincerely Yours,

Jeffrey Newman
President/Executive Director

PRESIDENT/EXECUTIVE DIRECTOR
JEFFREY E. NEWMAN

VICE PRESIDENT/DIRECTOR OF KAPOW
SUSAN R. LAUNIER

GENERAL COUNSEL
DORIANNE BEYER

1501 Broadway Suite 1111 New York, New York 10036

Tel: 212-840-1801 Fax: 212-768-0963 E-Mail: NCLCKAPOW@aol.com

BOARD OF DIRECTORS

CHAIRMAN

JULIANNE MAUTEAUX, Ph.D.
President and CEO
Last Word Productions, Inc.

VICE CHAIRS

BETSY BRAND
Co-Director
American Youth Policy Center

GEORGE V. PEDRAZA
Assistant to the City Manager
City of San Antonio, Texas

TREASURER

J. ROBERT CAREY
Member, Board of Education
Greenwich, CT

SECRETARY

ERIK BUTLER
Executive Director
Pine Street Inn



VINCENT BENT, Ed.D.
Superintendent of Schools
Ipsington, NY Public Schools

ELIZABETH N. CULLAWAY
Dean of Admissions
The Dwight School

BERTRAM CARP
Williams & Jensen

MICHAEL COHEN, Ph.D.
President
Applied Research & Consulting LLC

JUAN GANZ COURNEY
Chairman, Executive Committee
Children's Television Workshop

B. ROBERTO CROIZ, Ph.D.
President
National Hispanic University

JANICE MARILL GAITHER
National Executive Director
SLUS Children's Village-USA, Inc.

NISA R. HICKSON, Esq.
Vice President
Primerica Financial Services

LETON JOLLY
Chief Executive Officer
Results Management, Inc.

GEORGINO LENZNIK, Ph.D.
Professor of Sociology
City University of New York

DALE LENZNIK
President
Echo Group LLC

RAE LISINSKY
Executive Director / CEO
YWCA-NYC

KATHARINE L. PLOURDE
Principal (Retired)
DONALDSON, LUDKIN & JENNETTE

MYRTIS H. POWELL, Ph.D.
Vice President for Student Affairs
Miami University of Ohio

JOAN SIVAK
Executive Vice President
Edelman Public Relations

M.W. (JIM) STEWARD
Ambassador (Retired)

DAYNA J. WILKINSON
Director
Fannie Mae

FLORA BAKET WOLF
Judge, Court of Common Pleas
Philadelphia County, PA



PRESIDENT/EXECUTIVE DIRECTOR
JERREY F. NEWMAN

VICE PRESIDENT/DIRECTOR OF KAPOW
SUSAN R. LADNER

GENERAL COUNSEL
DORIANNE BEYER

NATIONAL CHILD LABOR COMMITTEE

National Committee on Employment of Youth • National Committee on the Education of Migrant Children

September 13, 1999

Ms. Hillary Rodham Clinton
The White House
Washington, D.C. 20001

Dear Ms. Clinton:

Though we haven't talked since you were here in 1993 to receive a special Lewis Hine Award, I write this letter to now you in hopes of gaining your help in saving an important program that currently serves over 60,000 elementary school children in New York, California, Florida, Ohio and fourteen other states.

The program is entitled Kids and the Power of Work (KAPOW) and it is a unique elementary school/business partnership that brings employee/volunteers into the classroom once a month during the school year to provide young, primarily at-risk children with an understanding of how work relates to school and school to work. Over 300 partnerships involving large and small businesses (see enclosed list) as well as non-profit and governmental institutions (e.g. hospitals, police departments, etc.) with schools enable children to understand at an early age how the real world works, and how they, themselves, can eventually fit into that world.

Brandeis University's two year evaluation of the program proved KAPOW to be an "effective and invaluable" starting point for any and all school to work efforts. The unique partnerships created between the heart of the elementary school (that is, the students and teachers) and the heart of a business (that is, the employees from executives to clerical workers) represent the most effective kind of community involvement in helping educate young children.

But the program is in grave danger of ending within the next several weeks if funding is not found for central operations for this school year. Since its inception in 1992 KAPOW's core was funded by Grand Metropolitan Corporation (Pillsbury, Burger King, Haagen Dazs, among others), which provided about \$650,000 per year. In addition fees generated by the program have now grown to just under \$300,000 per annum. But Grand Metropolitan last year merged with Guinness to become Diageo, and their funding priorities became more focused on developing nations.

1501 Broadway Suite 1111 New York, New York 10036
Tel: 212-840-1801 Fax: 212-768-0963 E-Mail: NCLCKAPOW@aol.com

We designed the program prudently enough so that with growing fee income it should become self-sufficient by some time during the 2000-2001 school year. However, the gap between now and then leaves us about \$400,000 short. Our request for one-time transitional support from the School To Work Office was met with the response, after six months consideration, that they are not funding elementary school initiatives even though the enabling legislation allows it, and even though they express great admiration for KAPOW, and have since its inception.

Without at least a portion of that \$400,000 in hand before the middle of October we will have to close the program, unable to properly provide the curriculum, the training and the coordination oversight essential to quality operations.

We are not, of course, seeking a handout; we are asking for help for this one year transitional period. Moreover, we are doing so as one of the very few major initiatives in the school to work arena which has never asked for a single dollar of public monies for design, creation and central operations.

Rather, we have in over three hundred neighborhoods in this country, worked within the community to create an important, successful and effective addition to the elementary school experience for tens of thousands of children.

We now need public monies for one brief period, and I very much hope that you can help us find those funds. As a New York-based national organization that has served children and youth for almost one hundred years, as a program operator serving New York children, as well as many others, as an organization that honored you (1993) for your remarkable work on behalf of children throughout your career and is excited by your continuing commitment to young people, we ask for your *urgent* help now.

Thank you for your consideration and I look forward to hearing from you at your earliest opportunity.

Sincerely Yours,

**Jeffrey Newman
President/Executive Director**

cc. Julianne Malveaux, Chair

PRINCIPAL

VOLUME 77

NUMBER 2

NOVEMBER 1997

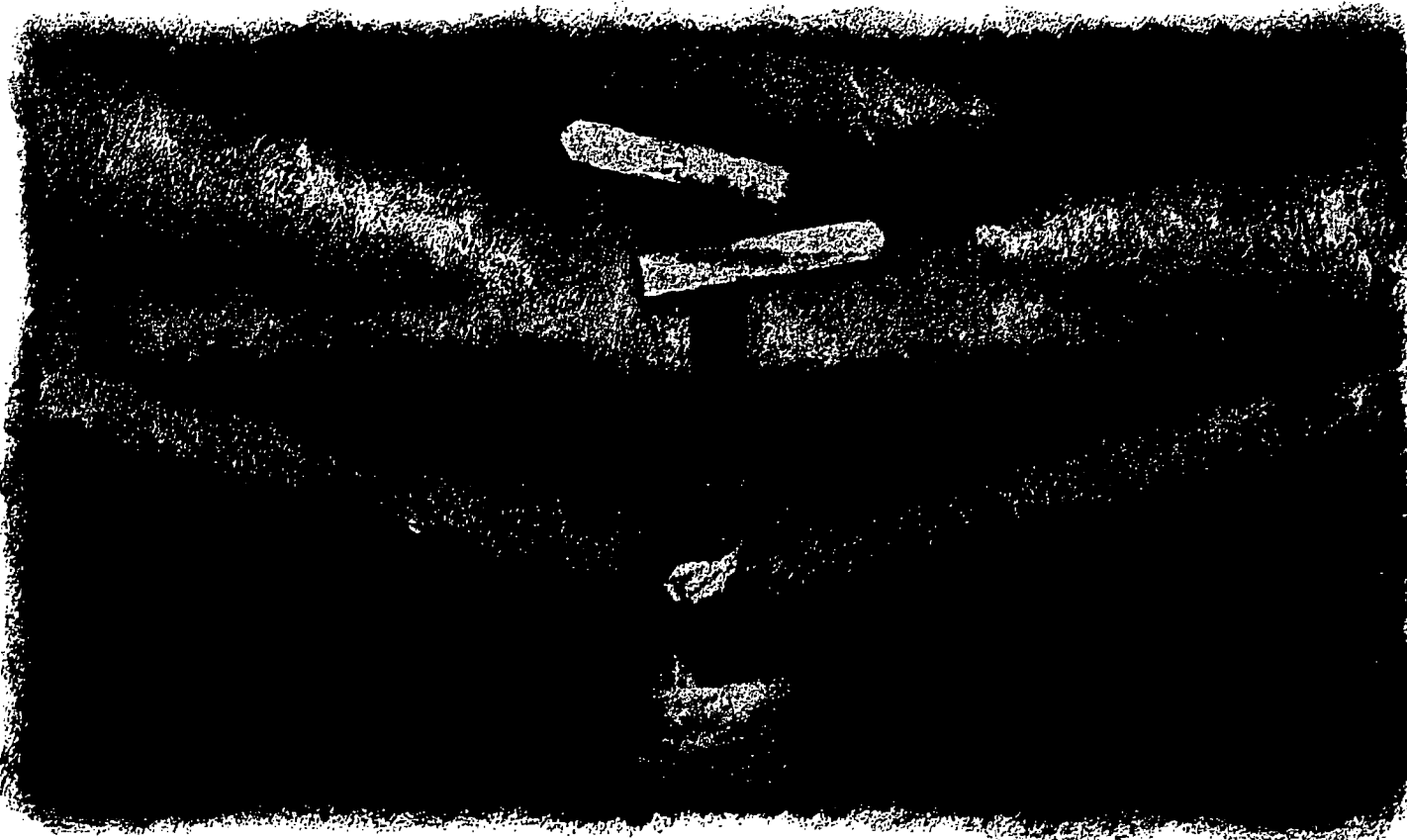


Special Section:
The 1997
National
Distinguished
Principals

Resilient

Including
"Reflections on Resiliency"

by Jonathan Kozol



What Do You Want to Be When You Grow Up?

