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ABSTRACT

This book suggests a range of possibilities for business-education partnerships and provides the practical information necessary to implement and replicate them. Following the foreword, preface, and acknowledgments, a chapter describes an educational partnership and the various levels of involvement. The main section offers detailed information on 50 educational partnerships from 17 states and the District of Columbia. Exemplary programs are organized by major program activity: Adopt-a-School; career awareness and leadership training; job readiness; mentoring; school reform and curriculum enhancement; special awards, incentives, and scholarships; teacher training; and tutoring. Five anecdotal success stories, based on personal interviews, are also presented. Three indexes list programs by activity, by company, and by program name. Appendices contain a resource directory and a list of National Association of Partners in Education (NAPE) contacts by state. (LMI)

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# 50 IMPORTANT THINGS YOU CAN DO TO IMPROVE EDUCATION



Compiled by SUSAN KRANBERG  
for the Book Industry Study Group, Inc.  
and the National Association of  
Partners in Education, Inc.

EA 085 361

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Compiled by Susan Kranberg  
for the Book Industry Study Group, Inc.  
and the National Association of  
Partners in Education, Inc.

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## FOREWORD

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*"Human history becomes more and more a race between education and catastrophe."*

H. G. WELLS, *OUTLINE OF HISTORY* (1920)

The health of our society and the strength of our economy depend directly on the success of our system of education, a system that, in turn, cannot succeed without active, innovative support—and sometimes constructive pressure—from all its constituencies. As society's chief consumer of ideas, expertise, and human capital, business is one of the most important of those constituencies. Like any successful relationship, this one involves mutual dependency and requires mutual nurturing.

Let me give a very practical example. Because Time Warner's publishing business depends on the existence of a literate public, we for many years have explored ways to foster literacy—most essentially the ability to read the written word but also an understanding of all the forms of communication that make up our culture, what some people call functional

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literacy. The most widespread of these efforts is our Time To Read program, described in this volume. We didn't create Time To Read out of some generalized philanthropic impulse or feeling of guilt. We did it, and we continue to develop other similar programs, because they make practical sense for our business.

I believe that every one of the fifty programs detailed in these pages has the same practical foundation. If they didn't, the programs wouldn't have lasted over time or produced concrete results, such as a better educated pool of future employees, or a healthier, less violent community, or a more harmonious business/community relationship.

Perhaps most important for the individual company, well conceived volunteer efforts help produce a more committed work force. In talking with my colleagues who have tutored as part of Time To Read, I have been struck over and over again by how much the experience has meant not just to their students but to *them*—personally, emotionally, and in terms of their deeper appreciation of the impact of ideas, as expressed in both journalistic and creative forms. Their commitment to our company and its mission has broadened and intensified.

But as anyone who has undertaken a serious volunteer effort can testify, along with the enormous personal and practical rewards that come from helping others inevitably comes a sobering, sometimes crushing, awareness of how much more there is to do. Quite frankly, more companies and more individuals need to become involved if our schools and teachers are to have any hope of fulfilling their vital mission.

For that reason, this book performs an invaluable service. By not only suggesting a range of possibilities for business/education partnerships, but also providing the practical information necessary to implement and replicate them, *50 Important Things You Can Do To Improve Education* will,



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I hope, stimulate more of our colleagues to join in this desperately important effort. For that, and for the extraordinary programs they themselves have implemented, the members of the Book Industry Study Group deserve all our thanks.

*Gerald M. Levin*  
CHAIRMAN AND CEO, TIME WARNER INC.

## PREFACE

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The book you are reading is the result of a concern first voiced at a symposium for twenty industry leaders in honor of the fifteenth anniversary of the Book Industry Study Group (BISG) in April 1991.

The study group is an organization that brings together publishers, manufacturers, wholesalers, retailers, librarians, and various trade associations to address issues of common concern and provide research broader in scope than can be undertaken by any single industry association. The group publishes the only annual survey and forecast of book sales (*Book Industry Trends*), the Periodic Consumer Research Study on Book Purchasing, and an array of other publications for the book and serials industry. Two of the most influential of the BISG's working committees are the Book Industry Systems Advisory Committee (BISAC) and the Serials Industry Systems Advisory Committee (SISAC). Both of these play major roles in the streamlining of order and fulfillment systems.

Although the agenda for the symposium did not even

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include education, it quickly became clear that the central issue that concerns the book industry as a whole is the critical need for an educated America. Public education is in danger of failing to do the job for a very large contingent of today's youth. Dropout rates are alarming, and the level of knowledge displayed by many graduates of the system is woefully inadequate to enter the work force, let alone to enroll in higher education.

To turn this concern for public education into action, the study group has prepared this book. *50 Important Things You Can Do to Improve Education* is meant to help companies large and small, wholesalers and retailers—in short, anyone in our industry and beyond—to get started with a program of volunteering to improve education in the public schools. Many companies have taken initiatives already, and some of these are described here in some detail. A list of successful programs, sorted by category of activity, follows. Money is by no means the determining factor for involvement; enthusiasm and commitment are.

Our copublisher, the National Association of Partners in Education, Inc. (NAPE), has made its vast data base of partnering programs available to us. NAPE was designated as the National Center for Leadership in Partnerships by the U.S. Department of Education, through a major grant in 1989. This grant—supplemented by private sector funding from NYNEX Corporation and Rockwell International Corporation—supported the creation of NAPE's computerized database of partnerships. Today, AutoZone is principal corporate sponsor of the NAPE National Center.

The NAPE national office and 7,500 grassroots members throughout the country provide leadership in the formation and growth of effective partnerships that ensure success for all students. The organization's principal goals are to increase the

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number of partnerships nationwide; to promote the need for and benefits of partnerships to policymakers in government, business, and education; and to increase local, state, and national awareness of the importance of partnerships in the success of students.

In the spirit of volunteering, a task force of BISG board members and others worked long and hard to shape an initially general idea into a concrete plan of action. Contributions in kind and in funds from corporations and individuals produced this book; the publicity and distribution are donated as well. Acknowledgements can be found elsewhere; suffice it to say that if the enthusiasm of those who worked to create this book is any measure of the response the book will receive among its readers, we will have reached our goal.

*Laura M. H. Conley*  
BISG CHAIRPERSON

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I am grateful that I had the opportunity to participate in this project and discover the important things businesses and individuals are doing in schools across the country. I want to thank everyone who shared information on their education programs for this book and talked to me about their classroom experiences. I drew much encouragement and inspiration from the personal stories that people shared with me and their dedication to children and improving public school education, which I hope is reflected in this book.

I want to thank the Book Industry Study Group for selecting me for this project: Sandy Paul and Bill Raggio from the BISG office for their administrative support; BISG chair, Laura Conley; Paul McLaughlin, George Slowik, Bill Wright and Steve Pekich, who served on the Education Initiative Committee for their feedback at critical times during the development of the book's editorial direction.

I also want to thank the following people for their time and support: at the National Association of Partners in Education, the copublisher of this book, Daniel Merenda, President & CEO; Jane Asche, Director of Development; Linda Tangeman, Director of Field Services, and Susan Otterbourg, President, Delman Educational Communications; Charlotte Frank, Macmillan/McGraw Hill School Division; Jeremiah Kaplan, scholastic; Diana Rigden, Council for Aid to Education; Gail

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And finally, I want to thank Elizabeth Geiser, the editor of this book. Her excitement about this project was infectious and kept me going when I felt discouraged. And no one could ask for a more sensitive editor. Her care to the details in both content and form made this a far better book. Her generosity of spirit and time served as an example to me that "good" really comes from the doing and giving of service.

*Susan Kranberg*

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## WHAT IS A PARTNERSHIP IN EDUCATION?

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The National Association of Partners in Education, Inc. (NAPE) defines "partnership in education" as a collaborative effort between a school(s) or school district(s) and one or more community organizations with the purpose of improving the academic and personal growth of America's youth. Businesses, government and community agencies, community clubs and organizations, foundations, colleges and universities, religious organizations, the media, health care agencies, labor organizations, and parent organizations may join in partnership to support school improvement and reform.

A partnership (or collaborative) is formalized with a written agreement or contract which specifies the mutually defined goal(s) and objectives of the partnership, the resources committed, and the activities to be implemented to achieve the stated goal(s).



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## THE PARTNERSHIPS IN EDUCATION MOVEMENT

In 1983, the U.S. Department of Education issued *A Nation at Risk—A Report of the National Commission on Excellence in Education*. This highly publicized report has focused America's attention on the critical need for the improvement and reform of our education system. Numerous studies by government agencies, business organizations, and foundation study groups have further defined this need and articulated strategies to meet the need.

Partnerships in education have emerged as one strategy that is making a profound difference in the lives of many American youth. NAPE's recent evaluation of exemplary partnership programs focused on drop-out prevention (Finish for the Future Project) documents their success in improving the academic and employment skills, attitudes, and behaviors of students served by these programs. These outcomes are accomplished through a wide array of programs that include mentoring, tutoring, teacher training, curriculum development, and school restructuring. NAPE estimates that there are now more than 2.6 million volunteers involved in over 200,000 partnerships nationwide.

## THE CHANGING PARADIGM OF PARTNERSHIPS IN EDUCATION

As the body of research on the future of children in America grows, one central theme becomes increasingly clear. If our children are to acquire the citizenship and workforce skills needed to compete in a global economy and live in communities free of poverty, violence, and crime, a

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comprehensive and integrated system of services (that includes education) must be available to children and their families.

NAPE provides national leadership in bringing growing numbers of citizens, businesses, and other community organizations together to form coalitions that utilize the strategy of partnership to create the community-wide systemic change which is necessary to support effective, long-term school reform efforts. Partnerships have become increasingly sophisticated as partners have come to understand that all segments of the community must work together with the school system to achieve common goals for education improvement and reform.

Many of those involved in education partnerships began with "hands on" or "programmatic" experiences. These initial entry levels of partnership involvement build understanding and trust between educators and their partners from the community at large and pave the way for moving to higher levels of collaboration. Once partners develop a high level of trust in their working relationships, they have laid a sound foundation for taking new steps on an evolving continuum of partnership activities. These new steps often involve the partners in assuming more significant roles in shaping school improvement and reform initiatives. Increasingly, these initiatives are taking the form of collaborative partnerships created for the purpose of providing a comprehensive approach to integrated services for children and families. Such an approach results in community-wide systemic change. Current research provides strong evidence that this change is necessary in order to provide an environment in which all children can learn.

The shift on the part of some partnerships to higher levels of collaboration does not exclude on-going involvement at every level of the partnership continuum. For instance, one-to-one tutoring and mentoring relationships, a "hands on" level of partnership involvement, is an important part of the

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comprehensive and integrated support system of services which many children presently need to succeed in our schools.

