

**The Provost Scholars Program**  
**A Partnership Between Case Western Reserve University and Area Schools**

**Executive Summary**

The Provost Scholars Program executive summary is divided into two sections:

- *Phase One* introduces the Provost Scholars Program by highlighting its beginnings, and describing the focus of this plan for enhancement of academic achievement among young scholars from under-resourced communities.
- *Phase Two* chronicles some of the social and emotional learning strategies that are embedded in the program. It sets forth more detailed information to facilitate emulation of this program among a wider community of like-minded proponents whose ambition is to enable youth to achieve at their highest potential. It provides an overview of the contents of [\*The Provost Scholars Program: A Toolkit for Developing Partnerships Between Universities and Secondary Schools\*](#),<sup>9</sup> which has been made available to organizations and groups in local, national, and global communities. The toolkit, written in easy-to-understand language, includes numerous links that address specific concerns in academic, social, and emotional learning, tips for success, and more. Included are extensive suggested reading materials and links for further study.



**Ben Vinson, III**  
Executive Vice President and Provost  
Case Western Reserve University

Dr. Chupp is a role model who helped me build relationships with my family and supporters. He helped me put my best foot forward and showed me that my dreams need to be based in reality so they can come true.

—Provost Scholar Octavia Taylor of Mentor Mark Chupp

**Phase One**  
**The Provost Scholars Program: Purpose and Beginnings**

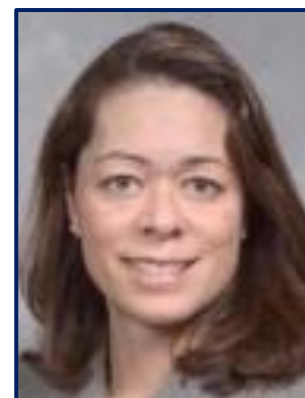
The Provost Scholars Program was originally piloted as a partnership between Case Western Reserve University (CWRU) and East Cleveland City Schools (ECCS). It was designed to support an annual cohort of approximately 30 scholars, grades 8–12, with their academic and career goals. Since its inception in 2013, more than 100 scholars have participated in the program. Program goals are realized by assisting the scholars with expanding their creative and critical thinking, interpersonal and leadership skills, and problem-solving abilities. This is accomplished through:

- Mentoring relationships with CWRU faculty and program team members to prepare scholars for life beyond high school;
- Individualized tutoring and role modeling sessions with CWRU students to strengthen academic practices;
- Intensive seminars on pertinent topics that enhance curiosity, magnify knowledge and skills, and reinforce written and verbal communication skills;
- Educational field trips and celebrations of achievement;
- Participation of parents/guardians through the monthly [Parents' College at Case](#) lectures, workshops, and seminar series.

The success of the Provost Scholars Program is based upon the combined efforts and dedication of the scholars, parents/guardians, teachers, school administrators, mentors, tutors, and community stakeholders. Collectively, through our long-term productive collaborations and partnerships, our goals come to fruition.



**Faye Gary**  
 Provost Scholars Program  
 Founding Director



**Lee Thompson**  
 Provost Scholars Program  
 Associate Director



*I hope that every scholar will be successful, have an excellent education, and have a vibrant career. I enjoyed the visit of the Provost Scholars to the Ohio State House and want you to know you are most welcome to come again.*

*— Senator Kenny Yuko, Ohio State House*

### Community Background

Contiguous to the city of Cleveland, East Cleveland is one of the poorest of American communities with an annual income of \$20,000.<sup>1</sup> Much like other impoverished areas, East Cleveland families face challenges related to aging housing stock, high rates of unemployment, and gang-related drug activity. Data indicated 7,482 incidents of intimate partner violence were reported in 2017 in Cuyahoga county.<sup>2</sup> In 2017 there were 1,506 (78.9%) single-parent households, with single-mother households constituting 69.2 %, and single-father households constituting 9.7 % of homes in the East Cleveland Community.<sup>3</sup>

In 2013, the Provost Scholars Program was embedded in the East Cleveland community as a partnership between the ECCS and CWRU. Perceptions about the lived experiences of the youth are essential for the creation of culturally-centered partnerships between institutions of higher learning and secondary schools. The director of the program and faculty members have had a long history of service to the community in a variety of roles. Our continued efforts are integral to this project. Hence, a two-directional interactive learning and continuous communication system have been developed and refined over time that addresses this phenomenon.