A career awareness program gives children a new framework for answering this age-old question.

BEULAH RICHARDS AND AMY MERKER

A basketball player...a ballerina...an astronaut...." These are typical responses to the familiar question, "What do you want to be when you grow up?" While responses may vary from decade to decade, children consistently name vocations that seem "fun" or "glamorous."

Only a handful of these starry-eyed children will ever play professional basket-

ball, pirouette on Lincoln Center's stage, or visit the moon. As adults, we know that there are many other interesting, fulfilling—and achievable—options out there in the "working world." But at the elementary school level, how do you connect young students to the great variety of career choices that exist? Even more challenging, how do you help children view these options as being as enticing as following in the footsteps of Tiger Woods or Gloria Estefan?

The KAPOW Program

Students at Cutler Ridge Elementary School in Miami, Florida, and more than 100 other elementary schools across the

country are currently participating in a career awareness program that addresses these issues. Kids And The Power Of Work (KAPOW) is a national network of business and elementary school partnerships that introduces young students to work-related concepts and experiences.

Cutler Ridge was one of the nine original sites for KAPOW, a program developed by the nonprofit National Child Labor Committee and Grand Metropolitan, a leading food and drink company. What started as a pilot program at Cutler Ridge in 1991 has become a long-lasting relationship with Burger King's international headquarters, the school's business partner. Other KAPOW partners include

Beulah Richards is the principal of Cutler Ridge Elementary School in Miami, Florida.

Amy Merker is KAPOW Program Officer of the National Child Labor Committee in New York City.

**"KAPOW....
CONCENTRATES
ON...ECONOMICALLY
DISADVANTAGED
AREAS, AND AROUND
60 PERCENT OF
KAPOW STUDENTS
ARE MINORITIES..."**

investment firms, hospitals, local government agencies, consumer product manufacturers, small businesses, and technology companies.

The KAPOW program currently serves over 12,000 elementary school students in grades 1 through 6 in a broad range of schools and communities in more than 30 areas, from New York to California. It concentrates on serving youth and schools in economically disadvantaged areas, and around 60 percent of KAPOW students are minorities.

KAPOW also focuses on communities where workforce preparation and educational improvement are established priorities. In such communities, students are more likely to have opportunities to explore a wide range of career options, to connect school work with future jobs, and to experience reinforcement for the KAPOW program.

How Does KAPOW Work?

KAPOW fosters relationships between the educational and business communities by training business volunteers to work with teachers in local elementary school classes. Using the KAPOW curriculum, the volunteers visit classrooms to present children with an informative and entertaining view of the world of work.

At Cutler Ridge, volunteers from Burger King are partnered with second-, third-, and fifth-grade classes. Once a month, the volunteers conduct hands-on

activities to demonstrate such concepts as interdependence, positive work habits, and overcoming bias and stereotyping. They also reinforce the idea that the skills students acquire in school are applicable to future activities on the job. Many of the volunteers become very attached to their classes, attending school award programs, field trips, and special events.

KAPOW students make at least one visit during the year to the volunteer's workplace, and the visit of Cutler Ridge's children to the Burger King headquarters is always a highlight. Here they see and experience the wide range of jobs that are available in the fast-food industry—not just cooks and cashiers, but administrators, nutritionists, marketing directors, and human resources specialists—many of which require technology skills.

The workplace visits are designed to let students actively participate and ask lots of questions. For example, one Cutler Ridge class visited Burger King's quality control department, where the students conducted taste tests on french fries and then filled out product evaluations. Another group learned about negotiating in the legal department, using milk and cookies as bargaining chips.

Over the years at Cutler Ridge, we have seen KAPOW's lessons reinforce school ideals, such as working together to achieve a common goal, and provide a concrete way to connect children to the world of work. The program brings in volunteers on an ongoing, consistent basis that gives students the time and means to get acquainted with the world of work on a personal level. Not only do they gain a new understanding of how the skills learned in school connect to work, but their teachers learn to view the classroom as an important "workplace" for children. The business volunteers also benefit by developing a greater understanding of what children need to become successful workers, and an appreciation for how public schools operate.

Among the thousands of children participating in KAPOW program, some will always hope to be the next rock star. But many more will strive to be graphic designers, consumer relations representatives, and product researchers. □

OFFICE OF THE FIRST LADY

OF PAGES (including cover)

COMMENTS

Rob Muller

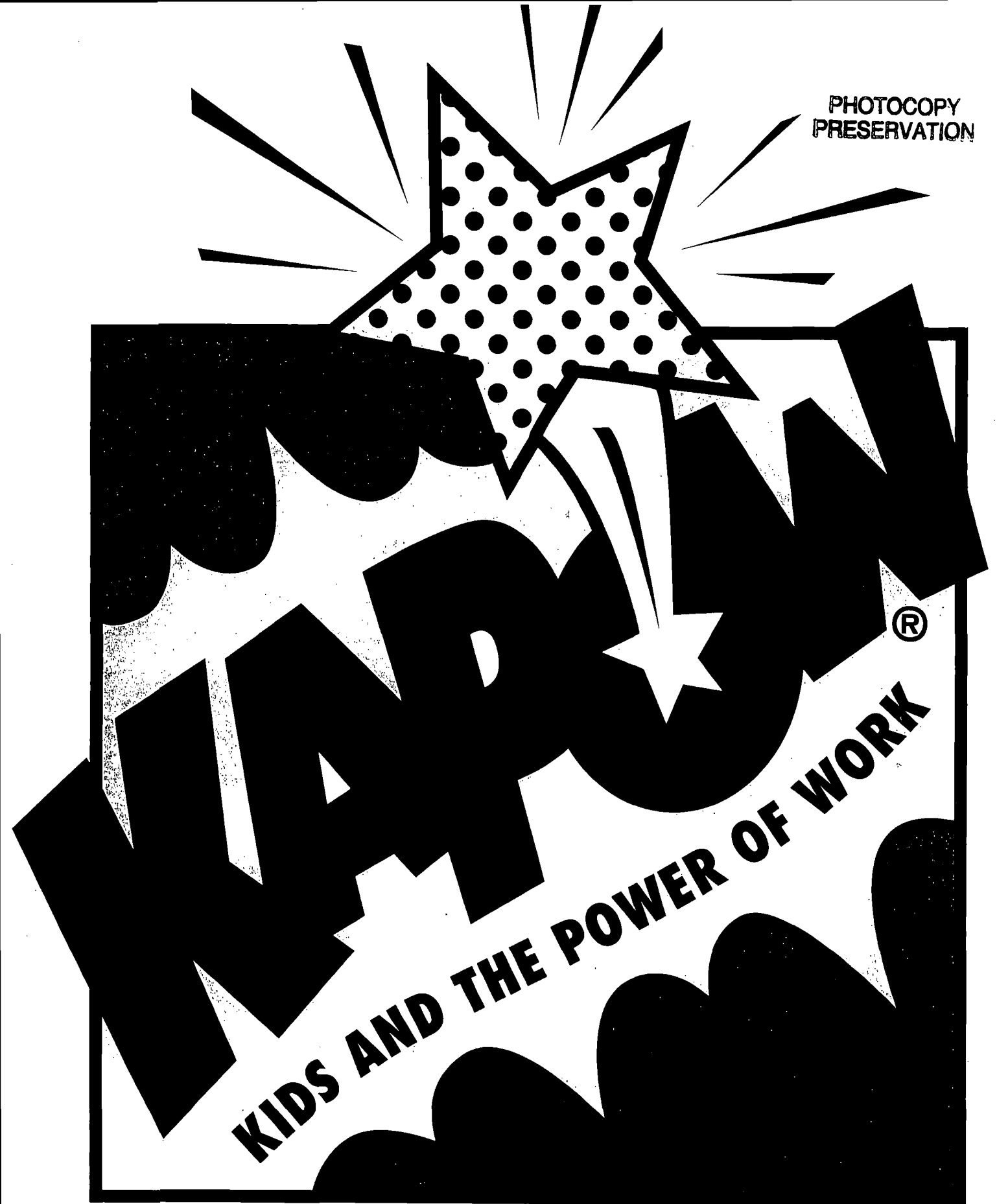
Ann O'Leary

205-8748

6

Thanks, Rob.