## WHAT ARE THE LEVELS OF INVOLVEMENT ALONG THE PARTNERSHIP CONTINUUM?

As a new business partner, your entry level of involvement in a partnership agreement will depend on your organization's past experience with education initiatives and the amount of resources (employee time, money, and materials) you choose to commit. There are four general levels of involvement:

1. **Helping Hands** relationships are those in which an individual company is paired with a school to support, enrich, and improve existing school activities. The company provides the school with goods and services such as tutors, speakers, equipment, and awards and incentives that encourage students to stay in school and strive for significant levels of achievement. Partnerships of this nature are often referred to as adopt-a-school programs.

2. **Programmatic Initiatives** are those in which the individual company works with its school partners to develop programs that target specific curriculum and/or student and teacher needs. Programmatic concerns might include: dropout prevention; attendance; student achievement; technology skills of students and teachers; curriculum development; parent involvement and preparing students for a successful school to work transition.

3. **Policy Changes** are planned and implemented as business leaders, educators and community organizations work together to reduce bureaucratic rules and regulations; advocate proposed policy changes at the legislative level; lobby for

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changes in legislation and regulations; and follow through on these efforts to ensure that these changes are supported through adequate financing and programs.

4. **Alliances, Compacts, and Community Coalition Efforts** are joint efforts between several businesses and/or community organizations and one or several schools or school districts. Designed to bring about fundamental educational change, the magnitude of these efforts precludes the support of a single organization. These broad-based collaborative efforts result in action comprehensive enough to produce major changes in the way teaching and learning takes place. Such collaborative efforts produce some of the following outcomes: 1) major changes in curriculum; 2) reorganization of school governance; 3) restructuring of the management and delivery of instruction; 4) improvement in student achievement, behavior and attitudes; 5) community-wide cooperation and coordination in the delivery of comprehensive, integrated services for children and their families and 6) changes in local, state and national policy. This level of partnership activity is by far the most sophisticated and difficult to plan and implement.

## THE COLLABORATIVE PROCESS OF PARTNERSHIP DEVELOPMENT

The collaborative process outlined below is designed to provide a "snapshot" of the seven interrelated steps in which your organization should engage with your education partner to ensure an effective partnership in education regardless of your chosen level of entry into the partnership process. Using this generic process to engage in collaborative planning with your chosen education partner will enable you to plan and implement a partnership that can make a significant difference

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in successful education outcomes for children. Each step is accompanied by a description of the tasks involved in that step.

### *Getting Started*

Map the environment, internal and external to your company, to determine factors that support or hinder the development of a partnership. Create awareness and ownership in the early stages through dialogue among all potential stakeholders in the outcomes of the partnership. Be careful to identify all groups within each partner organization that will see themselves as stakeholders.

### *Determining Priority Needs and Available Resources*

Form a steering committee made up of representatives of the stakeholders. Initiate a process for determining and prioritizing the needs of the school(s) and the business that can be addressed through a partnership without violating the philosophy and values of either organization. Assess the resources currently available among all the partners to meet these needs.

### *Developing Goals and Objectives*

Develop a strategic plan for the partnership including long-range goals and annual objectives that flow from the identified needs and are consistent with the overall philosophy and instructional goals of the school system.

### *Program Design*

Develop an action plan and program materials for achievement of the specific objectives. Define the roles and responsibilities of individuals and partner organizations for implementing the action plan.

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### *Program Management*

Develop policies and administrative procedures within the school(s) and the partner organization necessary to ensure that the action plan can be effectively implemented.

### *Recruiting, Allocating, and Managing Resources*

Secure and allocate the necessary material and financial resources. Plan and carry out the recruitment, orientation, training, placement, supervision, and recognition of the volunteers (e.g. the human resources needed to achieve the goals and objectives).

### *Program Monitoring and Evaluation*

Develop and implement a plan to monitor and evaluate both the partnership process and education outcomes for the students to determine if the partnership has been worth the expenditure of time and resources for both the school(s) and the partner organization(s).

For additional information regarding the "how to" of developing, managing, and evaluating partnerships/collaboratives, contact the National Association of Partners in Education, Inc. (NAPE), 209 Madison Street, Suite 401, Alexandria, Virginia 22314, 703-836-4880.

# INTRODUCTION

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## HOW TO USE THE BOOK

This book has been compiled to stimulate both individual and corporate participation in schools where people live and work. Detailed descriptions of fifty successful programs—spanning a broad range of activities—provide practical answers to such start-up questions as: How do programs originate? Who should manage the program in my company? How much will it cost? Whom can I call for more information? Each listing provides—where available—the name of a contact person who can supply firsthand information.

## ORGANIZATION

The main section of the book is organized in nine chapters by major program activity: Adopt-a-School; career awareness and leadership training; job readiness; mentoring; school reform and curriculum enhancement; special awards, incentives and scholarships; teacher training; and tutoring.

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Although programs often embrace multiple activities, each is listed under the chapter heading that reflects its major emphasis. The programs are listed alphabetically by program name within each chapter.

Three separate indexes provide access to program details by activity, by company, and by program name. Five anecdotal success stories, based on personal interviews, have been provided to expand upon the factual program description and to highlight the experience of individuals and the corporations they work for in contributing time, energy, and money to improve the lot of public schools and their students.

The appendix consists of two directories that provide sources of additional information. One lists national education and volunteer organizations and government agencies that offer help to those who want to work in the public schools. The other lists the regional offices of the National Association of Partners in Education (NAPE), which has the mission to help facilitate the establishment of business/school partnerships.

Those seeking additional help can turn to their local community and business organizations such as the Chamber of Commerce, Rotary Club, and parents' organizations. NAPE has contributed an additional section outlining the criteria for establishing a good partnership, along with guidelines for evaluating its effectiveness.

## METHODOLOGY AND SELECTION CRITERIA

The U.S. Department of Education, Corporate Liaison Office and NAPE provided information that formed the pool of candidates from which program selections were made. In choosing the fifty programs for inclusion, every effort was made to provide a good balance—by geographic location, by type of



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activity, and by funding level. As a result, the book lists fifty programs from seventeen states and the District of Columbia. Some programs are supported by company branch offices in small towns and other by corporate headquarters in large metropolitan areas.

Program information was provided by the companies, school districts, and program organizations; details were finalized through telephone interviews.

To be considered for inclusion in this book, programs had to be in place for two years or more. More than twenty-five percent of them have received national and state recognition as exemplary programs, though recognition was not a necessary criterion. Although twenty percent of the programs listed are sponsored by companies that are in the book industry, an effort has been made to have representation from a variety of industries such as manufacturing, travel, insurance, and banking. Since space limitations allowed for the inclusion of only fifty programs, a number of exemplary programs were necessarily omitted. The BISG Education Advisory Committee approved the final selection.

More than twenty-five different program activities are reported involving different levels of company participation and funding. Activities range from painting a school library, summer internships, and special award programs to teacher development, leadership training, and designing a new curriculum. A complete list of program activities represented in the book can be found in the activity index.

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# SUCCESS STORIES

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# **BANTAM DOUBLEDAY DELL**

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## **ADOPT-A-SCHOOL PROGRAM**

It's one thing for a publisher to donate books but quite another to encourage its employees to get involved in an active, personal way with youngsters to develop a love of reading.

A casual conversation at a college reunion on the state of the public school system in New York prompted a not-so-casual response from Dell's executive editor, Emily Reichert. She became fired with the idea that it was time for book publishers to get out of their ivory towers and do something positive in the schools.

She brought her concerns to Isabel Geffner, vice president and associate publisher at Dell, and Craig Virden, vice president of Bantam Doubleday Dell (BDD) Books. For Young Readers. Together the three came up with a plan whereby BDD would not only donate books but would also bring their authors and BDD employees into the classroom. They would, in effect, Adopt-A-School.

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The proposal was accepted by BDD corporate management and sent to the Mayor's Office of Education Services. "We expected that our plan would be bogged down in red tape," Geffner recalls, "and were shocked when we received a phone call a few days later." A group from BDD met with the mayor's wife, Joyce Dinkins, and her staff to discuss BDD's participation in her citywide Reading Is Recreation read-aloud program founded to encourage first-graders to read. The five schools in the BDD Adopt-A-School program were selected in consultation with Joyce Dinkins and the Mayor's Office for Education Services.

A memo from the BDD chief executive officer, Jack Hoelt, asking for volunteers produced a large response. More than 150 people showed up for the first planning meeting. Sign-up boards gave volunteers the opportunity to choose a school in the borough of their choice, and five school teams were formed.

Before they knew it, this publishing house was definitely out of the ivory tower and knee-deep in children in not one, but five city schools.

"The programs in each of the five schools are very different", Geffner explains. "For example, The Trumpet Book Club, which has adopted P.S. 14 on Staten Island, sponsored a Reading Olympics to promote reading." Medals were awarded to students based on the number of books read, and every student won an award.

"I was delighted to become a team captain at P.S. 48, a school where my mother taught for 25 years," recounts Geffner. "The first thing we did was reopen the school library, which had been closed for ten years. We cleaned, sorted the books, and made new section signs." This year BDD volunteers are working with a fifth grade class at P.S. 48. The class project is a newsletter entitled *Kidz Power*. The first issue included topical articles on Malcolm X, Kwanzaa, and fashion designer Willie

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Smith; an article written in Spanish with an English translation; a word-search puzzle; and a stencil to color in.

"The class works on the newsletter three afternoons a week, and we work with them every other week," Geffner reports. "We help them with the editing, layout, and design. When the newsletter is ready, BDD produces it at company headquarters."

With the program in its second year, Geffner admits that maintaining a volunteer pool can be difficult; however, the personal rewards of making a difference in a child's life far outweigh the problems.

"Let's face it," Geffner says, "without these kids experiencing the value of reading, where will we be as publishers in the future?"

Simon & Schuster, HarperCollins, Random House, Scholastic, Macmillan and G.P. Putnam have followed BDD's lead and are now participating in the Reading Is Recreation program.

For complete details on the Adopt-a-School Program, see page 47.

# CHAMPION INTERNATIONAL

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## MIDDLE SCHOOL PARTNERSHIP PROGRAM

It takes a lot of dedication, patience, and perseverance to get involved with education reform. But the publication in 1989 of *Turning Points: Preparing American Youth for the 21st Century*, the Carnegie Foundation report on adolescent development, brought the issue to the attention of Champion International—and they decided to *do* something about it.

