



**KAUFFMAN
SCHOLARS, INC.**

Parent pulse

Parents **U**niting **L**ong-term for **S**cholar **E**xcellence

Upcoming

Please mark your calendars:

Parent and Scholar Conference

Destination: College!

Saturday, June 2, 2007

9 a.m. to 3 p.m.

Business & Technology Center
Metropolitan Community
College

1775 Universal Ave.

Kansas City, MO 64120

Class 2 Only

(8th grade Parents):

Readiness Conference

Saturday, June 23rd

8:00 a.m. to 2:00 p.m.

Wyandotte High School

2501 Minnesota Ave.

Kansas City, KS 66102

Parents Summer Activity

Month of July:

Class 1 -

Parents College For A Day Visit

Day & Time to Be Announced

Class 2 - "Friday Night Talk"

Day & Time to Be Announced

Class 3 - "Walk In My Shoes"

Summer Field Trip

Day & Time to Be Announced

Parents – Did You Bring Home a Good Report Card?

The classic scene of students bringing home their report card to Mom and Dad was turned upside down this spring, when parents received their first report cards from Kauffman Scholars! Report

preparation; their own expectations about attending college and the expectations of adults who are important to them; information and awareness of admissions requirements and procedures; and the strong presence of parental support.



Parents who contribute their time and energy to help their children succeed in becoming college-ready are a vital resource. Students whose parents reported frequently discussing school-related matters with them were twice as likely to enroll in four-year colleges

as students with parents who were less involved.

as students with parents who were less involved.

The KSI Parent Report Cards are designed to inform parents about how they have been doing in keeping up with activity requirements, and about how they can improve in the future. Regular attendance at Parent Meetings, and participation in Parent Engagement and Community Service Projects (beginning during the Scholar's ninth grade year) are key components of the program. Make-up sessions are available for parents to make-up any missed meetings. Remember, parents are partners with KSI in helping your Scholars to succeed!

cards were developed to give parents and guardians feedback on how they are doing in keeping their commitment to participate in program activities.

At the beginning of the school year KSI requested a commitment pledge from parents and guardians for 85% participation in Kauffman Scholars activities to support your Scholar. Why is this so important? Parental involvement is one of the core components of the Kauffman Scholars program.

Research makes it clear that many elements contribute to whether or not a student goes to college. Some of those factors include excellent academic



Greetings,

Spring is finally here, and the close of another school year is not far behind. You and your teen may be discussing the possibility of him or her taking a part time summer job. If your teen is interested, the two of you should talk about which jobs to apply for, how many hours per week they will work, and make sure that the commitment will not interfere with Scholars' activities scheduled during the summer.

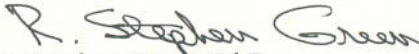
Remember that some jobs are not appropriate for young people. Teens should not have jobs that involve working late at night, selling door to door (such as magazine subscriptions), construction jobs that involve working at heights, or jobs that involve driving; those are a few examples of situations that are dangerous for young people. If your child is going to provide baby sitting services in a private home, may sure you know the homeowner and visit the home first. Discuss requirements of any job with your child, and if anything about the situation makes you nervous or uncomfortable, consider eliminating that particular job possibility.

Before your child pursues summer employment, make sure you know the law regarding the number of hours teens can work. The federal government does not allow 14 and 15 year olds to work before 7 a.m. or after 9 p.m.

Parents can help young people prepare for a job interview by role playing with them before the interview takes place. Remind them to speak clearly, look attentive and listen carefully to what is said during the interview. If the opportunity arises, a parent can accompany their child to the interview to provide support; sitting in on the interview will also give you the chance to find out more about the workplace where your child may be employed. Make sure the location of employment is convenient and easily accessible.

Summer jobs can provide more than summer spending money for your teen. Working with others in public settings may enhance social skills and help your child develop a personal work ethic. Earning their own income may motivate young people to learn about handling money responsibly, and parents should encourage them to get a head start on building a savings account. With effective budgeting, the summer job can provide an income resource for teens that continues well into the next academic year.

Best regards,


R. Stephen Green, Ed.D.
President and CEO



Pam Harris
Parent Engagement Specialist

Parent Engagement Specialist: *Thought for the Month*

Parent Involvement is Vital to Children's School Success

Ever wonder why there is so much emphasis on parent involvement today? The reason is simple. Research shows parent involvement makes a big difference in children's school success.

Here are seven key findings from recent research about the relationship of parent involvement to children's school success:

1. The family provides the child's primary educational environment.
2. Involving parents in their children's formal education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, long-lasting, and well-planned.
4. The benefits of parent involvement are not confined to early childhood or the elementary level. There are strong positive effects from

involving parents continuously throughout high school.

5. Involving parents in their own children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.

6. Children from low-income and minority families have the most to gain when schools involve parents. Parents do not have to be well-educated to help.

7. We cannot look at the school and the home in isolation from one another. We must see how they interconnect with each other and with the world at large.

Source: Henderson, A. (1994) *A New Generation of Evidence: The Family is Crucial to Student Achievement*. National Committee for Citizens in Education, Washington, DC.

Understanding Teens

Do you wonder sometimes why teens behave the way they do?