PHOTOCOPY
PRESERVATION



**BUSINESSES AND ELEMENTARY SCHOOLS
WORKING TOGETHER**

NEWS YOU CAN USE

www.kapow.org

As promised, the "Members Only" section of the KAPOW website is ready for your visit. This section of the site will provide a great venue to share activity ideas, worksite visit tips, recognition events, etc. with other KAPOW partners. Stop in and meet some new friends.



Check It Out

Check out the April issue of *School-to-Work News* for an extensive feature on KAPOW. We must admit, we think it's a wonderful piece!



SMOOTH SAILING

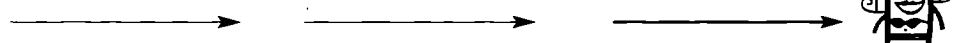
Royal Caribbean Cruises, Ltd. in Miami, FL has a great worksite visit idea. We all know how thrilled students are to see the behind-the-scenes workings of their business partners, but how about the teachers? Well, the folks at Royal Caribbean arrange a special visit just for their partner teachers at Hartner Elementary. The teachers get to see various departments in their own group, allowing them to gain as much as their students do. Smooth waters and smart sailing for all involved!



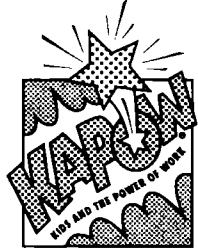
Teaming Up

Newsweek Magazine and Kaplan have joined with the National Mentoring Partnership to produce a guide entitled "How to Be a Great Mentor." Check out their website at www.mentoring.org. Please note that KAPOW is listed as one of the organizations providing volunteer opportunities.

PASS IT ALONG



KAPOW's National Office would love to receive students' worksheets from KAPOW activities or related KAPOW materials students create. With permission, we can scan them in and feature them on our website.



1501 Broadway, Suite 1111 • New York, NY 10036
Tel: (212) 840-1801 • Fax: (212) 768-0963
E-Mail: NCLCKAPOW@aol.com
KAPOW, a program of the National Child Labor Committee

BUSINESSES AND ELEMENTARY SCHOOLS
WORKING TOGETHER

©1999 NCLC



BUSINESSES AND ELEMENTARY SCHOOLS
WORKING TOGETHER

May 1999 Volume 5 Issue 11

NEWS

A LOCAL AND NATIONAL LOOK AT KAPOW

A LETTER FROM KAPOW'S DIRECTOR

Greetings. Spring is here and as we wrap up another productive and rewarding school year, I'd like to thank all of you for the valuable contributions you've made to our program. I've visited with many of you this year and was repeatedly impressed with the dedication and enthusiasm displayed by our business volunteers and teachers.

I attended the National Youth Employment Coalition's **New Leaders Academy** in Washington in February. Thirty young practitioners, policy-makers, planners and researchers from around the country participated in an intensive week of training and networking to advance the youth development and employment field. Jeff Newman, Executive Director of the National Child Labor Committee, and I are serving a one year term as youth leader mentors with other senior professionals, taking a team approach to communicate effective practices for leaders serving young people. It is a great experience and a program we're proud to be a part of.

I hope you received your revised End-of-Year Surveys for teachers and volunteers. We used your input from the Coordinators' Conference to develop these with our team at Applied Research and Consulting. The surveys should be a helpful tool in evaluating the impact KAPOW has on our participants, so be sure to forward copies to the National Office and look for the evaluation results this summer.

We've gotten wonderful feedback from KAPOW friends and family on the website. Once the "Members Only" section is up, we anticipate an even better exchange of ideas and best practices that we'll share with you in the future.

Thanks again for another great KAPOW year. I wish you all a healthy and happy summer.

Susan Ladner

SPOTLIGHT ON: OHIO'S REGION 8

Located near Cleveland in Northeast Ohio, Region 8 includes the counties of Lorain, Cuyahoga, Lake and Geauga and currently has three business partners: ASM International, Carlisle Engineered, and Kinetico, Inc.

The people in Region 8 know the importance of exposing our children to challenging, but achievable, goals while providing them with opportunities to meet with and view people from the world of work.

"So many children today are in need of positive role models – people they can relate to, and who can offer positive direction and attainable goals," said Julie A. Busch, Region 8 STW Coordinator. "And while many young people still want to grow up to be major league sports players or even movie stars, others are realizing more realistic and appealing options. This is due to the strong partners that we have developed throughout the country. And we are fortunate to have such a positive effort right here in Northeast Ohio."

We're very pleased to welcome Ohio's Region 8 to our KAPOW family. We look forward to working with them in their KAPOW endeavors.

WINNING COMBINATION

Kinetico, a leading manufacturer of water treatment systems, and a partner in Ohio's Region 8 affiliate, combined two great days into one... Earth Day and a KAPOW worksite visit. Students learned about the world of work from their KAPOW partners and how their volunteers' work relates to the environment. "Children are the basis of our future," said Kinetico Staffing Specialist, Amy Rhodes. "The KAPOW initiative offers us a great way to reach out to young people in our community – to get them excited about various work opportunities and the road ahead. We choose April 22, Earth Day, to host this event because it provides us with an ideal opportunity to educate the children about the importance of water quality as it relates to our environment."



MIAMI CHEERS!

Congratulations and thanks to Ms. Putney's class at Bay Harbor Elementary and the American Airlines volunteers working with them in Miami. They hosted a group of visitors to their lesson on Overcoming Bias and Stereotype and did a wonderful job. In addition to being informative, the lesson was also fun for all involved. Thanks for the great job.



KAPOWerful News

MAPE's affiliate was recently featured on the front page of its local newspaper, The Marion Star. The article, "Empowering Kids to Work," highlighted students in KAPOW. Way to get the KAPOW news out!



The Sound of Teamwork

We had a great visit to Lowell School in Teaneck, NJ where Sony Electronics, Inc. volunteers and students did a wonderful job with the lesson on Teamwork. All their creative ideas led to a lively discussion about the importance of working together in and out of school.

District 1/Lower East Side STW Partnership in NYC



When the New York City Comptroller's Office hosted P.S. 19 for a worksite visit in February, the students saw more than expected. In addition to seeing and spending time in the Contracts, Debt Management, and Administrative Services Departments, the students had the pleasure of meeting with the NYC Comptroller himself, Alan Hevesi, who took the time to answer many of the students' questions. Now that's a visit that, ah, counts.

ORDER IN THE COURT!



Further uptown in New York City, the Bronx District Attorney's Office was also at work hosting students from P.S. 95. Students wearing press badges and holding press releases asked D.A. Robert T. Johnson some hard-hitting questions, thanks to preparation by volunteers from the Public Information department. We heard that the students were so enthusiastic and had so many questions they didn't want the press conference to end!

FACES:

We'd like to welcome Sulimon Wiggins as the National Office's new administrative assistant. We are thrilled to have him on our team.



On April 15, Jeff Newman, National Child Labor Committee's Executive Director, celebrated his 25th anniversary with the NCLC. We wish to extend our heartfelt thanks and congratulations to Jeff for his contagious enthusiasm and tireless work on behalf of America's youth. We look forward to celebrating Jeff's next 25 years with NCLC.

Pat Cantelmo, the principal of Teaneck, NJ's Lowell School (one of the original KAPOW partnerships), is retiring. We wish her well and hope she stays in touch and involved with KAPOW.

MAKING IT HAPPEN



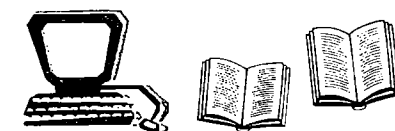
For reasons beyond its control, a KAPOW school in our affiliate in Ohio's Region 4 was unable to take a trip to its business partner's workplace. But this didn't stop our creative KAPOW Coordinators from hosting a fun, hands-on worksite visit! Instead, the school turned its classroom, gym and cafeteria into a virtual workplace. Region 4's Van Cleve Elementary saw its school transformed into simulated workstations when the folks at Upper Valley Medical Corporation came and set-up three work stations. They even brought their mobile medical van to help out! KAPOW students still had the opportunity to do all the things they would get to do on a traditional worksite visit, but all in the comforts of their school. We extend a huge round of KAPPLAUSE to all the dedicated volunteers and teachers who made this happen. Thanks, you did a remarkable job.