“When deciding to become involved with the education reform issue,” recalls Gael Doer, director of corporate contributions and the program’s first administrator, “Champion initially wasn’t sure where to get started. We realized that if we wanted to make a significant impact, we would have to narrow our options. So we made two important decisions. One, we confined our efforts to Champion communities where we hoped to stimulate reform at the grass-root level. And two, we focused on middle grade schools.” Champion’s Middle School

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Partnership Program began in Stamford, Connecticut, where the paper manufacturer has its headquarters. The Stamford program implemented the recommendations of the Carnegie report that call for schools to take three major steps: form new and distinct school structures, develop new instructional practices, and foster school-family-community relationships to improve student achievement and aid those at risk of falling behind.

The success of the program in the Stamford Public Schools led Champion to commit itself to establishing similar programs in all of Champion's mill locations.

"This is not a corporate headquarters 'top down' program," remarks Eileen McSweeney, the program's current manager, when asked whether Champion employees are involved in the program. "The mill management team must support the partnership and want it in their community." Mill employees serve with teachers, parents, and administrators on the partnership steering committee, which meets regularly to review how the partnership is working in individual schools.

Months are spent discussing the concept of Champion assisting a school district in a mill community to restructure its middle schools so each partner knows what is expected. Champion provides each partnership with a regional director, an educational consultant who works with the principal and teachers on a regular basis to develop the restructuring plan. The plan is based on the Carnegie recommendations, which are adapted to meet the needs of each school in the partnership.

Champion also provides educational consultants to help the schools address particular challenges. "In one of the partnerships," McSweeney explains, "a school decided to stress critical thinking. The partnership brought in a nationally known consultant, Dr. Toni Worsham, to help the school develop a plan to integrate critical thinking throughout the school day. For instance, it's now general practice in this school that when

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a student is asked a question, there is a 'wait period' which allows everyone in the class to have a chance to reflect on the question and decide on the answer."

In Pensacola, Florida, Champion invited all 600 teachers in the school district to a luncheon to hear firsthand what Champion was proposing and what the partnership would entail.

The teachers responded enthusiastically, expressing a heartfelt "thank you" for the underlying respect this program demonstrates in acknowledging them as professionals with an important role to play. They especially supported the partnership's belief that courses such as Critical Thinking are as vital as the basic curriculum in developing the kind of self-esteem children need to become successful students and adults. According to McSweeney, "Recognizing the importance of teachers and raising the self-esteem of students are critical components of the partnership."

Champion also sponsors annual regional middle school conferences as part of its ongoing support to the partnerships. Nationally known speakers and educators are brought together to conduct intensive staff-development sessions for middle school teachers, administrators, and parents.

The key word used by Jim Roffman, the program's executive director, when he goes to a mill location to talk to the mill manager, superintendent of schools, and community leaders about setting up a program, is "assist." "We are not there," he says, "to tell schools what to do; we are there to assist them as they work through the Carnegie document."

"Changing attitudes and beliefs is what we are about," McSweeney agrees. "It is a slow process, and we need patience. But we all agree the rewards are extraordinary."

For complete details on Champion's Middle School Partnership Program, see page 124.



# HOUGHTON MIFFLIN COMPANY

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## EDITORS IN THE CLASSROOM

Over the past fifteen years, Houghton Mifflin editors have been going back to school one day a week—not to continue their own education, but to share some of their professional skills with children in twenty-five Boston elementary and secondary classrooms.

It all began when Norma Markson, director of training, was asked to speak at a meeting of professional educators. It was the late seventies, and there was a glut of teachers on the job market. These educators wanted to know how to help get jobs for their students. "After my talk, a professor at Lesley College approached me to discuss an internship program. At that time, Houghton Mifflin, an educational publisher, already had an informal in-house program in place. I wanted to expand it, and in exchange, place our editors in the classroom. From this initial meeting, we developed the exchange program between

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Lesley College in Cambridge, Massachusetts, and Houghton Mifflin editors. After the first few years we worked directly with the schools ourselves."

Lesley education students worked at Houghton Mifflin and, in exchange, textbook editors were placed in elementary school classrooms.

Steve Pekich, vice president and director of operations for School Publishing, volunteered for the Editors in the Classroom program in the fall of 1991 to get firsthand experience on how materials are used in the classroom. Pekich was sent to the Eliot School, the oldest elementary school in the North End of Boston. "I had asked to be placed in a first grade class," Pekich explains, "because the first grade is a crucial beginning for a child, and Houghton Mifflin is a major publisher of elementary reading programs." Expecting the role of observer, Pekich was thrown into active participation in the class from the first day. "I floated around the room helping kids with whatever they were doing—matching letters, sounds and pictures, handwriting, reading. I was surprised by the quick and positive manner in which the teacher and her students assimilated me into their classroom environment."

Although the program is aimed at the editors' personal and professional growth, informal yearly self-evaluations show that the teachers benefit from the program as well. Teachers look forward to the Houghton Mifflin editors coming each year. "With the school budget cuts," remarks Pekich, "teachers no longer have teaching aides in the classroom, and our help is greatly appreciated." Teachers also enjoy discussing their ideas for new curriculum and teaching approaches with Houghton Mifflin editors.

"First grade elementary teachers, in particular," recalls Markson, "seem interested in publishing because they publish what their students write. When I worked in the Pierce School

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in Brookline, Massachusetts, the first grade class was asked to write and illustrate a story. When the story was finished and illustrated and a cover made, it was kept on a special bookshelf of published works.”

Houghton Mifflin sponsors an annual reception for teachers. This year it will feature, for the first time, a program on the Evolution of Reading Programs and current trends in integrated language arts. Both teachers and editors benefit by the exchange.

Pekich and Markson have had wonderful experiences in the program and look forward to many more. As Markson exclaims, “I love this program! I think sometimes of going back. If I ever retire, I’d like to volunteer at the Pierce school again.”

For complete details on Houghton Mifflin’s Editors in the Classroom Program, see page 149.

# **INGRAM DISTRIBUTION GROUP INC.**

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## **INGRAM DISTRIBUTION GROUP/LA VERGNE HIGH SCHOOL LEADERSHIP PROGRAM**

Everybody realizes the need to develop leaders: young people with self-esteem and pride who understand the concepts of accountability, planning, teamwork, cooperation, and all the requisites of leadership.

But where do you begin? Where do potential leaders first start to emerge? Ingram Distribution Group Inc. learned firsthand through its involvement with La Vergne (Tennessee) High School. Ingram already had an established Adopt-A-School Program with La Vergne when a teacher, Brenda Royal, asked for help in developing a leadership training program for newly elected student leaders. A meeting was arranged for Royal to meet with Ingram Chairman Philip Pfeffer and Ingram management. They loved the idea and began planning for a leadership conference for the fall of 1991. Forty students

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attended and heard presentations by Pfeffer and other Ingram senior managers on leadership skills such as communication, time management, and goal setting.

Conference evaluations by participating students, teachers, administrators, and Ingram associates led to the creation of the Leadership Project Program. Students who attended the conference had to come up with original ideas for school improvement projects, take the ideas from inception to completion—just as they would have to do in the real world—and present their completed projects at the 1993 Leadership Idea Fair.

Ingram volunteers chose to sponsor projects on a first-come, first-served basis. Paul Clere, assistant to the chairman, and one volunteer meet regularly with Mark Davis, a senior who conceived the idea of the Campus Beautification Program. "When he first came to me, his plans were grandiose," Clere recalls. "We worked together to break down the elements to see what could be accomplished in the allotted time frame. I'm there to see the project stays on track."

Clere said he and other Ingram volunteers act primarily as consultants. Debbie Webb, accounts payable manager and sponsor of the Disabled Awareness Program, notes her responsibilities have been minimal because the student leading the program, Daphne Davis, has been extremely enthusiastic and innovative. "I met her at a volunteer lunch," Webb said, "and then just talked with her over the phone when she needs a sounding board for ideas."

Davis' primary goal is to raise student awareness of the special challenges disabled persons face. She has designed and taught handicapped awareness lessons to hundreds of students and brought in Bart Dodson, America's Disabled Athlete and winner of eight gold medals in Barcelona, who spoke to a packed auditorium of students for two consecutive class periods. She also challenged drafting classes to design a home

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to ADA specifications and put the design on display for students to see.

Increasing awareness of special student needs is also a goal of the Teen Pregnancy Support Group Program. Designed to support teens who are pregnant or have children, the program features weekly one-hour group counseling sessions. Speakers are also brought in Wednesdays after school to address topics such as self-esteem, the importance of education, prenatal and infant care, adoption, parenting skills, legal issues, and money management.

Another part of the program is a volunteer student buddy system. Volunteers call their buddies if they miss school and generally provide support and counsel. Nikki Allen, R.N., manager of the Ingram Wellness Center and program sponsor, says the student leaders hope to eventually address pregnancy prevention as well, but that meeting the need for immediate support was considered most critical.

Ingram volunteers like Clere, Webb, and Allen say they get much more out of participating in the L.H.S. Leadership Project Program than they put into it. "The Campus Beautification Project has been a delightful part of my life," Clere said. "I remember the people who made a difference in my life, and believe that time is one of the greatest gifts you can give to anyone."

Clere noted that while volunteers benefit directly from participating, all Ingram associates benefit in some way from the program. "When students not only enjoy but are responsible for the programs and services they need and want, the result is improved morale and school spirit which I think leads to a higher quality education." Clere added that while the entire community benefits from such results in the long run, immediate benefits are enjoyed by the students, many of whom are Ingram associates' children.

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Pfeffer, the original program contact, continues to meet with the principal of La Vergne High School and remains closely involved in all Ingram-supported Adopt-a-School activities. "I think it's hard to ask someone else to get involved if you're not ready to give the time yourself," he points out.

"I was interested in developing the leadership training program because I recognized that education and business face the same problems—both students and businesspeople often lack the skills to provide the leadership their organizations and businesses require of them. This is our opportunity to make a difference for young people coming up today and learn a great deal ourselves in the doing."

For complete details on Ingram Distribution Group/La Vergne High School Leadership Program, see page 75.

# **TIME WARNER INC.**

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## **TIME TO READ**

Imagine how exciting it must be for a youngster to spend part of the day in the environment of a high-powered publishing company. That's what's happening to young Stanley M. as a participant in the Time to Read program. For this young man, learning to read has become learning for life.

This one-of-a-kind opportunity began for Stanley when Time Inc.'s former chief executive officer, Dick Munro, decided the publishing giant should get more involved in public education. Time Inc. was already in the forefront of reform with its Time to Read program. The company was particularly concerned about the growing literacy problem and was looking for a way to draw on its vast resources. "We wanted to build a volunteer program," recalls Toni Fay, one of the program's founders. "We asked ourselves, 'What do we have that we can donate other than money?' We surveyed the company and found our school-based circulation program that puts *Time* magazine in classrooms across the country."



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Time to Read built on the concept of using magazines in the classroom and evolved into a structured reading program providing tutoring and mentoring. Time to Read was originally targeted for adults and was modified so that it could function equally well in a classroom, a workplace, a prison, or a community center.