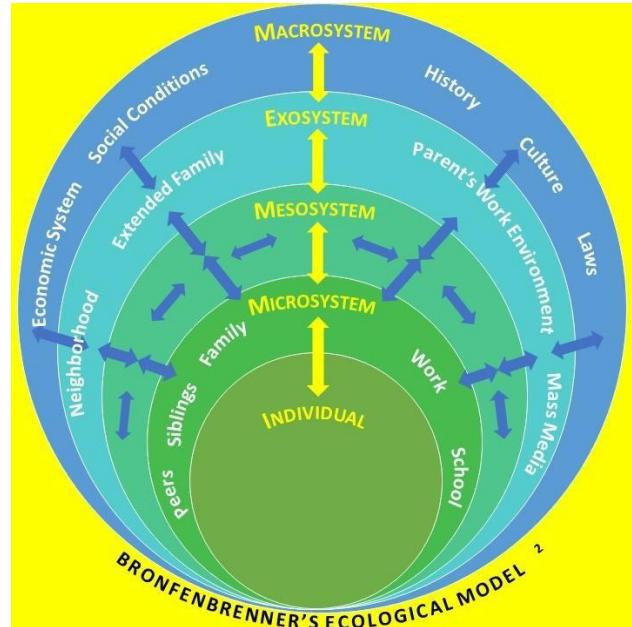
I initially decided to become a mentor in the Provost Scholars Program because I have always been deeply troubled by the invisible wall across Euclid Avenue on the border of CWRU's campus and East Cleveland. I thought that the program would help to make East Clevelanders feel welcome on our campus and thus begin the process of removing the wall.

However, as I began to mentor an amazing young woman, my motivation became personal. I am continually inspired by her desire to learn and expand her horizons. The time that I spend with my Provost Scholar every week is a time when I can escape my daily responsibilities and see with fresh eyes all the opportunities and possibilities our campus and world have to offer.

— Mentor Lee Thompson of Provost Scholar Maranda Priah

The Provost Scholars Program is informed by the ecological systems framework which depicts the influences of several levels of systems that create and propagate healthy environments (see Figure 1):

- The individual with the family (microsystem);
- Peers, work, family, church and other organizations (mesosystem) and interactions between and among these two systems (e.g., attitudes and behaviors, social supports, knowledge, and skills);
- Extended family, neighborhoods, and media; and socio-economic systems (exosystem); and
- Culture and history, and laws/policies at the local, state, and national levels (macrosystem).<sup>4</sup>



**Figure 1. Goals of Provost Scholars Program** adapted from “Understanding the Associations Between Race, Socioeconomic Status and Health: Patterns and Prospects,” by D. Williams, N. Priest, and N. Anderson. (2016). *Health Psychology*, 35(4), 407-411.<sup>5</sup>

### The Beginnings

Founded by Case Western Reserve University Provost, William “Bud” Baeslack, and the ECCS District Superintendent, Dr. Myrna Loy Corley, the Provost Scholars Program was designed to improve the academic and professional outlook of East Cleveland middle and high school students. Of significant concern was the achievement gap between students across the state and the nation and the ECCS high school and the middle school. There has been evidence that the gap continues to widen, having a potentially devastating impact on the future career options and well-being of the youth, their community, and the nation. As the achievement gap widened and opportunities became diminished, the Provost Scholars Program was initiated to bridge that gap for students at ECCS. Provost Scholars from Heritage Middle School and Shaw High School have been provided opportunities to expand and intensify their academic and professional prospects as they learned how to build viable dreams and perspectives about their future.

My career goal is to become the first Black female judge on the U.S. Supreme Court.

— Provost Scholar Chantal Brown, Mentor Ruqaiyah Yearby

Scholars, mentors, tutors, principals, teachers, administrators, and community stakeholders have been working together in a collective effort to establish a unified initiative to inspire civic and academic innovations for the East Cleveland area youth and beyond. The intended outcome of these concerted efforts is to facilitate and nurture an intense desire within the scholars to pursue higher education, seek for excellence in academic pursuits, assume leadership roles in their schools and communities, and to work diligently toward achieving their best possible career goals.