TECHNOLOGY

CORNER

Web Page

If you'd like to create a web page, but don't have the time or knowledge to design a graphical or navigational interface, you're in luck. The Center for Teaching, Learning, and Technology at Bowling Green State University has set up a web template page with designs specifically targeted to assist teachers, advisors and students. Check them out at www.bgsu.edu/offices/ctl/workshops/templates and get your web page up and running in no time.



FEATURE AT 6

Job opportunities in medical industry target of KAPOW field trip to TLRMC

By DON BROWN

As part of the ongoing "Kids and the Power of Work" (KAPOW) program, 5th-grade students from Mrs. Mary Jane Crawford's class at Lawler Elementary visited Twin Lakes Regional Medical Center last Friday to explore job opportunities in the medical field.

Conducted by Barbara Bernard, of KenCoat, Inc., in conjunction with the School-to-Work program, the KAPOW sessions expose the young students to the requirements of various jobs and the opportunities that abound in the job market.

Mrs. Crawford's class is one of the few elementary school classes in the state to be participating in this program, which is normally reserved for older students.

Registered Nurse Marla Cantway met the students Friday morning at

the hospital to escort them on a fact-finding tour of the facility.

The students visited the new physical therapy wing and learned about the burgeoning field of sports medicine.

In the cafeteria, the students learned of the role of the dietician and the various food workers and cashiers who made the place run.

They visited the Cardio-Pulmonary department where they met Tim Tucker, who is a respiratory therapist. Tucker also is responsible for administering echo cardiograms.

After quick stops in Data Processing and the Switchboard/Receptionist area, the group headed to the materials management department. They learned how the workers there used computers to keep track of their large inventory

of supplies.

The students' next stop was Engineering, where John Fowler showed them how he kept the physical plant operating. He fired up the emergency generator for them, explaining how it would automatically kick on in the event of any power outage.

At Health Information Services, the students saw the thousands of files kept for each patient and learned how the workers there kept them in order and up to date.

The final stop on the tour was in the lab area where the lab teens explained how they do various tests. The lab is also the area where the blood bank is found.

The KAPOW students learned that it takes a variety of talents and job classifications, not all of them medical in nature, to make a large hospital function smoothly.



Students from Mary Jane Crawford's 5th-grade class visited TLRMC last Friday to learn about job opportunities there. Above, RN Marla Cantway explains the operation of the Materials Management department, while below, Chief Engineer John Fowler explains the workings of the emergency generator.



One of the stops on the tour of the hospital was the Lab area. The students learned about the different tests which are conducted here also learned about the _____, which is also kept here.





On their way through Health Information Services, the KAPOW students saw the thousands of patient files the hospital is required to have on hand.

An early start in business

See Jane work. Work Jane work.
OK, so maybe that very first reading lesson is a bit early to link the worlds of education and business, but you don't want to wait much longer.

Kids need to understand that there is a reason for studying beyond doing so for the sake of learning. Realizing early in life that reading, writing and math are vital to success in life is a powerful incentive.

In an ideal world, every child would have an abundance of adults providing that message, but we're not living in the land of Ward and June Cleaver. Kids seem to be growing up ever more rapidly and it's all too easy to think work doesn't matter. I've been thinking about that a lot since meeting John Casbarro six months ago. John is the South Florida representative for Kapow (Kids and the Power of Work), a program that



**Editor's
Notebook**
Kevin Gale

seeks to inspire and educate elementary school students about work and working.

"Every kid needs to understand why they are in school and what they are learning," Casbarro says.

Kapow accomplishes that by getting business people to visit classrooms and conduct a series of seven lessons with help from teachers and ideas from Kapow's manuals. Later on, the students visit the workplace to further their understanding of what work is about.

Ideally, one business provides enough volunteers to cover every classroom of a grade level, so each student gets exposure to the concepts.

I was impressed by the Kapow concept and mentioned it in a column. I also told John that this might be a good volunteer activity for our newspaper. John's excitement enthusiasm cinched the deal, so now nine staff members of the *South Florida Business Journal* are getting ready to visit third grade classes at Skyway Elementary School in north Miami-Dade County.

The visits are a big deal to the kids, he says.

"You're special. They're going to be listening to everything you say," he said. "You can have a profound effect."



Gulp.

So besides talking about the skills we use at work, we'll discuss basic life skills such as showing respect, cooperating, sharing, overcoming biases and doing your best.

One of the things I found attractive about Kapow is that the time commitment is pretty reasonable, about 31 hours over the school year.

Andi Steinacker, who works at Salomon Smith Barney's Brickell

Avenue office in Miami, said she finds fourth and fifth graders at a nearby school are exposed to a new world when they come to visit.

A WEEKLY REPORT

BUSINESS GOES TO SCHOOL

"Nobody has ever heard of a stock broker," she said, and they don't understand what the word means. Steinacker then talks about whether they might like to own stock in Nike, Disney

or McDonald's and how much would it cost. The usual response is millions or billions. When she says what a share costs, the response is often, "I have \$30 in my piggy bank," she said.

Other companies participating in Kapow in South Florida include American Airlines, Burger King, Coulter Corp., Jefferson Pilot Communications, Lucent Technologies, Miami TCI, NationsBank, Publix Supermarkets, Royal Caribbean Cruises, Ryder System, the Sonesta Beach Resort and Washington Mutual. A number of hospitals, unions, professional groups and government agencies are active as well.

The program was founded in 1991 by Grand Metropolitan, then the name for the British parent of Burger King, and the National Child Labor Committee.

Kapow now operates in 30 communities nationally, covering 25,000 students. In South Florida, the program began in Miami-Dade County, where it has support from grants, and is now starting to spread north into Broward and Palm Beach counties. Volunteers and business support are definitely needed.

In Dade County alone, there are 30 elementary schools participating in the program, but 40 more on a list waiting for enough volunteers. □

Volunteers may call Casbarro at 954-434-6021 or visit the Kapow web site at www.kapow.org.

The Miami Herald

March 1998

Future taxpayers tour possible workplaces

By GIGI BARNETT
Herald Staff Writer

The first day on a new job can be scary. But for 11-year-old Lory Mans, it was a breeze.

She quickly learned to retrieve messages from voice mail, send notes through e-mail and conduct video conferences with other technicians at Lucent Technologies in Doral.

Lory is learning the new skills through the Kids and the Power of Work (KAPOW) program that introduces kids to different careers and on-the-job training.

Like all the other 89 fourth- and fifth-graders at Liberty City Elementary who toured Lucent Technologies on Wednesday, Lory has many choices.

"There are a lot of things I want to be," said Lory, a fifth-grader. "I could be a police officer, a nurse or a singer. I just have to make up my mind."

The program — sponsored by the National Child Labor Committee and Miami-Dade County Public Schools — helps kids decide by exposing them to career choices at private companies.

In turn, those companies send workers into classrooms for les-

'They are not aware that the football stars have gone to college. I want to keep them open to . . . other careers.'

ROSALIND EVANS,
Liberty City Elementary teacher

sons and demonstrations on their jobs. So far, about 27 schools and companies, including Publix, American Airlines, Burger King and NationsBank, are in the program.

"When they're sitting in a classroom, they need to learn that it's for a purpose," said John Casbarro, KAPOW's regional coordinator. "Every kid needs to understand why they're being asked to [go to school]."

Liberty City Elementary teacher Rosalind Evans knows the importance of opening new avenues for her students. Most of her 23 students have already chosen more commonly selected



CHUCK FADELY / Herald Staff

ALUMNUS: Mack Samuel, who attended Liberty City Elementary and works for Lucent Technologies, speaks to students.

jobs like basketball players and doctors.

"You have to teach them to take other avenues," Evans said. "They are not aware that the football stars have gone to college. I want to keep them open to big business and other careers."

KAPOW also mixes classroom studies and on-the-job training. Volunteer workers and teachers usually prepare lesson plans and field trips for the kids.

The district's Office of School to Work also helps older stu-

dents in middle and high school make tough choices by shadowing professionals and through internships, said Casbarro.

But elementary kids understand the work concept quickly, said Mack Samuel, an area manager at Lucent Technologies and a former Liberty City Elementary student.

"Kids in elementary school are very attentive," said Samuel. "We lose a lot of kids in middle school. But, elementary is the perfect age."

Letters

Students visit Alcoa plant

To the editor:

On Feb. 24 and 26, 100 Emerson Elementary School third-grade students toured Alcoa Building Products. This visit was in conjunction with the KAPOW (Kids and the Power of Work) program, a business/elementary school partnership between Alcoa and Emerson Elementary School.

Our students were able to experience first hand the concepts taught by Alcoa volunteers for the past four months. Some of these concepts included important attributes such as positive work habits and attitudes, job and career awareness, and teamwork/interdependence.