The program started with six sites in its first year and grew by word of mouth. "The success of this program really rests with the people. I am most proud that it could have happened in a company as diverse as Time Warner," Fay remarks.

"I had just moved to New York from Washington, D.C.," recounts Pattie Sellers, a *Fortune* associate editor, "and wanted to do volunteer work of some kind." She heard about the Time to Read program and the idea of working with kids appealed to her.

"Quite frankly, it was easy. I just had to commit to about two hours each week, and the kids came to our offices."

Sellers has been a tutor since the program started in 1985. She picks up her student, Stanley, in the cafeteria of the Time Warner Building in Manhattan around three o'clock in the afternoon once a week, and they work together in her office until five or so. "There are weeks when I wonder how I'm going to fit it into my schedule," Sellers admits, "but I always manage."

Sellers and Stanley usually check the Associated Press wire on her computer to see the news of the day, read from one of the Time Inc. magazines and complete a Time to Read exercise. They also talk about Sellers's work. "One week I was laying out a six-page story with lots of pictures and charts", recalls Sellers, "and Stanley was able to see how the magazine is put together." The program, in Sellers's opinion, gives kids a new perspective on what work is really like.

A short time ago when Stanley was in Sellers's office, she had to compose her biography and work history for a speaking engagement, and Stanley helped her write it. The next week

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Stanley came back and said he wanted to be a writer and that he would start working on his autobiography as his first effort. Now, each week Stanley writes a sentence or two of his autobiography on Sellers's computer.

"If you like kids and feel you should do something outside of work and your social life, this program is perfect for you," says Sellers. "I was very lucky to receive a great education, and now I feel I'm making a real difference in someone else's life."

For complete details on Time Warner's Time to Read Program, see page 169.

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EXEMPLARY  
PROGRAM  
LISTINGS

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Adopt-A-School

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**ACTIVITIES:**

Tutoring, donations, guest speakers, special awards.

**Program:**

Adopt-a-School Program

**Program objectives:**

To promote reading as fun and encourage both serious and recreational reading at home and in the classroom.

**Target group:**

Elementary

**Year established:**

1991

**Program description:**

In cooperation with the Mayor's Office of Education Services and the Reading Is Recreation program, Bantam Doubleday Dell (BDD) adopted a first grade class at one elementary school in each of the five boroughs of New York. The schools selected were among those with the lowest English and math levels in the city.

Each school is assigned a "captain" from the publisher's staff who works with the respective principals to tailor a plan to meet the needs of the individual schools and to draw on the resources provided by the publisher. BDD donates 1,000 children's books and 500 books for parents to each of the schools, hosts children's author visits, sponsors special events and awards programs such as the Reading Olympics, and provides in-service training seminars for the teachers.

About 100 volunteers from Bantam's three publishing divisions and the corporate office participate in the program. Volunteers are permitted to take time off from work and are provided with transportation to and from the schools.

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**Publications:**

*Kidz Power*

**Annual funding level:**

Cost of books and staff time.

**Company/organization:**

Bantam Doubleday Dell  
1540 Broadway  
New York, NY 10036

**Contact name:**

Isabel Geffner

**Title:**

Vice President and Associate Publisher Dell/Delacourte

**Telephone:**

(212) 782-8605

See page 31 for success story

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**ACTIVITIES:**

Tutoring, incentives, career days, special events, plant tours, student employment.

**Program:**

Mobil Beaumont Refinery School/Business Partnership

**Program objectives:**

Improve academic achievement.

**Year established:**

1989

**Target group:**

High school

**Program description:**

Mobil Oil Corporation's Beaumont Refinery, the largest worldwide manufacturing facility, participates in a variety of activities at Westbrooks Senior, the largest high school in Beaumont, Texas. Mobil supports a tutoring program, offers academic and attendance incentive packages, participates in career days, sponsors plant tours, funds special project and special events, and provides employment through the city of Beaumont for incoming seniors and scholarships to students entering the engineering field.

For example, employees are granted one to two hours of release time a week to go to the high school to tutor. Between forty and eighty-five employees participate in the program, tutoring for approximately 1,000 hours. Tutors also initiate special projects such as one refurbishing a Model T car once owned by the man who discovered the first gushing oil well in southeast Texas. Local industrial classes participated in this project with Mobil trade employees.

Mobil also established the Pegasus Enhancement Grant program for teachers. The Pegasus grants provide funds to

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teachers to supplement classroom instruction and can include requests for materials, training, or equipment. Mobil's partnership activities are coordinated by a full-time employee who works cooperatively with Mobil's Education Committee and the high school principal to review school needs.

**Annual funding level:**

\$10,000

**Company/organization:**

Mobil Oil Corporation  
P.O. Box 900  
Dallas, TX 75221

**Contact name:**

Jeanne Mitchell

**Title:**

Community Affairs Advisor

**Telephone:**

(409) 833-9411

**ACTIVITIES:**

Tutoring, special events.

**Program:**

Newbern Elementary/Junior High Adopt-a-School

**Program objectives:**

Expand learning opportunities for children and youth and involve employees in schools in the community where they live and work.

**Year established:**

1989

**Target group:**

Kindergarten-eighth grade

**Program description:**

Penguin USA Distribution has been involved in the Newbern (Tennessee) Elementary/Junior High School Adopt-a-School program since 1989. The program is part of the countywide Adopt-a-School program whereby each of the twelve schools in the county is adopted by two or more sponsors. The goal of the program is to improve learning opportunities for children and youth and has the support of all the industries in the area.

Each year Penguin announces the formation of an employee activity committee for the Adopt-a-School program. These volunteers and a school group meet to review the calendar of school events and what the schools need. Penguin employees assist the teachers in the library and classrooms on a weekly basis as tutors, provide judges for science fairs and poster contests, referee intramural games, and participate in a number of other special programs. Penguin presents \$50 awards to the most improved student in each of the sixth, seventh and eighth grades each year. In turn the school presents a skit at Penguin's



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facility, and the volunteers are invited to a Thanksgiving dinner at the school.

There is an Adopt-a-School coordinator at Penguin as well as a paid full-time coordinator for the countywide program. Approximately twelve Penguin employees participate in the program.

Penguin grants employees release time for about half of the activities: the other activities occur after work hours.

**Annual funding level:**

\$2,500

**Awards:**

Recognized in 1991 by NAPE for excellence in programming and community accomplishment.

**Company/organization:**

Penguin USA  
101 Fabrite Rd.  
Newbern, TN 38059

**Contact name:**

Cindy Rose

**Title:**

Assistant Benefits Manager

**Telephone:**

(901) 627-2521

**ACTIVITIES:**

Tutoring, mentoring, career days, plant tours, donations.

**Program:**

Partners in Excellence

**Program objectives:**

Improved academic performance and test scores, drop-out prevention.

**Target group:**

High school

**Year established:**

1986

**Program description:**

Proctor & Gamble has been actively involved in the Partners in Excellence (PIE) program, the business/school partnership with the Dougherty County, Georgia, school system, since 1986. Proctor & Gamble's involvement grew out of its recognition that students were falling behind in school, particularly in math and science and not keeping up with trends in technology, which are areas of concern for Proctor & Gamble.

PIE is linked to a five-year strategic plan developed by the Dougherty County School System with specific districtwide goals: increasing the percentage of students completing high school, strengthening staff competence, and expanding learning opportunities to meet the changing demands of society. The program includes tutorial and homework assistance, staff development, and programs in technology.

Fifty to seventy active volunteers from the Proctor & Gamble plant are involved in PIE; volunteer after-work hours range from 150 to 225 hours per week. Plant personnel tutor and mentor students, teach courses and seminars, judge contests,

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participate in career days, host staff development sessions for the entire school staff, sit on steering committees, and host plant tours. Proctor & Gamble, through its corporate volunteer grant program, also provides funds for computers, software, training materials, and incentives to PIE. The program is coordinated through the Public Affairs Department.

**Annual funding level:**

\$2,500

**Company/organization:**

Proctor & Gamble Paper Products Company  
P.O. Box 1747 U.S. Hwy. 19  
South Albany, GA 31703

**Contact name:**

Susan Bryant

**Title:**

Organizational Effectiveness Group Manager

**Telephone:**

(912) 883-2000

**ACTIVITIES:**

Tours, guest speakers, demonstrators, donations, special awards, scholarships, career days.

**Program:**

Partnership in Education, Toyota, T.A.B.C./Jordan High School

**Program objectives:**

Provide quality education for all students and make a contribution to the community.

**Target group:**

High school

**Year established:**

1984

**Program description:**

Toyota's corporate mission is to get involved in the communities in which the company operates plants. Toyota, T.A.B.C. saw that the best way it could have an impact on the community was through the educational system and formed a partnership with David Jordan High School in Long Beach, CA. Toyota supports a wide range of activities through contributions and staff support.

Toyota annually invites the auto shop classes to tour its plant, which specializes in making truck beds, and introduces students and teachers to the newest technologies. T.A.B.C. gives the auto classes trucks for practice work as mechanics, sends employees into the classroom to demonstrate repair and service procedures, and participates in career days. Students are encouraged to apply for jobs upon graduation and are introduced to the job application process.

Toyota sponsors an annual golf tournament and donates a new truck as a prize, provides special awards and funds for

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scholarships and special events. The partnership is managed by the Human Relations Department and involves up to five employees.

**Annual funding level:**

\$10,000

**Awards:**

1992 McKee Award Winner

**Company/organization:**

Toyota, T.A.B.C., Inc.

P.O. Box 2140

Long Beach, CA 90801

**Contact name:**

Michael Haruki

**Title:**

Human Relations Manager

**Telephone:**

(310) 984-3397

**ACTIVITIES:**

Tutoring, mentoring, in-kind donations, scholarships.

**Program:**

Tenneco-Jefferson Davis Educational Partnership

**Program objectives:**

Reduce dropouts, improve academic performance, overcome social skills deficiencies, and raise the number of student planning to attend college.

**Target group:**

At-risk high school students

**Year established:**

1981

**Program description:**

Tenneco's collaborative with Jefferson Davis High School is a three-part, eight-year commitment to more than 1,400 at-risk students and almost eighty teachers. The company plays several roles: volunteer source, in-kind and direct funding agent, and program manager/catalyst. The collaborative pulls together into a focused effort many civic, business and church organizations, Davis's alumni association, students, parents, teachers, and Tenneco employees.

The collaborative is made up of three programs designed to help at-risk students make the transition from middle school through high school to college. The Bridge Program offers students a four-week summer session that links middle school to high school. The Jesse H. Jones Academic Institute, offered in the summers between academic years, introduces students to the principles of leadership, goal setting, and problem solving. Tenneco pays students who attend the institute a stipend and offers them summer employment. And student's entering Jefferson Davis are encouraged to participate in Tenneco's

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Presidential Scholarship program, which guarantees graduates four-year scholarships for college if they meet certain criteria.