The superordinate goal of the Provost Scholars Program is to enkindle the knowledge, skills, and leadership attributes that are essential for succeeding as a Provost Scholar, a peer, and a productive citizen in the world community. As depicted in Figure 2, the primary focus of the program begins and remains on the attitudes, beliefs,

and daily practices of each scholar, which extends to interpersonal relationships with their parents/guardians, family members, peers, administrators, teachers, mentors, tutors, and other stakeholders. Importantly, community values are also transmitted to the scholars who, over time, will become valuable assets to society and make outstanding contributions to their local and global communities.<sup>5</sup>



**Figure 2. Bronfenbrenner's Ecological Model** adapted from "The Ecology of Human Development: Experiments by Nature and Design," by U. Bronfenbrenner, 1979, Cambridge, MA: Harvard University Press.<sup>4</sup>

*My mentor and I take walks, review homework, and discuss future career options for me. My favorite activity is visiting the local museums and discussing the sculptures and paintings with my mentor.*

— Provost Scholar Camille Gibson of Mentor Daniella Schlätzer



### **Program Components**

The Provost Scholars Program is organic and dynamic in response to the academic, social, and emotional learning needs of the scholars. As we continue to evolve, we have briefly outlined the initial programs that are designed to improve the quality and impact of the program.

**Annual Critical Thinking and Writing Awards:** This award is presented at our Annual Spring Celebration to recognize Provost Scholars who have consistently shown evidence of outstanding work in reading, critical thinking, and writing during the academic year. Participating Provost Scholars are rewarded for exceptional work.

**Collaborative Institutional Training Initiative for Research (CITI):** Provost Scholars are given the opportunity to participate in research projects with their mentors. In preparation for this experience, they are mentored through the Collaborative Institutional Training Institute ([CITI](#)) modules, a web-based program which must be completed before they can have active roles in research and writing for publication. The CITI focuses on topics such as animal use and care in research, human subject protection, and responsible conduct in research. The training emphasizes essential topics such as data security, privacy, confidentiality, ethical principles, and the professional use of data to inform the public and to improve the human condition.

**Cross-Collaboration and Communication:** Collaboration with administrators and teachers occur through scheduled visits at the schools where Provost Scholars Program team members observe the Provost Scholars in the school setting. Data gleaned from these visits are used to inform program team members how to best meet the needs of Provost Scholars. Data are documented after the visits and stored in the Provost Scholars Program encrypted files.

**CWRU Collaborations Across Programs:** The Provost Scholars Program collaborates closely with the CWRU Talent Search Initiative, TRIO, and Upward Bound on-site at participating schools. The purpose of these collaborations is to provide extensive tutoring, mentoring, test-taking skills, and other selected services that are designed to address the academic, social, and career goals of the scholars.

**Electronic Portfolios (e-Portfolios):** Encrypted digital space is provided for each Provost Scholar to store pertinent data such as grades, attendance, honors, awards, citations, curricula plans, career goals, and other important documents. Mentors have access to his/her mentee's files, as do the parent/guardian, administrators, teachers, and the Provost Scholar.

*I enjoyed everything about the Provost Scholars Program, especially the local field trips and the trip to Niagara Falls. I enjoyed the time that I spent meeting people at the school of dentistry with my mentor.*

*— Provost Scholar Brianna Coleman of Mentor James Lalumandier*



**Field Trips:** In the fall and spring semesters, the Provost Scholars visit local museums, theaters, science centers, and neighborhood attractions to enrich their learning and knowledge of different cultures, histories, and subject areas. In addition to these local field trips, the Provost Scholars visit a more considerable attraction and other academic institutions to celebrate their completion of the year. Some examples of past Grand Field Trip highlights include travel to the Charles C. Wright Museum of African American History and Wayne State University, Detroit, Michigan; the University of Pittsburgh in Pennsylvania; and Niagara Falls, New York.