This work site visit and lunch lasted a full half-day. Despite the unavoidable interruptions in their work schedules, we were impressed with the genuine caring attitude toward our students, and obvious pride that Alcoa employees have in their re-

spective positions. The benefits our students received from this visit are immeasurable.

Meaningful experiences such as this will hopefully better prepare our students to become productive and responsible citizens of our community.

We especially commend Alcoa KAPOW volunteers — Jean Rhodhamel, executive assistant to the vice president of human resources; Cam Franklin, computer networking; Al Clark, maintenance supervisor; and Margo Meyer, quality control and research/development.

Tracy Bunker
Linda Keller
Linda Monroe
Brenda Spangler
Third-grade teachers

John Scheu, principal

The Sidney Daily News, Saturday, February 28, 1998



EMERSON ELEMENTARY School student Alexandra Fleming uses a microscope to measure the thickness of the shell of an M&M candy. Alex-

andra, the daughter of John and Stephanie Fleming, was among students who visited Alcoa as part of the KAPOW program.

Cliff Jette/SDN photos

3 local businesses form partnership with students

Third-grade students at Emerson, Longfellow and Whittier elementary schools are working together to form a unique partnership with three local businesses called Kids and the Power of Work or KAPOW. The businesses participating in this program are the Dorothy Love Retirement Community, Alcoa Building Products and Slagle Mechanical Contractors.

On Tuesday, Emerson students in Linda Monroe's and Tracy Bunger's classes visited the Alcoa Building job site and had lunch with Alcoa employees. Students of Linda Keller and Brenda Spangier participated in the same activity Thursday. The coordination team consists of Principal John Scheu and teachers Bunger, Keller, Monroe and Spangier.

As a part of this ongoing program, Slagle Mechanical Contractors will take Longfellow students on a tour of the school to view pipes and ductwork that Slagle installed several years ago. They will also have one of their trucks on display for students to study the tools and equipment used by Slagle employees. The Longfellow coordination team is comprised of Principal Paul Keller, and teachers Kevin Butler, Linda Conard and Linda Winner.

Whittier Elementary has already participated in their job-site visit of Dorothy Love. Staff members of Dorothy Love are now visiting Whittier and doing presentations. The subject of the March lesson will include the importance of teamwork and recognition of individual contributions in the team effort. The Whittier coordination team consists of Principal Dan Graf, and teachers Richlynn Moore, Carol Boblit and Teresa Freisthler.

The purpose of the program is to enable elementary school children to begin to understand the workplace in action. Employee volunteers from local companies and businesses teach children about the world of work, focusing on topics such as the availability of different occupations, teamwork and interdependence, communication and positive work habits.

The program was initiated with a training session for the school administrators and third-grade classroom teachers at the Upper Valley Joint Vocational School in Piqua at the beginning of the 1997-98 school year.

Employees from the local businesses are visiting the



JUDY WESTERBECK, materials analyst at Alcoa, assists Emerson Elementary School student Sarah Douglas to create a graph of the weights of bags of M&Ms. Sarah is the daughter of Carlton and Rhonda Douglas. Students visited the Alcoa research and development analytical lab this week.

school buildings throughout the year to talk with the students regarding the world of work and how it is related to their current learning experiences. Students will participate in a total of eight individual lessons during the year.

For more information contact Emerson Principal John Scheu at 497-2261, Longfellow Principal Paul Keller at 497-2264, or Whittier Principal Dan Graf at 497-2275.

THURSDAY, DECEMBER 10, 1998

F 870

www.herald.com

The Herald

Program propels students from classroom to workplace

On Tuesday, the fourth-graders from Ruth K. Broad Bay Harbor Elementary School got the grand tour of American Airlines' facilities at the Miami airport.

They checked out a 747 — a lucky few lounged in first class, and a couple quizzed a pilot on how he does his job. They saw planes being refueled and loaded with baggage and cargo from the same vantage point — on the tarmac — as the airlines' own ramp employees. They visited America's maintenance facility and toured its operations center from where all of the airline's activities at the airport are monitored.

The visit was all about making the connection between school and work.

Through a unique school-to-work program known as KAPOW, for Kids And the Power of Work, the Bay Harbor Islands school works with American Airlines employees and its Transport



BEATRICE GARCIA

INSIDE BUSINESS

Workers Union. The employees go into the fourth-grade classrooms once a month, teaching kids about decision-making, team-building, workplace etiquette and communication, and positive work habits.

Says Tracy King, a flight service manager who has volunteered for two years: "We're trying to show them that what they learn in the classroom can be used on the job." For instance, he said pilots and flight planners use math every day to help plot a plane's course and calculate its weight for takeoff.

The kids were surprised to find a "teacher at the airport" when they visited a training class for mechanics; 747 avionics was the subject. The instructor explained a mechanic needs 40 hours of training each year.

Erick Proenza said he learned from the visit that computers are used in the workplace, making him realize that computer skills were important.

The staff took great effort to make sure that all went smoothly for the students' visit, which was coordinated by Robert Best, a flight service man-

PLEASE SEE GARCIA, 3C



JOHN CASABARRO/Staff for The Herald

TALKING SHOP: Leo Rodriguez, a tower coordinator for American Airlines, explains to students from Ruth K. Broad Bay Harbor Elementary School how he monitors the airline's operations. From left: Regina Mendez, Rodriguez, George Moreira, Gladys Lopez, Daniel Urquian, Lucas Ormos, and Jonathan Dixon.



JOHN CASABARRO/Staff for The Herald

ABOARD: Regina Mendez and Richard Velazquez, Ruth K. Broad Bay Harbor Elementary students, quiz Capt. Mark Rubin.

Students find link from school to work

GARCIA, FROM 1C

ager for the airline. Volunteers who work with the fourth-graders were on hand Tuesday to help escort the students through the airport. When the bag checkers for the kids ran out, they quickly radioed for more. And they answered all sorts of questions, from how much fuel it takes to fly to Buenos Aires to how baggage is loaded onto a plane. From the folks who run the maintenance operations, the kids wanted to know how many people it takes to fix a problem on an airplane. They wanted every type of airplane they saw identified.

The trip to the airport may well be the highlight of the year-long program for the students, but what they learned during their visit will be reinforced in the classroom.

Miami-Dade is far ahead of other counties in the state when it comes to making the connection between school and work. The partnering of a business and an elementary school was started in Miami in 1991 by Burger King and the National Child Labor Committee, a nonprofit organization dedicated to promoting the rights and well-being of children as it relates to work and education. In 1994, federal funds were budgeted to expand the program to schools throughout the country.

John Casbarro, who coordinates the program for Miami-Dade Schools and the NCLC, says "there is now a mandate that all school children be involved in activities that provide direction and help them make the connection between what they are studying and what they might do in their work life."

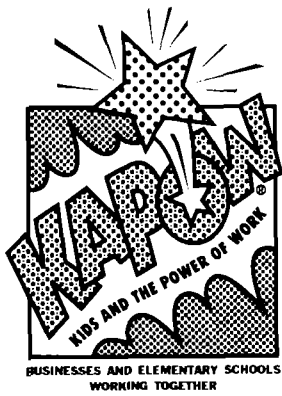
Today, there are 38 Dade elementary schools partnering with about 30 businesses and several county and civic organizations. Some businesses, such as American, Publix, TCI/Miami and Washington Mutual, sponsor more than one school.

In Broward, Smith Barney and Lucent Technologies are working with a total of five schools. Orange, Seminole and Hillsborough counties also have KAPOW programs. Nationwide, there are 200 elementary school-business partnerships in 18 states.

Besides KAPOW, there are other efforts to help children understand the importance of work.

For instance, a local businesswoman, Alice Horn, began a pilot program this semester at Ludlum Elementary School in South Miami with fourth- and fifth-graders, working with them to design a line of greeting cards. The kids are selling the cards at school events. Horn says several merchants are interested in carrying the cards in their stores.

"Kids can certainly understand the basics of running a business," Horn says. "If you can put the notion of earning a living



KEY FEATURES

KAPOW is a national network of business-elementary school partnerships which introduces young students to work-related concepts and experiences that can be continually reinforced throughout their formative years. The program was founded in 1991 by Grand Metropolitan Inc. and the National Child Labor Committee, a private non-profit organization dedicated to promoting the rights, dignity and well-being of children as they relate to work, working, and education. NCLC is certified by the National School-to-Work office as a "technical assistance provider organization."

KAPOW's system of affiliates brings trained volunteers from partner companies into elementary school classrooms. Through a professionally designed curriculum and a worksite visit, elementary school children learn and practice workplace skills and make strong connections between school and work. In the community, an organization (e.g. Chamber of Commerce, Private Industry Council, School-to-Career Office) serves as the affiliate, or the managing agent, for all of the local KAPOW partnerships.