In 1992 over seventy-five employees contributed more than 7,200 hours of their time to mentor and tutor students. The company provided about \$7,000 worth of in-kind services such as printing and gave direct funding of \$15,000 for site-based management and matching grants. The program has a full-time manager.

**Annual funding level:**

More than \$375,000.

**Awards:**

1991 United Technology Exemplary Program Award, 1991  
PIE Journal National Partnership Award.

**Company/organization:**

Tenneco, Inc.  
P.O. Box 25115, 1010 Milam  
Houston, TX 77252-2511

**Contact name:**

Jo Ann Swinney

**Title:**

Director Community Affairs

**Telephone:**

(713) 757-3930

**ACTIVITIES:**

Incentives, grants, donations, speakers, physical plant improvement.

**Program:**

The New England/Mather Elementary School Partnership

**Program objectives:**

Improve test scores in reading and math, improve school attendance, reach at-risk students, increase parent involvement, and support teachers.

**Target group:**

Elementary school

**Year established:**

1988

**Program description:**

Five years ago the principal of the Mather Elementary School was looking to establish a school/business partnership and approached the New England, an insurance company that had been instrumental in establishing the Boston Plan for Excellence in the mid-1980s. The goals of the New England/Mather Elementary Partnership are to improve the success rate of Mather students, increase parent involvement and support teachers.

Through an annual discretionary grant from the New England, a number of educational offerings are made possible. Scholastic magazines and a subscription to the *Boston Globe* are made available to all grades to help improve reading and math scores. Photographs of students with perfect attendance and pizza parties are regular activities aimed at improving school attendance and self-esteem. The New England provides tickets to sporting and cultural events, books for the library, monies for teacher conferences and training programs, and in-kind



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donations of printing and equipment and furniture when available.

New England employees are involved in the partnership on a project-by-project basis. Sixty employees, for example, painted out the graffiti on the walls of the school. A Celebrity Readers program brings New England executives into the classroom to read to the students. The partnership program is coordinated by an outside consultant and the Public Affairs Department.

**Annual funding level:**

\$5,000

**Company/organization:**

The New England Public Affairs Department  
501 Boylston St.  
Boston, MA 02117

**Telephone:**

(617) 578-6094

**Program headquarters:**

School/Business Partnership Services  
145 Tremont St.  
Boston, MA 02111

**Contact name:**

Alice Jelin

**Title:**

Consultant

**Telephone:**

(617) 654-8282

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# Career Awareness and Leadership Training

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**ACTIVITY:**

Guest speakers

**Program:**

3M Technical Teams Encouraging Career Horizons (TECH)  
Program

**Program objectives:**

To encourage women to pursue scientific and technical careers.

**Year established:**

1978

**Target group:**

Middle and high school students

**Program description:**

The TECH program, formerly known as the 3M Visiting Technical Women program, was created to encourage young women to pursue science and technical careers. Women engineers and scientists employed at 3M visit local schools to provide career information, emphasize courses needed for technical positions, and serve as successful role models for those considering technical careers. Approximately 100 visits are made each year to the seventy junior and senior high schools in the St. Paul-Minneapolis area. More than 100,000 students have been reached since the inception of the program.

The TECH program operates under the auspices of the 3M Technical Forum—the technical/professional society within 3M. A volunteer technical employee manages the program, matching the schools and volunteers from a list of previous participants. Approximately 300 employees participate in the volunteer pool. The volunteer contacts the school directly and makes arrangements for the school visit. Specially prepared

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videotapes and transparencies are available for the classroom presentations. The volunteers pay their own local travel expenses, which are minimal. 3M sponsors a kick-off meeting each year for the program volunteers. Both the schools and the volunteers evaluate the program annually.

**Annual funding level:**

\$1,000

**Company/organization:**

3M Center Building,  
255-2N-01  
St. Paul, MN 55144

**Contact name:**

Judith E. Parker

**Title:**

Supervisor, Technical Development

**Telephone:**

(612) 733-9258

**ACTIVITIES:**

Summer internships, field trips, guest speakers, scholarships, teacher training, mentoring, and job shadowing.

**Program:**

Academy programs

**Program objectives:**

Career preparedness

**Target group:**

High school

**Year established:**

1982

**Program description:**

The American Express Company created the first Academy of Finance in 1982 to give high school students the opportunity to learn about and prepare for careers in financial services. It is now one of several model programs designed to bridge the gap between the classroom and the workplace.

The academy model consists of a rigorous supplemental academic curriculum that is augmented and reinforced by practical on-the-job experience through paid summer internships. Academy students learn the fundamentals in their chosen field and are immersed in the workplace environment to apply their knowledge to real life situations. Many interns are later hired to work part- or -full time by their internship companies. Program elements include guest speakers and field trips, scholarships, teacher training, and one-on-one mentoring and job shadowing. An academy program can be developed by one company or several companies in an industry.

American Express created the National Academy Foundation (NAF) in 1990 to forge partnerships with professional fields

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and industries to adapt the academy concept it pioneered in 1982. The Academy of Finance, Ford Academy of Manufacturing Sciences, Academy of Public Service, and Academy of Travel and Tourism operate programs in 30 locations across the country under the guidance of NAF. NAF develops the instructional material for the academy program with industry input and provides in-service training and testing. It costs between \$350,00 to \$650,000 over a three- to four-year period to develop an academy program.

More than 300 businesses, professional organizations, universities, government agencies, and foundations are partners with NAF in providing financial support, in-kind services, and summer internships. The Fannie Mae Foundation is about to launch the Fannie Mae Academy of Finance in Los Angeles, Miami, and Atlanta (see page 137).

**Funding level:**

\$1 million over five years.

**Awards:**

More than 20 national, state, and local awards including commendations from two U.S. presidents and three Secretaries of Education.

**Company/organization:**

National Academy Foundation  
235 Park Ave. South  
New York, NY 10003

**Contact name:**

Dr. John Dow, Jr.

**Title:**

President

**Telephone:**

(212) 420-8400



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**ACTIVITIES:**

Guest speakers, tours

**Program:**

Career Awareness in Middle Schools (CAMS)

**Program objectives:**

Career awareness

**Target group:**

Eighth grade

**Year established:**

1989

**Program description:**

The Career Awareness in Middle Schools (CAMS) program provides opportunities for eighth grade students in career classes at West Middle School in Plymouth, Michigan, to interact with UNISYS Corporation employees in a real-world business environment. The eighth grade was chosen because it is the age when students begin to make decisions about the future.

The program is offered as part of a ten-week career course that includes assessment of employability skills, presentations by UNISYS employees on the corporation, job opportunities, and the application and interview process. These sessions are followed by a tour of the UNISYS facility and interaction with company employees who explain their job responsibilities to the students. The objective is to increase student awareness of the workplace and the importance of their education.

Started as a pilot with West Middle School and UNISYS in 1989, CAMS has expanded to include the four other middle schools in the Plymouth Canton Community School District and now reaches all of the district's eighth graders. Each school is partnered with a local business. Ford Motor Company and

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Dow Corning, Inc. are among the companies participating in the program.

About ten UNISYS employees participate in the program on a quarterly basis, with volunteer hours estimated at over 100 hours per year. It took about 300 hours to establish the program but the ongoing time commitment to coordinate the program is ten to fifteen hours.

**Annual funding level:**

Manpower rather than out-of-pocket expenses.

**Company/organization:**

UNISYS Corporation  
41100 Plymouth Rd.  
Plymouth, MI 48170

**Contact name:**

Ron Mack

**Title:**

Director of Product Assurance & Support

**Telephone:**

(313) 451-4212



**ACTIVITY:**

Guest speakers

**Program:**

Choices

**Program objectives:**

Career awareness, dropout prevention.

**Target group:**

Ninth graders

**Year established:**

1983

**Program description:**

Choices is an interactive classroom seminar program focusing on self-awareness, time and money management, academic decisions, and career consequences. The goal of the seminar is to show students, through classroom exercises and discussion, the importance of education and how academic decisions, such as what courses to take in high school, will effect career and life choices.

Developed by the US West Education Foundation, the two-hour seminar is offered on two consecutive days by trained volunteer speakers from sponsoring corporations. Sponsoring companies pay US West a one-time licensing fee which gives them the right to present the seminar in a specific geographic area. Presenter and classroom kits are purchased from US West. Choices has reached 2.7 million ninth graders and has more 100 sponsors in forty-seven states.

For example, Southern Bell was looking for an opportunity to do something about the high dropout rate in the south and to involve its employees in the community where they live and work, when it was approached to become the pilot site for Choices in the Raleigh, North Carolina, area. The Southern Bell program started in 1989 in Wake County with twenty volunteers presenting the program to 120 students at six

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schools. The program size has more than doubled and now includes two other counties, with forty-two volunteers presenting the program to 3,800 students at fifteen schools. Southern Bell gives employees release time to make school presentations and employs a full-time coordinator for the two-month period when the program is most active. Annual costs are approximately \$5,000, in addition to the one-time licensing fee of \$5,000. Choices is now offered by Southern Bell in Kentucky, Georgia and South Carolina.

**Annual funding level:**

Minimum licensing fee is \$2,000 which covers a population base of 200,000. The license is exclusive in a geographic area for five years. Presenter kits are \$150; classroom kits are \$30.

**Participating company/organization:**

Southern Bell  
P.O. Box 32000  
Raleigh, NC 27622

**Contact name:**

R. David Lane

**Title:**

Director, Corporate & External Affairs

**Telephone:**

(919) 881-7690

**Program headquarters:**

US West Foundation  
720 Olive Way, Suite 1725  
Seattle, WA 98101

**Contact name:**

Marge C. Barnette

**Title:**

Director—Marketing



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**Telephone:**

(206) 343-5200

**ACTIVITIES:**

Internships, guest speakers, special events.

**Program:**

The Harrison/BOCES Co-op Program

**Program objectives:**

Career awareness

**Target group:**

High school juniors and seniors

**Year established:**

1984

**Program description:**

The Harrison Co-op Program offers school and work experiences for high school juniors and seniors with high aptitudes in math and science and an interest in pursuing a career in engineering, business administration, or computer sciences. The partnership between the Harrison Division of General Motors and the Orleans-Niagara (New York) Board of Cooperative Educational Services (BOCES) is a two-year work/study program that pairs students with Harrison professionals.