**Home Visits:** At the beginning of each year, program team members make a home visit to establish full engagement of the parent/guardian, to explain the program in depth, and to determine if there are additional needs that would benefit from guidance or referral. Small group discussions are also convened at the schools. The intent is to elicit parent/guardian support for the scholars and the program. Also, perceived barriers that interfere with full participation in the program, such as absenteeism, are considered. The objective is to collaboratively work towards resolving barriers and providing support for full participation in the Provost Scholars Program.

**Individualized Tutoring:** Each Thursday, the Provost Scholars work with their assigned tutors in small groups or a one-to-one interaction. The tutoring activities focus on completing homework; improving critical thinking, writing, and mathematics skills; and strengthening the knowledge and skills that are needed to attain favorable scores on the [ACT](#) and [SAT](#) college entrance examinations. Individual projects can also be the focus of the tutoring.

**Intensive University Seminars:** Scholars participate in weekly Thursday seminars where they enjoy lectures/seminars with engaging speakers from a variety of areas of expertise such as history, law, medicine, video gaming, robotics, engineering, music, and more. Included in the seminar outline are *Words of the Week* with definitions and sentences that demonstrate the use of each word in context. Scholars are required to take notes in a structured format; these are critiqued by Provost Scholars Program team members, placed in their e-Portfolios and returned to the scholar.

We experienced a new world together. When you're climbing the Great Wall or you're at Tiananmen Square, those are memories you have for life. Professor Gordon saw my potential and understood my desire to make a difference in the world. I consider him a dear friend. Our relationship will last for a lifetime.

Provost Scholar Anthony Price of Mentor Jonathan Gordon



**Mentoring Relationship:** Middle school and high school students are matched with CWRU faculty and program team members. The mentors and Provost Scholars meet every Tuesday afternoon at CWRU to build academic and career plans, and to develop a set of goals that consist of scholarly, social, and cultural activities. These sessions are designed to establish pathways to college/university or technical and vocational institutions. The mentoring dyad is tailored to endure throughout the scholar's participation in the program through graduation. Many of these relationships could last for a lifetime.

**Online and Offline Tutoring:** This innovation assists scholars with their homework in mathematics, science, writing, and critical thinking. Valuable outcomes of this activity are preparation for the ACT and SAT college entrance examinations, college applications, and essay writing. These services are provided by CWRU students and program team members and a retired school principal volunteer. The service is available at the two public schools or through electronic media, including phone and email. One-on-one and small-group tutoring is also an essential facet of the Thursday sessions, preceding the Intensive University Seminars.

**Photographers-In-Residence:** The mentor and team members teach two Provost Scholars the skill sets related to photography and its uses in the creation of narratives about the Provost Scholars' experiences. These photo narratives are disseminated across numerous stakeholder groups and displayed "On the Big Screen" during the annual Spring and Fall Celebrations.

**Potential Provost Scholar Essay:** As part of the application form for the Provost Scholars Program, candidates are required to submit a 500–600-word essay. The purpose of this essay is to assist in the determination of whether the applicant is eligible for acceptance as a Provost Scholar. The Provost Scholars Program Application Form is available online (see <https://case.edu/provostscholars/> and choose "Apply to the Provost Scholars Program"), or a paper-and-pencil version may be obtained from the administrative personnel at each school.

**Provost Scholars Program Alumni Association:** Any person who has graduated from the Provost Scholars Program is encouraged to join the alumni association. During the Spring Celebration of each year, new members are inducted into this voluntary organization during a brief ceremony. Volunteer mentors serve as advisors to the association.

*My mentor thinks that I am an excellent critical thinker and writer. I read to her and then discuss what I have read. She reviews my homework, buys me treats, and always tells me that she knows that I will become a successful professional and that she will always be there to help me.*

*—Provost Scholar Mariyah Carson of Mentor Faye Gary*



**Provost Scholars Program Ambassadors:** Provost Scholars who have demonstrated outstanding responsible behavior, excellent attendance, good grades, and have been in the Provost Scholars Program for a minimum of two years may be recommended for ambassador status. When this status has been achieved, and dependent upon the written consent of the parent/guardian, the Provost Scholar receives a CWRU identification card, which allows scholars to walk without supervision across campus to their mentor's office, the library, or other designated areas.