According to a recent Brandeis University two-year evaluation study, KAPOW is:

- ☆ "... a replicable national model that can serve as the elementary school level component for communities developing K-12 school-to-career activities"
- ☆ "... helping elementary school students learn about various kinds of work, value what they do in school and correlate the application of classroom skills to life on the job"

The KAPOW National Office provides:

- Training for all affiliates
- Technical assistance and quality assurance
- Professionally-developed curriculum with hands-on student activities
- Program materials and quarterly newsletters
- Assistance in recruiting and training business and school partners, obtaining funding, and program management
- Promoting, networking, and sharing of best practices
- Assistance in planning and implementing additional school-to-career opportunities
- Development of new initiatives



Through KAPOW:

- Schools and businesses are brought closer together
- Companies become active in their communities and demonstrate commitment to investing in the future
- Business volunteers develop pride in themselves, their companies and their jobs
- Students, parents and teachers learn more about the world of work
- Schools gain an innovative program that motivates everyone involved



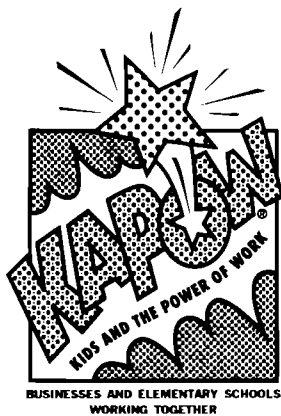
Nationally, KAPOW operates in over 30 communities, with over 200 partnerships, serving more than 30,000 students.



What do we do if we are interested?

- Identify a local organization that has the staff, community contacts, and resources to serve as a KAPOW affiliate.
- Contact the KAPOW national office in New York at (212) 840-1801





1501 BROADWAY

SUITE 1111

NEW YORK, NY 10036

212 840 1801

FAX 212 768-0963

KAPOW Classroom Visit

Once a partnership is created between an employer and an elementary school, the teachers and volunteers receive training to go along with the easy-to-use materials. Over the school year, using the professionally-designed curriculum, volunteers lead activities and discussion during seven classroom visits and one worksite visit. Volunteers remain with the same class throughout the entire school year so that they develop a close working relationship with the students and teacher.

Prior to the business volunteer's visit, using the curriculum materials, the volunteer and teacher carefully discuss the chosen activity (volunteers and teachers choose one of three possible activities for each monthly visit), arranging everything from gathering materials to copying the appropriate worksheets. The teacher is given a "Core" activity to do with the class before the volunteer's visit. This "Core" activity helps lay a foundation for the volunteers' visit; the activity then acts to illustrate and reinforce the given topic. In addition there is always an "Optional" activity that teachers can do if they want to further explore the concept. As the year goes on, teachers are asked to keep a running flip chart of the Lesson Objectives that are part of a "Lesson Summary" that will be used as review during the final classroom visit.

The hour-long volunteer activities are all hands-on and fun and cover topics from Teamwork and Interdependence to Communication. The curriculum is such that volunteers and teachers can tailor the activities to suit their own strengths as well as the students' needs. Volunteers spend the first moments of the visit conducting a "Warm-up" in which they review their prior visit and introduce the current one. This way students can see how the topics build upon one another.

The bulk of the time is spent actually conducting one of the activity choices. Again, all activities are hands-on and usually require group as well as independent work. The three activity choices in each lesson are slightly different and may appeal to the volunteers' and students' various needs. A "Wrap-up" section, which follows the actual activity, gives volunteers talking points to help them lead an insightful closing discussion with students and review the goals and objectives of the lesson.

Following each of the eight lessons there are sections entitled "Bibliography" and "Cross-curriculum Connections." These are given for teachers, volunteers or parents who want to extend the lesson topics through reading or integrate the work-related topic to the other content areas, including Technology.

**KAPOW Business Partners**

Miami Dade Aviation
Department

ARIZONA

Phoenix: Honeywell, Inc.
Tempe: Pillsbury Food Service

DCPS (continued)

Miami Dade Police Department
Miami Children's Hospital
Miami-Dade Community College
InterAmerican Campus
Miami TCI
NationsBank
Publix Supermarket #094
Publix Supermarket #121
Publix Supermarket #581
Royal Caribbean Cruises Ltd.
Ryder Systems
SMG/Miami Beach
Convention Center
Smith Barney
Sonesta Beach Resort
TCI of South Florida
Washington Mutual Bank
(4 Branch Offices)

CALIFORNIA

I-5 Business Development Corridor: City of Kerman
City of San Joaquin
Employment Development Department
Proteus
Valleywest Realty
Dinuba: Alta District Hospital
City of Dinuba
Pacific Gas and Electric
Patterson Dental
Ruiz Food Products, Inc.
Tulare: City of Tulare
Häagen-Dazs
J.D. Heiskell & Co.
Rocky Mountain Chocolate Factory
Tulare District Hospital

Fort Lauderdale: Lucent Technologies
Smith Barney (2 Offices)
Orlando: Lucent Technologies
Tampa: Lucent Technologies

DELAWARE

Dover: Kraft Foods, Inc.

IDAHO

Shelley: The Pillsbury Company

FLORIDA

Boca Raton: Smith Barney

Miami-Dade County Public Schools: (M-DCPS) American Airlines-MCLA Division & Transport
Workers Union of America
AFL-CIO, Local 568
Burger King Corporation
Chamber South/Baptist Health Systems of South Florida
City of Miami Police Department
Coulter Corporation
Coulter Corporation/Hialeah
Greater Miami Convention Visitors Bureau
Greater Miami Society for HR Management
Hialeah Hospital
Hialeah Miami Springs Rotary
Jefferson Pilot Communications
Lucent Technologies

ILLINOIS

Belvidere: Pillsbury/Green Giant
Chicago: Field Container Co.

INDIANA

New Albany: The Pillsbury Company

KENTUCKY

Area 7 School-to-Work Office: Ambrake
Bank of Magnolia
Bank One
Brandenburg Telephone Company
Breckinridge County Hospital
Enertech
Farm Bureau Insurance
First Citizens Bank
First Federal Savings Bank
Harrison County Hospital
Hudson Grocery & Hardware

Area 7 (continued)

K-Mart
Kroger
McDonald's Office

Meade County Bank
Meade County Farm Bureau
Meade County Judge Executive
Meade County RECC
News Enterprise
Nolin RECC
Olin Chemical
Sunrise Manor Nursing Home
Target
Wal-Mart
Winn Dixie

MICHIGAN

Detroit: Detroit Riverview Hospital

MINNESOTA

Chanhassen: Pillsbury Bakeries & Food
Services
Minneapolis: The Pillsbury Company

MISSOURI

Joplin: The Pillsbury Company

NEBRASKA

Crete: Friskies Petcare Company

NEW JERSEY

Teaneck Public Schools: Holy Name Hospital
Teaneck Police Department

NEW YORK

Bronx: The Bronx District Attorney's
Office
Brooklyn: Brookdale Hospital Medical
Center
Manhattan: Simpson, Thacher and Bartlett

OHIO

Marion Area Partners in Education: Alpha Coatings, Inc.
American Showa
American Standard, Inc.
(MAPE/ Ameriwood
Region 6) Applied Industries
Technologies
Bill Rose Ford
Children Services
City of Tiffin Fire
& Rescue Division

DANA
East of Chicago Pizza Company
MAPE/Region 6 (continued)

Epic Technologies
Fahey Bank
Farmers and Savings Bank
Fostoria Industries
GeoTrac
Gribble's IGA
GTE
Hill and Griffith Company
IHS of New London at Firelands
Johnson Brothers - Greenwich
Kettering Samaritan
Health Center
Key Bank
Knox Community Hospital
MACOLA
Marion County Department of
Human Services
Marion General Hospital
Matthews Kennedy Ford
Mayflower Vehicle Systems
MedCenter Hospital
The Mennel Milling
Corporation
Merillat Industries, Inc.
Midway Truck Center
Norwalk Fire Department
Norwalk Reflector
Ohio Air National Guard
Ohio American Water
Ohio Quarter Horse
Ohio State University-
Marion (OSUM)
Old Fort Bank
Pillsbury Company
Rankin Manufacturing, Inc.
Rappe Corporation
Richwood Banking Company
Richwood Post Office
Roth Manufacturing Corporation
Samaritan Regional Health
System
Step 2 Corporation
Sunset Golf, Inc.
Taiho Corporation of America
Thompson Central Ohio
News Journal
United Church Homes
Van Atla Supply
Wal Mart
Whirlpool Corporation
Wyandot, Inc.