Students alternately work at Harrison in pre-entry level engineering positions for two-week periods and then attend classes at their high school for two weeks. In school the students take accelerated subjects with an emphasis on science and math. At Harrison, they work as apprentices under the direct supervision of engineers, accountants, and industrial managers. Students from fourteen high schools in two counties in New York State are selected for the program on a competitive basis. Of the 106 students who have graduated from the program all have gone to college; eighty-two percent have pursued careers in engineering, business administration;

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and computers; and three have been hired as employees. Currently thirty students participate in the program.

About twenty engineers from Harrison act as supervisors/mentors on a rotating basis. Other employees are involved as guest speakers. The program is managed at Harrison by the Personnel Department. Harrison pays the students salaries. This year the program has expanded to include new industrial partners.

**Annual funding level:**

\$3,200 per student with tuition and program costs paid by the school district.

**Awards:**

1992 United Technology Exemplary Program Award, 1986  
New York State Education Dept. Citation for Excellence, 1986  
New York State Council on Vocational Education Award.

**Participating company/organization:**

Harrison Division 200 Upper Mountain Rd. Lockport, NY  
14094

**Contact name:**

Ed Hubbard

**Title:**

Personnel Manager

**Telephone:**

(716) 439-2011

**Program headquarters:**

Orleans-Niagara BOCES3  
181 Saunders Settlement Rd.  
Sanborn, NY 14132

**Contact name:**

Art Polychronis

**Title:**



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Coordinator

**Telephone:**

(716) 625-6811 ext. 217

**ACTIVITIES:**

Leadership conference/fair/mentoring.

**Program:**

Ingram Distribution Group/La Vergne High School  
Leadership Program

**Program objectives:**

Develop basic leadership skills of student participants;  
empower participants with the ability and accountability to  
effect changes in their environment and within themselves;  
and promote self-esteem, pride, and partnership among  
students, administration and community.

**Target group:**

High school

**Year established:**

1991

**Program description:**

Ingram Distribution Group, Inc (IDGI) was approached by its adopted school, La Vergne High School, to help it develop a program of student training that would prepare newly elected student leaders for their roles. The program started as a two-day leadership conference led by Ingram's senior management and has expanded to include a leadership project and a leadership idea fair.

Students are selected to participate in the leadership conference based on the merits of a leadership project idea—a school improvement plan they want to implement, and/or faculty nominations. Students develop their projects under the

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direction of a faculty sponsor and an IDGI advisor who meet with the project teams monthly to review status reports and to advise and assist. Students are responsible for raising the necessary funding to implement their projects. In the spring, the teams prepare project displays, which are viewed by students, faculty, and the community. The school projects are intended to mirror real-life business experiences.

**Annual funding level:**

\$1,200

**Awards:**

Tennessee Association of School Boards 1992-93  
Outstanding Program.

**Company/organization:**

Ingram Distribution Group, Inc.  
1125 Heil Quaker Blvd.  
La Vergne, TN 37086

**Contact name:**

Philip M. Pfeffer

**Title:**

Chairman of the Board

**Telephone:**

(612) 793-5066

See page 40 for success story.

**ACTIVITIES:**

Career day programs, job shadowing, scholarships.

**Program:**

Project SEARCH

**Program objectives:**

Enable students to plan present and future needs; foster academic growth, career choices and future needs.

**Target group:**

Junior high

**Year established:**

1973

**Program description:**

Project SEARCH (Seeking Experience: A Real Career Help), a week-long project devoted to career awareness, is jointly sponsored by Oakland Junior High School in Columbia and its community partner, Columbia Regional Hospital (CRH). More than 700 students, twenty-five CRH volunteers, and all the Oakland faculty are involved in the program, which focuses on career exploration, career research, interest inventories, job applications and interviews, and job shadowing.

During the week-long program, CRH employees make career presentations in all the seventh and eighth grade science, English, and business classes. Ninth grade classes develop interest inventories, do career research, and complete job application forms. Later in the week CRH employees spend a day conducting one-on-one mock job interviews with each of the 240 ninth graders. The highlight of Project SEARCH is job shadowing whereby students, using their own initiative, arrange a day observing, questioning, and learning about prospective careers. A mentor program has recently been added whereby five students work on a weekly basis in the hospital.

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CRH provides about a dozen employees for the full day of job shadowing at the hospital. More than fifteen CRH employees conduct the mock interviews at the school, logging in more than 150 volunteer hours. In addition, two \$750 college scholarships are awarded by a joint CRH/Oakland committee. The program is coordinated through the Public Relations Office of the hospital.

**Annual funding level:**

Minimal

**Awards:**

1990 NAPE Exemplary Program Award.

**Company/organization:**

Columbia Regional Hospital  
404 Keene St.  
Columbia, MO 65201

**Contact name:**

Beth Morell

**Title:**

Director of Public Relations

**Telephone:**

(314) 875-95003



**ACTIVITY:**

Guest speakers

**Program:**

Youth Motivation Program

**Program objectives:**

Dropout prevention

**Target group:**

High school

**Year established:**

1966

**Program description:**

The Youth Motivation Program is sponsored by the Chicagoland Chamber of Commerce. The goal of the program is to obtain speakers from local businesses who encourage kids to stay in school. Scott Foresman (SFN) has been participating in the program for ten years.

SFN employees attend an orientation session sponsored by the Chamber of Commerce on how to make presentations to students. Volunteers are asked to speak at a high school during morning hours at least once a year. The schools selected are those with a large minority population and high dropout rates.

Eighteen SFN employees were assigned to one Chicago area school, and each spoke about his or her work and life experience to about three classrooms of students. Students are exposed to the world of work and learn about job opportunities at SFN.

The program is managed at SFN by the Human Resources department who solicits volunteers each year.

**Annual funding level:**

Covers employees' travel expenses.

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**Company/organization:**

Scott Foresman  
1900 E. Lake Ave.  
Glenview, IL 60025

**Contact name:**

Stuart C. Cohn

**Title:**

Vice President, Human Resources

**Telephone:**

(708) 657-3986

**ACTIVITIES:**

Job training, field trips, scholarships.

**Program:**

Career Awareness Program (CAP)

**Program objectives:**

Lower rate of unemployment among teenagers, provide skills needed for entry level employee.

**Target group:**

High school seniors

**Year established:**

1975

**Program description:**

The Home Savings Bank of America (HSOA) created the Career Awareness Program (CAP) in response to the large numbers of high school seniors who were unprepared for the opportunities and demands of the business world. The program builds a bridge between school and the world of work. The program consists of three phases: classroom training, scholarship, and employment.

CAP classes meet at the school for fifteen weekly two-hour sessions which focus on developing transitional skills and job-preparedness techniques that make students attractive to employees. Field trips to local HSOA branches give students the opportunity to participate in a mock-interview workshop. Approximately twenty-five to thirty seniors from each high school are selected, based on academic achievement, to participate in the program.

Each year one student from each participating high school receives the \$4,000 Home Savings of America Scholarship. The recipient is awarded \$1,000 per year as long as a 2.5 average is maintained and twenty-four credits of college credit are

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completed. Home Savings offers summer jobs to the top ten percent of the CAP students from each class. After the summer program, CAP trainees are evaluated. Approximately ten percent of the graduates of the program are hired by HSOA.

One hundred thirty-six schools in California, Florida, Texas, Illinois, and New York participate in the program. Now in its eighteenth year, the program has enrolled more than 15,000 students. The CAP Department of twenty-one persons manages all phases of the program. The department assists other companies that want to implement a CAP at their location. Small businesses can put into effect a portion of the Career Awareness Program, such as summer employment or scholarships.

**Publications:**

*How to Start Your Own CAP*

**Annual funding level:**

\$2 million

**Awards:**

1989 Partnerships in Education Journal (PIE) Award, 1989 Florida Education Benefactors Award, two national Bellringer awards for Best Community Relations Program.

**Company/organization:**

Home Savings of America  
4900 River Grade Rd.  
Irwindale, CA 91706

**Contact name:**

B. Judy Morgan Phillips

**Title:**

Vice President, Manager CAP

**Telephone:**

(818) 814-7211

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**ACTIVITY: MENTORING****Program:**

Career Beginnings

**Program objectives:**

Dropout prevention/job readiness

**Year established:**

1986

**Target group:**

High school students

**Program description:**

Career Beginnings aims to increase the number of high school students from low income families who complete high school and enter college, technical training, or full-time employment.

The program consists of mentoring, summer internships, and special life-skill workshops and is sponsored jointly by business, school, and university partners. Since its inception, more than ninety-five percent of the 14,000 participating students have graduated from high school and well over seventy percent went to college.

Career Beginnings matches each student with a mentor from the local business or professional community. Mentors help students with career planning, applying to college, and understanding the professional work environment. In the summer between junior and senior year, students are offered paid summer internships. In addition, the students attend workshops on career planning, basic academic skills, time and money management, college financial planning, job behavior, and resume writing. The programs generally have a full-time coordinator and are administered by the college or university

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partner. Career Beginners are mentored by volunteers from dozens of Fortune 500 companies and local corporations such as AT&T, Allen-Bradley Company, Chevron, the Tennessee Valley Authority, Traveler's Life Insurance, and Ohio Bell.

At Thom McAn, for example, employees are invited to a Career Beginnings Fair where they are introduced to the program and have the chance to sign up. Mentors make a two-year commitment to stay with their students from the spring of the junior year through post graduation. Mentors meet with the students at least once a month, at a flexible location, for a minimum of three hours and call several times a month. Thirty-five Thom McAn employees are currently serving as mentors. The company also sponsors twenty-five summer internships, offering students work in stores and in the corporate headquarters. Thom McAn also serves on the Career Beginnings Advisory Committee. The program was started with \$50,000 in seed money. Annual costs range from \$10,000 to \$15,000 plus \$25,000 for the summer intern program. Career Beginnings is administered through the Human Resources Department.

**Annual funding level:**

\$3,000 per student plus in-kind donations and services.

**Awards:**

Career Beginnings is recognized by the American Association of State Colleges and Universities, the California Community Colleges, the Children's Defense Fund, the Conference Board, and the Southern Association of Colleges and Schools, among others, as an exemplary partnership.

**Participating company/organization**

Thom McAn  
67 Milbrook St.  
Wooster, MA 01606

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**Contact name:**

Robert Weaver

**Title:**

Vice President, Human Resources

**Telephone:**

(508) 791-3811

**Program headquarters:**

Career Beginnings Center for Corporate  
and Education Initiatives

P.O. Box 9110

Waltham, MA 02254

**Contact name:**

William Bloomfield

**Title:**

Director

**Telephone:**

(617) 736-4990

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# Job Readiness

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**ACTIVITIES:**

Workshops, employment, donations.