Teenagers are individuals with unique personalities and special interests, likes and dislikes. In general, there is a series of developmental tasks that they all face during the adolescent years.

Teen development can be divided into three stages – early, middle and late adolescence. Some of the normal feelings and behaviors of teens in the first two stages are:

Early Adolescence (12-14 years)

Teens in this stage are beginning the move toward independence. They are likely to be struggling with a sense of personal identity; they may be moody, and are more likely to express their feelings by action than by words. As they reach for personal independence, they may be less affectionate, or even rude, toward parents. Close friendships with their peers may gain more importance, as they search for others to love in addition to their parents. However, even as they work at growing up, they may also show a tendency to return to childish behavior at times.

At this stage, peer influence is very strong, especially regarding interests and clothing. Teens in this age group have a greater interest in privacy, and are mostly interested in the present and the near future.

Middle Adolescence (14-17 years)

The search for personal identity and independence continues, with teens showing more self-involvement. At this age, young people may become extremely concerned with their appearance and their

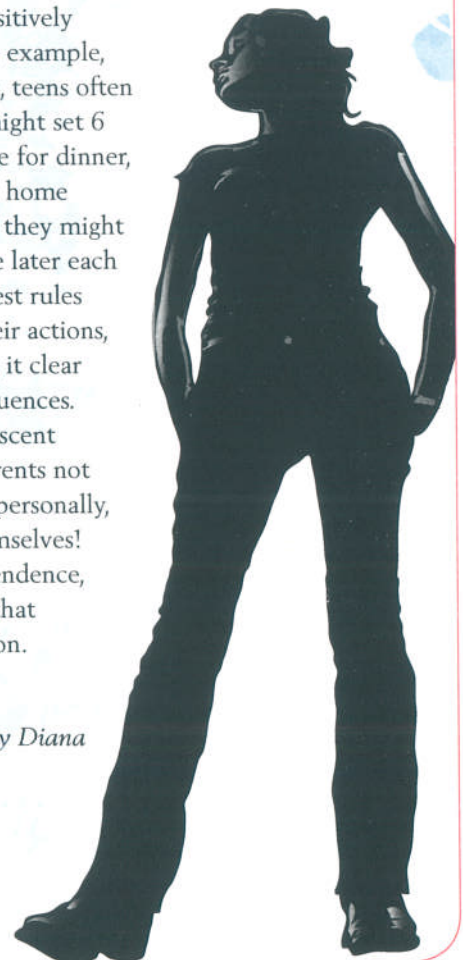
bodies. They may withdraw emotionally from their parents, yet feel sad about how their feelings for their parents are changing. Teens in this group may show a more consistent evidence of conscience and have a greater capacity for setting goals.

Intellectual interests become more important at this stage, and teens may channel growing sexual and aggressive energies into creative, athletic and career interests. Young people may show feelings of love, tenderness and fear toward the opposite sex.

How should parents use this information?

Understanding teenage development can help parents deal more positively with teenage behavior. For one example, between the ages of 12 and 14, teens often test limits and rules. Parents might set 6 p.m. as the time to come home for dinner, but their teen might not come home until 6:15. If nothing happens, they might continue to come home a little later each day. Knowing that teens will test rules can help parents anticipate their actions, and follow through on making it clear that breaking rules has consequences. However, understanding adolescent development can also help parents not take their teen's behavior too personally, and react by withdrawing themselves! Even as they search for independence, teens really do want to know that parents are still paying attention.

Information excerpted from the "Understanding Teens" article by Diana S. DelCampo, Ph.D.



KSI Staff



R. Stephen Green
President & CEO



Marcella Gladney Lee
Vice President/
General Counsel



Terry Gibson
Controller



Joy Vann-Hamilton
Vice President of
Program Operations



Pam Harris
Parent Engagement
Specialist



Manomay Malathip
Lead Life Coach/Scholar
Engagement Specialist/
KS Site Manager



James McGirt
Lead Academic Coach-
Math/MO Site Manager

Life Coaches

David Bryant
Fonda Cousin
Johnny Felder
Jaime Goring
Denise Hastings
Will McDowell
Cynthia Robinson
Sonrisa Rowh
Michael Samuels
Claudia Vazquez-Puebla

Academic Coaches

Tyrone Bates
April Flowers
Nick Hardesty
Doretha Henry
Tina McGrew
Jessica Mickey
Scott Neubauer
Marilu Perez
Lucius Perry
Amber Smith

College Coaches

Cokethea Hill

KSI Board of Directors

R. Stephen Green
Daniel Kingston
Carol Marinovich
Anthony R. Masso
Paul Schofer
Lonnie Scott
John Tyler

KSI Advisory Board

Tom Bloch
Arnold H. Brown
Ray Daniels
R. Stephen Green
Jan Kreamer
Anthony R. Masso
Jeanne Patterson
Fred Pryor
Dr. Bernard Taylor
Guy Townsend, III
Carl Schramm
John Tyler

Administrative Support

Connie Morgan
IT Specialist

Karen Collins
Executive Administrative
Assistant

Sue Emslie
Administrative Assistant

Pamela Fellows
Administrative Assistant

Maribel Martinez
Administrative Assistant



KAUFFMAN
SCHOLARS, INC.

4801 Rockhill Road Kansas City, MO 64110-6789