STW Region 4: Ahresty-Wilmington
Corporation
ABX Air, Inc. - an Airborne
Express airline
Alcoa Building Products, Inc.
American Showa, Inc.
Clinton Memorial Hospital
Crayex Corporation
Crysteco, Inc.
Dayton Power & Light (Troy)
Dayton Power & Light
(Wilmington)
Dorothy Love Retirement
Community
Jackson Tube Service, Inc.
Lightner & Stickel CPA's Inc.
Slagle Mechanical Contractors
Technicolor Entertainment
Services

Wellston: The Pillsbury Company

PENNSYLVANIA

Allentown: The Pillsbury Company

TENNESSEE

Murfreesboro: The Pillsbury Company

TEXAS

Denison: The Pillsbury Company

UK

Berwick: Jus Rol
Chichester: Shippams
London: Burger King Limited
Diageo plc

☆ **KAPOW LESSONS AND SCANS COMPETENCIES: A CORRELATION** ☆

SCANS COMPETENCY/SKILLS	KAPOW LESSON	KAPOW ACTIVITY
BASIC SKILLS reading, writing, arithmetic and mathematics, speaking and listening	<i>Job and Career Awareness</i>	Students role-play being news reporters, conduct and record interviews with employees about their jobs.
	<i>Communication</i>	Students write sentences, then take turns saying the sentences aloud, expressing different feelings contained on cards they pick from a bag. Discussion follows about how important it is to be aware of how they say things, not just what they say.
RESOURCES ability to allocate time, money, materials, space and staff	<i>Decision Making</i>	Groups of students plan a party given a \$50 budget and a list containing choices and costs for space, food, and entertainment.
PERSONAL QUALITIES individual responsibility, self-esteem and self-management, sociability, and integrity	<i>Self-Awareness</i>	Students interview each other to discover areas of interest and abilities, then produce a resume (called "Expert Card" in the lesson).
INTERPERSONAL SKILLS individual responsibility, self-esteem and self-management, sociability, and integrity	<i>Positive Work Habits and Attitudes</i>	Students create a storyboard for a commercial that "sells" good work habits and attitudes or warns against bad ones.
	<i>Self-Awareness</i>	Students interview each other about what they do well and complete a "My Perfect Job" chart, thinking about what kinds of work they might do.
	<i>Overcoming Bias and Stereotype</i>	During a class discussion, students are treated fairly or unfairly, depending on the color of the sticker they are wearing.
	<i>Teamwork and Interdependence</i>	Teams clean up their school playground and discover they can accomplish more working together than alone.
THINKING SKILLS The ability to learn, to reason, to think creatively, make decisions, and to solve problems	<i>Decision Making</i>	Groups of students design, advertise and present a new product from start to finish.

* The SCANS COMPETENCY/SKILLS above come from *A SCANS Report for America 2000*, compiled by the Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. The KAPOW ACTIVITIES described above are drawn from our Level 2 curriculum (grades 3-4). The KAPOW curriculum is written for grades 1-6.

KIDS AND THE POWER OF WORK (KAPOW):

Brandeis University's Evaluation Findings (December 1996)

How KAPOW businesses benefit...

- ☆ The overall culture of corporate service and community responsibility is positively transformed
- ☆ The company receives positive P.R. in the community
- ☆ Employee development occurs as workers are provided with leadership roles
- ☆ The understanding of needed skills of the future workforce is increased
- ☆ Business volunteers develop an understanding of what children need to learn to be successful workers
- ☆ Business volunteers are motivated about their jobs , rejuvenated about their work for their company and develop an appreciation for the value of their own work
- ☆ Business volunteers become better informed consumers of educational services as a result of their interaction with schools
- ☆ Business volunteers become better citizens and parents because of their increased knowledge of schools
- ☆ Business volunteers become better skilled workers

How KAPOW schools benefit...

- ☆ Schools form strong relationships with their business partner
- ☆ Schools can create the bridge between the goals of education to employment
- ☆ Schools, teachers, and students develop an increased understanding of how school and school subjects are connected to work
- ☆ Teachers and students learn more about the types of jobs available in the community today and skills needed to hold those jobs
- ☆ Students are introduced to employability skills and the world of work
- ☆ Students have the idea reinforced that skills and work habits they learn in school apply to their future work
- ☆ Students are exposed to a variety of jobs in the community
- ☆ Teachers learn to view the classroom as their students' workplace
- ☆ Teachers gain increased respect and awareness for the work done in their partner company and in the community
- ☆ Teachers begin to link school and work by integrating the two in the broader curriculum

☆☆ KAPOW CURRICULUM ☆☆

The KAPOW curriculum has eight lessons, each of which features a work-related concept. The lessons are interactive, educational, hands-on and FUN! This curriculum, developed by professional writers, with teachers and program volunteers as consultants, ensures that the material is age-appropriate as well as educationally sound and up-to-date. Career awareness activities in our curriculum can be built into every aspect of students' lives -home, school, hobbies, and community activities. Before and after lessons and the volunteers' visits to the classroom, teachers reinforce the KAPOW lessons. The following lessons are based on KAPOW Level 2 Curriculum (grades 3-4).

KAPOW LESSON	GOAL(S)
Lesson 1: What is Work? <i>Job and Career Awareness</i> Students begin to understand the concepts, themes and goals of the KAPOW curriculum by asking questions and participating in hands-on activities to relate their experiences to what they are learning.	To understand that work fills needs for people and the community To learn that people can do many different kinds of work To show that being good at a job means using skills learned in school as well as one's special talents To see that learning helps prepare people for work
Lesson 2: What Do You Want to Be When You Grow Up? <i>Self-Awareness</i> In this lesson students will focus on the preferences, interests, and abilities that make them special. They will learn how these attributes relate to different jobs and begin to see a place for themselves in the world of work.	To make the world of work personal and specific To understand how talents, interests, and abilities can lead to meaningful work
Lesson 3: Your Attitude is Showing <i>Positive Work Habits and Attitudes</i> Here students learn that respect for themselves and others and a willingness to cooperate are the main ingredients of a positive attitude. They will also learn that successful work habits are the direct results of a positive attitude.	To understand that respect, cooperation, and doing your best are key elements of a positive attitude To identify positive work habits and attitudes To recognize their importance for success in school and future work
Lesson 4: Go Team Go! <i>Teamwork and Interdependence</i> Lesson 4 builds on the sense of self that was taught in Lesson 2 and on the positive work habits and attitudes that students learned in Lesson 3. Now, students explore their roles as members of a team. They will ask important questions like: What's my role on a team? Why is my team important?	To increase students' awareness of the importance of teamwork To help students recognize and appreciate each individual's contribution to a team effort

Lesson 5: On the Job <i>Worksite Visit</i> During the worksite visit, students will see the workplace in action. This visit should be a hands-on opportunity for students to bring together the major concepts about work that they have been learning in the four previous lessons. In small groups, each with a chaperone, students will visit and be engaged in a number of workstations at the host company.	To increase students' awareness and understanding of a real workplace
Lesson 6: Open Minds <i>Overcoming Bias and Stereotype</i> This lesson is designed to increase students' awareness of racial, cultural, or gender biases and stereotyping with its negative consequences. Once they are aware of how they label other people, students will learn that they can take steps to avoid stereotyping. Through a dramatic, interactive activity, students are encouraged to accept every person with an open mind, recognizing that an employee's race, sex, religion, or nationality should not limit his or her job opportunity.	To create awareness of stereotyping and its negative consequences
Lesson 7: Say What You Mean <i>Communication</i> In this lesson, students will increase their understanding of communication skills. The activities focus on talking and listening, as well as on writing, body language and gestures, music and art.	To increase students' understanding of communication To increase students' ability to use communication skills To increase awareness of the importance of communication skills in school and at work
Lesson 8: Putting It All Together <i>Decision Making</i> Lesson 8 gives students an opportunity to increase their understanding of decision making, beginning with a problem and working toward a solution as a group. This final lesson allows students to practice many of the skills they have been working on in previous lessons, especially those relating to teamwork, positive work habits and attitudes, and communication.	To increase students' understanding of the decision-making process in their everyday lives and in the workplace To increase students' ability to use decision-making skills To review the KAPOW curriculum

BOARD OF DIRECTORS

CHAIRMAN

JULIANNE MALTEAUX, Ph.D.
*President and CEO
Last Word Productions, Inc.*

VICE CHAIRS

BETSY BRANDO
*Co-Director
American Youth Policy Center*

GEORGE V. PEDRAZA
*Assistant to the City Manager
City of San Antonio, Texas*

TREASURER

J. ROBERT CAREY
*Member, Board of Education
Greenwich, CT*

SECRETARY

ERIK BUTLER
*Executive Director
Pine Street Inn*



VINCENT BENE, Ed.D.
*Superintendent of Schools
Irvington, NY Public Schools*

ELIZABETH N. CALLAWAY
*Dean of Admissions
The Dwight School*

BERTRAM CAMP
Williams & Jewett

MICHAEL COHEN, Ph.D.
*President
Applied Research & Consulting LLC*

JOAN GANZ COONEY
*Chairman, Executive Committee
Children's Television Workshop*

B. ROBERTO CRUZ, Ph.D.
*President
National Hispanic University*

JANICE MARTEL GATTER
*National Executive Director
SDS Children's Village-USA, Inc.*