**Program:**

Mayor's Summer Jobs Program

**Program objectives:**

Job readiness

**Target group:**

High school

**Year established:**

1967

**Program description:**

The Summer Jobs Program in Oakland is a twenty-five-year-old partnership between the public and private sector. The program sponsors job-readiness workshops in the public high schools for students and works with local employers to develop summer jobs for youths. The goal of the program is to help students prepare for and find their first job. Matthew Bender has been an active program supporter since 1986, when it moved its business to Oakland.

Volunteers from area businesses participate in the job readiness workshops as corporate trainers. The volunteers go into high school classrooms to teach students how to fill out job applications, prepare resumes, and conduct interviews. The applications are screened before they are sent to prospective employers.

About ten Matthew Bender employees participate in the job readiness workshops as trainers. Matthew Bender regularly hires five to ten youths each summer for clerical positions at salaries of \$6 to \$6.50 per hour. The Human Resources Department reviews the student applications and coordinates the program. Since 1986, two people have been hired at Matthew Bender as

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full-time employees. Matthew Bender's in-kind donations include design, art, copy, mailing, and printing services for promotional materials and the annual report.

**Annual funding level:**

\$10,000

**Company/organization:**

Matthew Bender  
2101 Webster St.  
Oakland, CA 94612

**Contact name:**

Diana Pascual

**Title:**

Director of Human Resources

**Telephone:**

(510) 446-7217

**ACTIVITIES:**

Tutoring, Guest Speakers, Job Shadowing, Field Trips

**Program:**

Project STEP

**Program Objectives:**

To better prepare kids for the transition from school to work.

**Year Established:**

1971

**Target group:**

High school

**Program Description:**

Project STEP (Skills Training Educational Program) provides entry-level job skills training to more than 3,000 California students a year who want to pursue careers in banking. One of the earliest programs of its kind, Project STEP was developed to address the need for a better trained work force. The Bank hires approximately 20 percent of the students trained in the program.

Bank of America develops the curriculum that is relevant to its own operations, provides the training sites and state-of-the art equipment at its bank locations, and the teachers. Project STEP offers over ninety classes in a wide variety of banking and automation skills each school year. Trained bank employees teach subjects such as bank telling, data entry, credit operations, and personal economics. Students sign up for the courses of interest to them and receive a full semester of school credit for each course. The courses run for fifteen weeks, six hours a week. Employees teach classes twice a week after regular work hours and are paid through the school district's Regional Occupational Program. Approximately eighty

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employees participate in the program as teachers or substitutes and there is a waiting list for new openings. Bank of America sponsors an annual faculty event and presents employee recognition awards. The program is managed through the Department of Human Resources and occupies a third of a full-time employee's time.

**Annual funding level:**

Under \$5,000. Employees are paid by the school district.

**Awards:**

1986 Presidential Volunteer Action Award for "Best Overall Corporate Effort"

**Company/Organization:**

Bank of America  
333 S. Hope Street  
Los Angeles, CA 90071

**Contact Name:**

Jose Castro

**Title:**

Vice President and Manager of Education Programs

**Telephone:**

(213) 345-4324

**ACTIVITIES:**

Tutoring, guest speakers, job shadowing, field trips.

**Program:**

Saturday Academy

**Program objectives:**

Provide academic enrichment to vulnerable twelve- and thirteen-year-olds.

**Target group:**

Seventh grade

**Year established:**

1984

**Program description:**

Saturday Academy is an academic enrichment program for seventh grade designed to help students develop a love of learning and motivate them to continue their education. It is one of the model programs in Aetna's Stepping Up initiative to help disadvantaged young people develop into competent workers. The program is housed in a business or college setting so kids can begin to relate the acquisition of skills to their eventual use on jobs. The program has more than 1,000 graduates.

Saturday Academy runs twice a year for nine or ten Saturdays. Teachers and guidance counselors from area public schools recommend approximately fifty students who are at or near grade level in math and reading. Instruction is provided in math, science, computers, and communications with the focus on integrated hands-on learning. Weekly classes are supplemented by guest speakers, field trips, and job shadowing. Parental involvement is a key feature with parents agreeing to attend half the sessions. Actna employees volunteer to help out in the classroom, parent workshops, job shadowing, and field trips.

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Expenses for meals, trips, materials, and teacher stipends average \$30,000 per session.

Developed in 1984 in conjunction with the Hartford (Connecticut) Board of Education, the program has been replicated in Washington, D.C.; Middletown, Connecticut; Atlanta; and Los Angeles.

**Annual funding level:**

\$300,000

**Company/organization:**

Aetna Life & Casualty Corporation  
151 Farmington Ave.  
Hartford, CT 06156

**Contact name:**

Diane Jackson

**Title:**

Consultant National Issues, Corporate Public Involvement

**Telephone:**

(203) 273-1932

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**ACTIVITIES:**

Guest speakers, job shadowing, field trip.

**Program:**

Shadow Day

**Program objectives:**

Job preparation and career awareness.

**Target group:**

Eleventh grade

**Year established:**

1991

**Program description:**

Chevron employees participate in a month-long program with Marietta High School which takes students through the step-by-step process of applying and obtaining a job. The program provides students with the real-life experience of the job-hunting process in a nonthreatening manner. Shadow Day is sponsored annually by the Partners in Education Program, which unites local businesses and schools in support of a variety of programs in the schools.

The program has three components: application, interviewing, Shadow Day. First Chevron makes presentations in English classes describing Chevron's business and available positions. The students work on resumes and fill out the applications with the teachers. Chevron then reviews the applications and selects applicants for interviews. The interviews are held at the high school.

Students come to the Chevron plant for Shadow Day. After an overview of the plant and manufacturing process and plant tour, the students spend one to two hours with their shadows who explain their job responsibilities. Fourteen employees participated in the program last year. Jobs covered in 1992

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ranged from instrument technician and process engineer to computer programmer and secretary. Chevron publicizes the program through its electronic mail system. The Shadow Day coordinator at Chevron spends approximately three days preparing for the program.

**Annual funding level:**

\$1,000

**Company/organization:**

Chevron Chemical Company  
P.O. Box 1000  
Marietta, OH 45750

**Contact name:**

Ivin Rohrer

**Title:**

Training Coordinator

**Telephone:**

(614) 374-0284



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**ACTIVITIES:**

Tutoring, mentoring, curriculum enhancement.

**Program:**

World of Work

**Program objectives:**

Help youngsters better understand the relationship between what they are learning in school and what goes on in the workplace.

**Target group:**

Kindergarten to twelfth grade

**Year established:**

1990

**Program description:**

Chrysler Corporation's World of Work program focuses on preparing today's school children for tomorrow's workplace. The program links Chrysler employees with specific public schools located in Chrysler plant cities. More than 2,000 Chrysler volunteers work with students in their classrooms to show the relationship between what they learn in school and how that material can be applied to the work place. The program started at one Detroit elementary school and has expanded to eleven additional schools.

Under the World of Work program, employees are released from work to dedicate an hour or more a week to helping elementary through high school students. Volunteers work with schools to enhance curriculum and serve as role models, tutors and mentors. Volunteers work with students on personal responsibility, attendance, job completion, basic skills, and self-esteem. Training is provided for volunteers and participating schools staff. Each World of Work program reflects the specific needs of the individual school and has a program coordinator.

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**Annual funding level:**

Program is human resource intensive. There is no capital outlay except for the volunteer time and training materials.

**Awards:**

1990 Point of Light

**Company/organization:**

Chrysler Corporation  
1200 Chrysler Dr.  
Highland Park, MI 48288-1919

**Contact name:**

Valerie A. Becker

**Title:**

National Education Program Administrator

**Telephone:**

(313) 956-0607

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# Mentoring

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**ACTIVITY:**

Mentoring

**Program:**

Adopt-A-Student

**Program objectives:**

Dropout prevention, increased self-esteem, and improved academic performance.

**Target group:**

Middle and high school

**Year established:**

1986

**Program description:**

The Springfield Institution for Savings (SIS) initiated the Adopt-A-Student Program with Chestnut Middle School to help students at risk of dropping out before completion of middle school. Mentors and students meet for one class period, (forty-five minutes to one hour) each week, at the same time and place at the school. Both students and mentors make a three-year commitment to the program. Teachers and school counsellors select twelve new students each year, and parental permission is required. The curriculum is established by the school coordinator and team teachers based on basic skills and individual needs. SIS hosts special parties and field trips, and mentors often take students out on their own time. Currently thirty-six mentors and students participate in the program.

The mentoring program continues in a less structured form through high school. Students who have completed ninth grade are eligible for summer employment at the bank and after-school jobs during the academic year. The trainee positions are designed to help bring the students up to a point where they

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qualify for entry-level positions at the bank or in other industries. The bank assists those who choose to apply to college.

SIS employees are carefully screened and go through an orientation program before joining the program. Workshops for the mentors are held during the year on special topics such as self-esteem, English as a second language, and Hispanic culture. The SIS Adopt-A-Student program is managed by a full-time coordinator who also has responsibility for five other smaller partnership programs.

**Annual funding level:**

\$13,000, primarily for student salaries rather than program expense.

**Awards:**

1991 United Technology Award, 1990 Massachusetts Board of Education Exemplary Partnership Award, NAPE state and national exemplary program awards.

**Company/organization:**

Springfield Institution for Savings  
P.O. Box 3034  
Springfield, MA 01102-3034

**Contact name:**

Denise Laprade

**Title:**

Partnership Coordinator

**Telephone:**

(+13) 748-8291

**ACTIVITY:**

Mentoring

**Program:**

Everybody Wins

**Program objectives:**

Instill love of learning.

**Year established:**

1988

**Target group:**

Elementary school

**Program description:**

Everybody Wins, a New York City mentoring program originally underwritten by the textile industry, was initiated several years ago on a small scale at P.S. 116 in Manhattan. It was based largely on the premise espoused by Jim Trelease (author of *The New Read Aloud Handbook*) and others, that if good literature is read to children, they will perceive that reading is enjoyable and interesting and will become motivated to read. The children selected by the school for the program are generally those who are falling behind in reading and need more personal attention. The program has expanded from fifty volunteers in one school to 200 volunteers from six corporations working in four schools.

Corporate volunteers have lunch in school and read a book with a particular child for one hour once a week. The volunteer works one-on-one with the same child each week. Mentors work with the children in the school cafeteria or in the children's classrooms and select the books to read together. A writing component was added to encourage the students to write to their mentors during the school year and over the

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summer, Volunteers write to the children if they have to miss a week or when they travel on business or on vacation.

Twenty McGraw-Hill/Macmillan School Division volunteers work at P.S. 59, a school within walking distance of their office. In its second year, the program was introduced on the suggestion of an interested employee. A memo was sent to all School Division personnel describing the program and asking for volunteers. Those interested filled out applications and attended an orientation at the school with the principal and teachers. Everybody Wins works with the school administration to match the students and mentors and establish the volunteer schedule. The program at McGraw-Hill is coordinated by one of the mentors, who is responsible for notifying the school if a volunteer is going to be absent.