**Safe Ride to Campus and Home for Mentees:** The school district provides Provost Scholars with bussing to and from the CWRU campus for the twice-weekly meetings. A program team member accompanies scholars to their homes to ensure their safety. Provost Scholars have assigned spaces on the school bus. If a student is unable to travel to or from the CWRU campus by bus, signed parental/guardian permission is required and must be submitted two days in advance. The phone number provided in the parent/guardian contact information form will be used to verify the student's inability to travel with the Provost Scholars Program. Failure to adhere to these travel standards could risk forfeiture of the scholar's place in the Provost Scholars Program.

**Intensive Summer Learning Institute:** The Provost Scholars have opportunities for academic and social-emotional learning advancement through a variety of programs including the [Youth Opportunities Unlimited Program](#) (College Now), the Social Justice Institute, the Intensive Summer Learning Institute, and other prospects. If the scholars have perfect attendance without tardiness, complete all of the assignments, and participate in every activity of the Intensive Summer Learning Institute, they are provided an honorarium of \$300.00.



**Support Groups and Talking Circles:** Periodically, the Provost Scholars convene and participate in a type of support group called the talking circle. The purpose of these meetings is to facilitate a safe environment where problem-solving and support can occur under the supervision and guidance of CWRU faculty and team members who have expertise in group dynamics and the socio-cultural realities of the participants. For more information about the talking circle, see [The Provost Scholars Program Toolkit](#).

**The Parents' College at Case:** These monthly seminars are designed for parents and guardians of the Provost Scholars. The [Parents' College at Case](#) provides opportunities for the parent/guardian to learn additional methods of supporting their scholar's current academic and personal pursuits, social and emotional health, as well as planning for a post-secondary education and/or gainful employment.

**Volunteer Experience:** Provost Scholars are expected to be involved in volunteer activities at their schools or in their community. These experiences help the Provost Scholar to widen and deepen networking systems, assume leadership roles, and learn to give back to the community as an important civic responsibility. They are also expected to be role models for other students and community members.



These are some of the members of the original Provost Scholars Program cohort.

## Five Essential Steps to Becoming a Provost Scholar



1. Criteria for Selection:
  - Rising 8<sup>th</sup> through 10<sup>th</sup>-grade students at participating middle or high schools.
  - Motivated and self-disciplined.
  - Excellent school attendance and punctuality.
  - 2.5 grade point average (GPA) minimum.
2. Application completed, which includes:
  - 500–600-word essay.
  - The application is available online (see [Provost Scholars Application 2019-2020](#)), or a paper-and-pencil application may be obtained from the administrative personnel at the participating school.
3. Two online recommendations from school administrators or teachers:
  - The teacher/administrator recommendation forms are available online (see [Teacher Recommendation](#)), or from the school administrators or teachers.
4. Documentation of school and community service and volunteer work:
  - Forms for documentation of these activities are available at the participating school administrative offices or online by clicking [Student Service Verification](#).
5. Home visit from Provost Scholars Program team members and a representative from the scholar's school:
  - All forms signed by a parent/guardian.
  - Parent/guardian commitment to participate.
  - Provost Scholar commitment to participate.

All of the application forms can easily be found by going to <https://case.edu/provostscholars/> and clicking on [Apply to the Provost Scholars Program](#) near the bottom of the page. The parent/guardian and the Provost Scholar have the opportunity to ask questions regarding the criteria and timeline during the home visit orientation, or by contacting program director, Dr. Faye Gary, at [fgary@case.edu](mailto:fgary@case.edu) or phone 216-368-5240; the associate director, Dr. Lee Thompson, at [lat@case.edu](mailto:lat@case.edu) or phone 216-368-6477; or the program coordinator, Kate Klonowski, at [kak121@case.edu](mailto:kak121@case.edu) or phone 216-368-0709; or by contacting the administrative personnel at the scholar's school.

### Selection Process and Application Timeline for the Academic Year

Program information is made available to all students at participating schools in the form of poster displays and information packets. These include the program brochure, the calendar for activities for the year, and a letter from Provost Scholars Program Director, Dr. Faye Gary, and Associate Director, Dr. Lee Thompson. Program [fact sheets](#) are distributed at in-school meetings with small groups of students who express an interest in the program during the school year. Copies of all forms that are needed for the application process are available online and at the administrative offices of participating middle and high schools. The application deadline is 11:59 p.m. on April 1st of each year.