NINA R. HICKSON, Esq.
*Vice President
Primerica Financial Services*

ELTON JOLLY
*Chief Executive Officer
Results Management, Inc.*

GERTFRO LENZIG, Ph.D.
*Professor of Sociology
City University of New York*

DANF LENZIGER
*President
Echo Group LLC*

RAP LINEFSKY
*Executive Director / CEO
YWCA-NYC*

KATHARINE L. PLOURDE
*Principal (Retired)
DONALDSON, LOVEM & JENNETTE*

MYRTIS H. POWELL, Ph.D.
*Vice President for Student Affairs
Miami University of Ohio*

JOAN SHIVAK
*Executive Vice President
Edelman Public Relations*

V.W. (JIM) STEWARD
Ambassador (Retired)

DAYNA J. WILKINSON
*Director
Fannie Mae*

FLORA BARTH WOLF
*Judge, Court of Common Pleas
Philadelphia County, PA*



PRESIDENT/EXECUTIVE DIRECTOR
JEREMY E. NEWSIAN

VICE PRESIDENT/DIRECTOR OF KAPOW
SUSAN R. LAUSNER

GENERAL COUNSEL
DORIANNE BEYER

NATIONAL CHILD LABOR COMMITTEE

National Committee on Employment of Youth • National Committee on the Education of Migrant Children

NCLC Fact Sheet

The National Child Labor Committee (NCLC) is a private, non-profit organization founded in 1904 and incorporated by an Act of Congress in 1907 with the mission of "promoting the rights, dignity, and well-being of children and youth as they relate to work and working and education." Even with years of enlightened laws and public scrutiny, the work of NCLC's founding visionaries is still relevant and necessary today. Now in its tenth decade, NCLC dedicates its efforts to:

- * Educating children about the world of work
- * Preventing the exploitation of children and youth in the labor market
- * Improving the health and education opportunities for the children of the migrant farmworkers
- * Increasing public awareness of the work done day-in and day-out on behalf of the nation's children

As advocates, technical assistance providers, researchers, and catalysts, the National Child Labor Committee works across the nation with corporations, government agencies, and nonprofit organizations. Under broad-based funding from individual contributors, foundations and corporations, NCLC continues to be a leading force working on behalf of this country's young people in the areas of *child labor law, youth occupational safety and health, and education*. Some of our current programs include:

- * **KIDS AND THE POWER OF WORK (KAPOW)** is a national network of business education partnerships which seeks to inspire and educate elementary school students about work and working through collaborations among businesses, schools and communities. Founded in 1991 by NCLC and Grand Metropolitan Inc., KAPOW has expanded to over eighty sites in communities as diverse as Tulare, California and The Bronx, New York. The program brings business volunteers into the classroom to conduct activities and teach students about work-related topics. In addition, students make one visit to the workplace to participate in hands-on activities. A two-year evaluation of KAPOW by the Center for Human Resources at Brandeis University found that "KAPOW has clearly demonstrated the capacity to be a replicable national model that can serve as the elementary-level component in a broad K-12, school-to-career sequence."
- * The Lewis Hine Awards honor ten individuals for their unheralded volunteer or professional work that better the lives of America's youth. The awards are the result of hundreds of nominations from the country's governors, mayors, CEO's and nonprofit leaders. In addition, Distinguished Service Awards are presented to individuals in the public eye who have shown unsurpassed commitment to improving the lives of children. Recent recipients include Hillary Rodham Clinton, Michael Bolton and Joan Ganz Cooney. At the ceremony, NCLC also presents at the Ron Brown award, memorializing NCLC's former Board Chair, and honoring those like Mr. Brown who overcame prejudice and discrimination in their lifetime and used their success to help others do the same.

1501 Broadway Suite 1111 New York, New York 10036

Tel: 212-840-1801 Fax: 212-768-0963 E-Mail: NCLCKAPOW@aol.com

- * NCLC is a Certified Technical Assistance Provider under the Federal School to Work Act.
- * NCLC is a Member of the National Mentoring Technical Assistance Corps, a network of people and communities providing assistance to youth serving organizations towards the development of mentoring opportunities for America's youth.
- * NCLC works with companies and other organizations in the areas of child labor law compliance and transforming the workplace into a learning environment. In one model program, NCLC assisted the Burger King Corporation in retooling those corporate policies and training practices related to its youth employees. NCLC conducts research and evaluations of child labor law, and health and safety compliance and advises management as to how to effectively implement its recommendations. To ensure that compliance changes are systemic and sustainable over time, NCLC provides supervisors and managers with training and materials.
- * The National Institute on Occupational Safety and Health has contracted with NCLC to analyze all youth worker fatalities that have taken place in the country over the past five years. Based on this information, NCLC will make recommendations for legislative and practical worksite changes that will help prevent such occurrences from happening in the future.
- * NCLC was a founding member of the National Youth Employment Coalition and continues to be a driving force in its ongoing efforts. The coalition brings together diverse groups who share common concerns about youth and work.
- * NCLC is a member of the National Farmworker Health and Education Coalition, helping expand opportunities for the children of migrant farmworkers.

Highlights of NCLC's work over the last two decades include:

- * From 1990-1998, NCLC has worked to assure the presence of strong state and federal child labor laws and to ensure the health and safety of young people entering the workforce.
- * From 1980-89, NCLC played a pivotal role in expanding and improving secondary school cooperative education programs. Through this effort, many more high school students across the country were given the opportunity to participate in quality work experiences.
- * In 1979, for the U.S. Department of Labor, NCLC created the first-ever compendium of labor laws that exist in all fifty states. NCLC gathered and analyzed the available data to create the compendium and made recommendations as to how states could modernize their laws. Even today, this compendium is the only one of its kind.

Cohen, Gillian

To: O'Leary, Ann
 Subject: CHIP Information

The Way CHIP Works:

Congress allocated \$27 billion dollars over a five year period (\$39 billion over ten years) in the Balanced Budget Amendment of 1997 to be given to the States to develop plans to expand or augment Medicaid coverage to children 0-18 of families up to 200% of poverty [states vary, with the generosity of the benefits being phased in in some states]. States had to submit a plan as to [how they would do this, what they would do?]. They were given a \$2:\$1 match(?) [How do states get the money? Just dividied up somehow?] to [do what exactly].

Each State submitted a slightly different plan for what CHIP would cover, who exactly is eligible, what the application procedure is, even what the program is called and so outreach and enrollment really need to be very state specific. Every state, except three (TN, WY, IA) have submitted and had approved their plans (these last three just recently submitted their plans). Some states, like Illinois have combined CHIP and Medicaid into one single pot of funds to which families applied (called KidCare).. My understanding is that Medicaid is infact a more generous program [and is easier for states to administer.] When kids are screened for CHIP, they can be automatically refered to Medicaid. However, there is significant stigma associated with Medicaid which is one reason why it is so severely under-enrolled (by about 3 or 4 million children).

We are asking schools to support their state outreach and enrollment efforts because schools are good places to reach out to families from. We are not asking schools to go into the business of being eligibility workers.

Interagency Efforts:

We have tried to maintain close contact with folks at HHS, HCFA, HERSA and DoJ (and AG) in putting together the Insure Kids Now! Through Schools Campaign at the Federal level and we want to facilitate relationships between schools/districts and health/government agencies at the local level. We consider this to be HHS' program, which we are helping with because it makes sense.

The White House asked all of us to figure what we could do to support enrollment and outreach and was particularly interested in school-based outreach strategies - a recent GAO report showed that 69% of Medicaid eligible kids were school-age or had siblings who are in school.

ED identified state-level agency officials who would serve as children's health insurance contacts for school staff with the help of HCFA. Lil Gibbons is our main contact at HCFA - 410-786-8705

DoJ is working with the United Way to host two weeks of Back-to-School Chip Enrollment activities the weeks of September 19-Oct 2 in 21 cities, as well as getting information out to their 200 Weed&Seed communities. ED is providing support. Lisa Graves is our contact - 202-616-2004.

HCFA is working on a letter to state CHIP/Medicaid directors and educational leaders encouraging them to use school-based enrollment as a strategy to which ED will contribute.

HRSA and ED are organizing a National Summit on School-Based Enrollment Strategies, tentatively scheduled for November 15 and 16 which will bring together educational and health leaders from the states to figure out ways to institutionalize school based enrollment (most likely at the directive of the White House which will issue an Executive Order asking for policy recommendations shortly before the Summit). Marcia Brand is the contact - 301 443-4619

At the White House we have been dealing with Jeanne Lambrew and Devorah Adler.