**Annual funding level:**

Administrative costs are \$200 per student paid by the corporate sponsors.

**Participating company/organization:**

Macmillan/McGraw-Hill School Publishing Company  
10 Union Square East  
New York, NY 10003

**Contact name:**

Lolita Chandler

**Title:**

Vice President, National Accounts

**Telephone:**

(212) 353-5489

**Program headquarters:**

Everybody Wins Foundation, Inc.  
10 Park Ave., Suite 20G  
New York, NY 10016

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**Contact name:**

Arthur Tannenbaum

**Title:**

President

**Telephone:**

(212) 679-4063

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**ACTIVITY:**

Mentoring.

**Program:**

HOSTS (Help One Student to Succeed)

**Program objectives:**

Dropout prevention, higher test scores.

**Target group:**

At-risk students from kindergarten to twelfth grade

**Year established:**

1972

**Program description:**

HOSTS (Help One Student to Succeed) is a structured mentoring program in language arts that helps students in kindergarten through twelfth grade with reading, writing, vocabulary development, study skills, and higher-order thinking. Each student is matched with a trained mentor who provides attention, motivation, and support. The mentors are given carefully designed individualized lesson plans drawn from a comprehensive computerized data base. These lesson plans are tailored to a student's learning style, reading level, and motivational interests. Simple instructions are supplied for the mentors and students to guide them in learning activities geared to real-life application.

Businesses provide mentors to existing programs or stimulate interest in the program in the local communities where they operate. For example, several employees at Monsanto's Greenwood, South Carolina, plant had been participating in a local tutoring program that they felt fell short of the needs of students who continued to fail. On their own initiative they researched mentoring programs, found HOST and generated the community support and funding for the program. Currently

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about 100 Monsanto employees volunteer one hour of their time a week during the workday. The volunteers work one-on-one with the same student each week.

Since its inception, HOSTS has involved over 150,000 students and 100,000 mentors in over 400 programs nationwide. HOSTS provides the data base software, training and ongoing technical support to each school or district that participates in the program. The software monitors attendance, test scores, attitude, and other factors for measuring success that are required for school districts to qualify for Chapter 1 funding.

**Annual funding level:**

\$30,000 first year, \$5,000 annual.

**Awards:**

U.S. Department of Education Mentoring Model, National Center for Dropout Prevention designation as National Model, Chapter 1 National Validation, and numerous national and state awards.

**Company/organization:**

HOSTS Corporation  
1801 D Street  
Vancouver, WA 98663

**Contact name:**

Jerald L. Wilbur

**Title:**

President & COO

**Telephone:**

(206) 260-1995



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**ACTIVITIES:**

Mentoring, grants, speakers, donations.

**Program:**

Science and Mathematics (SAM) Mentoring Program

**Program objectives:**

Enable more students to complete science projects and qualify for scholarships

**Target group:**

Ninth to twelfth grades

**Year established:**

1991

**Program description:**

Westinghouse Electric Corporation has been a partner in the Science and Mathematics (SAM) program at George Westinghouse High, an all-black high school located in Homewood-Brushton, since it was established by the Pittsburgh Public Schools in 1986. SAM is the most comprehensive science and math program in the Pittsburgh city schools and has spearheaded high-technology education in the City of Pittsburgh. The SAM Mentoring Program was started two years ago when the SAMS steering committee recognized that many students in the science and math program were not finishing their science projects and needed help.

Mentors work with students one-on-one three times a month for one-hour sessions. Meetings are scheduled during the school day and are usually held at the local library or at the high school. Mentors assist students with their research and provide guidance and support as they complete their projects. Westinghouse provides students that complete their projects and graduate with a B average a \$4,000 scholarship to help them start college. Westinghouse also sponsors an end-of-the

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year event for students and mentors, and provides in-kind donations of equipment and supplies. Grants also are awarded for special projects. Thirty-seven students and about twenty Westinghouse employees currently participate in the program.

Westinghouse recruits employees through the human resources and division managers who must authorize release time. A one-year commitment is required from the employee and two half-day training sessions are offered before mentors are matched with students. Westinghouse has hired a minority consulting firm that conducts the training sessions for mentors, matches the students and mentors, and publishes the *Mentor Messenger*, a newsletter designed to publicize the mentoring program. Westinghouse also sponsors focus groups through the year so that the mentors and parents can meet. The program is managed by the Contributions and Community Affairs Department.

**Publications:**

*Mentor Messenger*

**Annual funding level:**

\$10,000-\$15,000 for consultants.

**Company/organization:**

Westinghouse Electric Corporation  
Westinghouse Building  
Gateway Center  
Pittsburgh, PA 15222

**Contact name:**

Nina Lynch

**Title:**

Program Administrator

**Telephone:**

(412) 642-3627



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**ACTIVITY:**

Mentoring.

**Program:**

World of Work

**Program objectives:**

Provide inner city youth with insight into the world of work.

**Target group:**

High school

**Year established:**

1991

**Program description:**

World of Work is a mentoring program designed to introduce high school students to publishing and the world of work through the creation of a publication. Cahners staff from all the major publishing departments—editorial, advertising, production, art, office services, human resources, and accounting are paired with students. Students take on all the responsibilities of creating a publication, which is produced on a Macintosh computer.

Students come to Cahners's offices once a week 1 to 3 P.M. for an eight-week period. Students are from the South Bronx Job Corps, an alternative vocational high school. They range in age from thirteen to twenty-three and are selected for the program based on good attendance and their academic record. The students work together as a group for an hour a week and with their mentor for the other hour. The students receive academic credit for the program. The program is offered once a year. The mentors continue to maintain contact with their students on an informal basis after the program is completed.

The program is offered in conjunction with the New York

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City Public Schools Office of External Programs and Career Education Center, which operates alternative education centers.

**Publications:**

*Once in a Lifetime*

**Annual funding level:**

\$1,500

**Company/organization:**

Cahners Publishing Company  
245 W. 17th St.  
New York, NY 10011

**Contact name:**

Loriann Weiss

**Title:**

Recruitment Manager

**Telephone:**

(212) 463-6624

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School Reform  
and Curriculum  
Enhancement

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**ACTIVITIES:**

Mentoring, tutoring, internships, leadership training, curriculum development, staff development, scholarships.

**Program:**

Kodak 21st Century Learning Challenge

**Program objectives:**

Improve math and science achievement for all students

**Target group:**

Preschool to twelfth grade

**Year established:**

1990

**Program description:**

The Kodak 21st Learning Challenge is a ten-year partnership between the Eastman Kodak Company and pre-college educational institutions in Kodak plant communities nationwide to improve fundamentally mathematics and science achievement for all students. Kodak's commitment to the Rochester (New York) City School District, the flagship for the Learning Challenge and Kodak's hometown, involves nearly 1,500 Kodak employees working as mentors, tutors, and team-teachers, with more than 5,000 students in classrooms and Kodak facilities.

The Kodak Learning Challenge is made up of six elements: (1) school partnerships (there are currently nineteen of them with Rochester schools), (2) a mentor program, (3) the Summer Science Work-Study Institute for teachers to develop a cadre of math and science specialists, (4) early childhood education centers to create a preschool curriculum, (5) an Implementation of Quality Education Process to help schools design and execute school improvement plans, and (6) volunteer training in teaching techniques for Kodak employees.



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The mentoring program is a key component of the Kodak 21st Learning Challenge. The program links student, parent, teacher, and Kodak employee in a six-year learning commitment that extends from fifth/sixth grade until graduation from high school. The program includes monthly visits to the mentor on the job site to introduce students to career opportunities.

Representatives from schools, district offices, the community, and Kodak plan, implement, and monitor the program at each site. The program is being developed in Kingsport, Tennessee; Longview, Texas; and Windsor, Colorado, with plans to implement the program in other plant cities as well. Program headquarters in Rochester has a full-time staff of seven to support local program activities and publish a national newsletter, *Star Chronicles*.

**Annual funding level:**

\$2.5 million. The 21st Learning Challenge was recently awarded a \$1.4 million grant from the National Science Foundation for minority student achievement.

**Publications:**

*Star Chronicles*

**Awards:**

1992 National Alliance of Business, Business Education Partnership Program of the Year; 1992 Anderson Merit Award; 1991 Conference Board Best in Class Award.

**Company/organization:**

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Special Awards,  
Incentives, and  
Scholarships

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**ACTIVITIES:**

Tutoring, mentoring, student employment, incentives.

**Program:**

Cities in Schools/Burger King Academy

**Program objectives:**

Dropout prevention

**Year established:**

1977

**Target group:**

At-risk kindergarten to twelfth graders, with emphasis on high school.

**Program description:**

City in Schools, Inc. (CIS) is the largest nonprofit dropout-prevention program. The CIS method brings small teams of repositioned social service providers into schools where they can form one-on-one relationships with students and work alongside teachers, volunteers, and mentors to keep children in school. A training institute was established so that every community that desires a CIS dropout-prevention program can send representatives, including business leaders, to be trained in how to start and operate one.

There are currently sixty-nine operational local programs serving 131 communities in twenty-two states. CIS programs operate at 433 educational sites. The programs are overseen and developed by a board of community, business, and school leaders and are 501(C)3 (not for profit) corporations. Programs can encompass a city or a county or a district. A paid citywide executive director oversees the educational sites within a program and negotiates with the different institutions providing services.

In 1989 Burger King joined Cities in School to form a national network of academies designed for students who have

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already dropped out of school or who are functioning below their potential in a traditional school. Unlike the traditional CIS model, the Burger King Academies are housed in a separate wing of an existing school or in a separate facility altogether and provide a unique, individualized, and supportive environment. There are currently twenty-seven Burger King Academies in fifteen states and two countries.

The academies are underwritten in the first year through corporate contributions and thereafter supported by franchisee fund-raising efforts. City in Schools develops the program in each market, and Burger King franchisees serve on the local board of directors. Burger King franchisees also serve as mentors, sources of employment, and guest speakers and provide academic-achievement incentives such as free tickets to local events and food coupons and scholarship funds.

The national organization is a public/private partnership supported by a variety of private businesses, foundations, and individuals, as well as an interagency grant from the U.S. Departments of Justice, Labor, Health and Human Services, and Commerce. Corporations provide funding, mentors, and tutors to existing local programs.

**Annual funding level:**

Budgets vary. Salary of executive director can range from \$10,000 to \$45,000. The budget for a Burger King Academy is approximately \$500,000 per year.

**Awards:**

Certificate of Special Recognition for national leadership from the Business-Higher Education Forum of the American Council on Education; daily Point of Light for local program.