The in-school meetings involve the program director, the associate program director, the program coordinator, the school principals, parents/guardians, counselors, and others as determined by the superintendent of the scholar's school. Initially, parents/guardians, teachers, school personnel, and administrators nominate potential Provost Scholars for the program. A Provost Scholars Program team member follows up with the applicant and his/her parent/guardian by phone to review the opportunities and responsibilities that are inherent in the program and determine if there are interest and commitment. Next, a program team member meets with potential Provost Scholars at the participating schools to review program components, the application process, and to assure that the mechanics are available for the completion of the application.

*My mentor helped me to understand how a degree in business management could help me to become an entrepreneur and a restaurant owner. He helped me to explore many new worlds of opportunity.*

*— Provost Scholar La'Quin Leona Lewis of Mentor Gilbert Doho*

### The Parents' College at Case

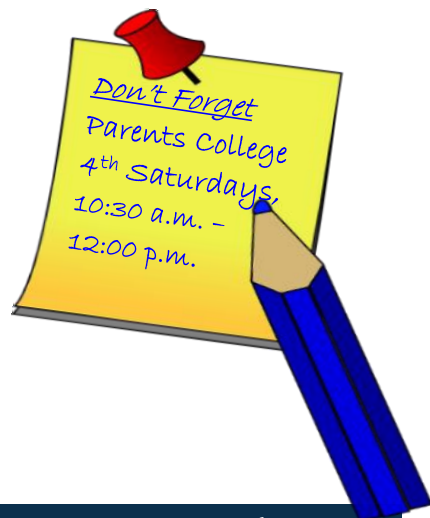
The [Parents' College at Case](#) is a monthly seminar for parents and guardians of scholars in the program. These seminars are held from 10:30 a.m. to 12:00 p.m. on the fourth Saturday of each



month, beginning in September and ending in May. The parent/guardian learns additional methods to support their Provost Scholars' academic achievements and their pursuits to obtain a quality education from a college/university or technical/vocational school that will lead them to a fulfilling career. A wide variety of professionals from engineering, law, medicine, nursing, psychology, and numerous other disciplines volunteer to conduct the seminars over the year. Each session is held on-campus in Guilford House, located at 11112 Bellflower Road.

Each Provost Scholar's parent/guardian is required to attend these seminars to increase their engagement in the program and keep abreast of opportunities, tools, and resources to help their scholars succeed within the classroom, their families, and in the community.

The Parents' College at Case is just one of many ways that the parent/guardian can become involved in the program. The parent/guardian and family members are also invited to join the weekly tutoring and university seminars held in Guilford House on Thursday afternoons from 2:30 to 5:00 p.m. They are welcome to travel with the Provost Scholars to the local and the annual field trips. Also, the parent/guardian is invited to attend the Annual Fall Program Kick-Off and to participate in the annual Winter and Spring Celebrations.



*My mentor helped me to explore many career options as we discussed my professional interests, and my knowledge and skills, and how I could benefit from all of my strengths. I will study marketing at the University of Cincinnati, Ohio.*

— Provost Scholar TaQuesha Williams of Mentor Patricia McDonald

## Phase Two

### Strengthening Leadership through Social Emotional-Learning and Academic Excellence



The focus during Phase One, the first six years, of the Provost Scholars Program has been on academic performance. As the program enters into Phase Two, the program is cultivating opportunities to not only expand how scholars will continue to improve their academic performance, but also to integrate the development of leadership capacity. Undergirding our programming activities includes addressing challenges the Provost Scholars often encounter in their lives such as trauma, stress, bullying, depression, and anxiety. These challenges can occur in a variety of settings including within their families, schools, and communities. Therefore, Phase Two of the program includes an emphasis on building

leadership capacity by creating an intersection of the current academic focus and adding a concentrated emphasis on social-emotional learning such as:

- Trauma-informed teaching and learning
- Mindfulness practice and yoga
- Kindness, empathy, civility, respect, and dignity teaching and learning activities
- Social media and news literacy
- Self and social awareness
- Physical and mental health knowledge and healthy practices
- Ethical reasoning
- Social justice
- Developing and nurturing emotional intelligence

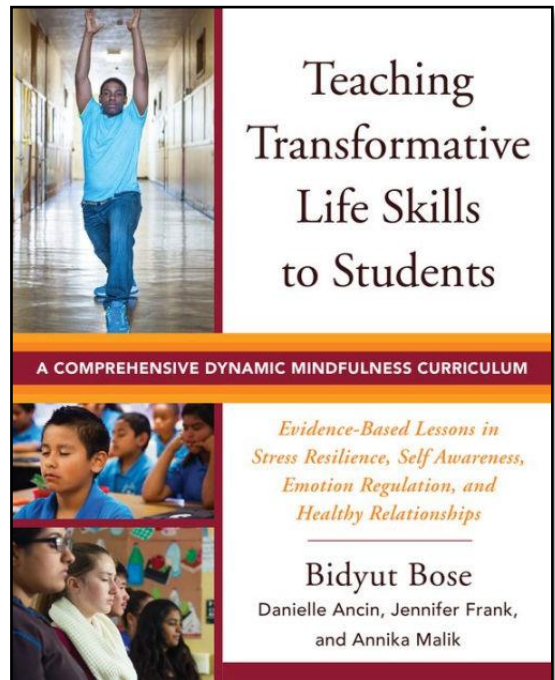
Phase Two is designed to acknowledge the daily realities that the Provost Scholars experience which is similar to those events that occur in other under-resourced communities across the nation and around the world. Among the greatest challenges we have encountered in the pilot schools are: **A**bsenteeism, **B**ehavior regulation, **C**urriculum (grades), also known as ABCs in the school system. These challenges compose the primary matrix that is used to assess progress in the pilot school. In addition, the Provost Scholars Program tracks some additional patterns including (1) participation in extracurricular activities, (2) participation of parents/guardians in the [Parents' College at Case](#) monthly sessions, (3) ACT or SAT test scores, (4) suspensions and expulsions, (5) levels of complexities of courses enrolled in during high school years, (6) tutoring and enrichment activities at the public school, and (7) attitudinal changes about learning and career choices that evolve over time. These matrixes provide an overlap of the programming activities in Phases One and Two of the Provost Scholars Program.

These matrixes are embedded in the multi-dimensional levels of the program:

**Implementation: A Five-Dimensional Approach**

By integrating aspects of evidence-based programs such as social-emotional learning, and implementing the train-the-trainer approach, several dimensions of interactions have been applied to develop and strengthen leadership knowledge and skill sets. By working collaboratively to empower leadership among the Provost Scholars, dedicated organizations at CWRU and the scholar’s school work together towards this goal. Sensitivities to cultural appropriateness as manifested within these partnerships will continue to be recognized and addressed at all levels in the program.

Programs such as *Teaching Transformative Life Skills to Students*<sup>6</sup> is one example of the evidence-based programs that are used during the initial stage of Phase Two.



Utilizing the expertise of faculty and program team members at CWRU and the **Q**uestion, **P**ersuade, **R**efer (QPR) approach,<sup>7</sup> the program trains all participants in Phase Two to be able to better recognize and appropriately respond to youth in distress, especially those who might be exhibiting suicidal thoughts and behaviors, or self-injury without the intent to commit suicide.

While there is no exhaustive or completely all-encompassing way to address barriers to success, the Provost Scholars Program continues to explore innovative ways to address the needs of Provost Scholars from several domains. The strength of this program is maintained by the use of culturally appropriate and evidence-based strategies, the continued commitment of dedicated individuals who have invested in the program, and the outcomes that it produces.

Over the years, I’ve worked with the Provost Scholars Program and I’ve seen tremendous growth and development in the Provost Scholars. This program brings hope to all of the scholars and it provides powerful lessons learned for the mentors and the tutors. I have learned at least as much from the scholars as I have shared with them.

— Mentor Gary Edmunds

With statistical data, theoretical underpinnings, collective experiences, the use of metrics, and the relentless pursuit of excellence, the Provost Scholars Program continues to advance each year as it is informed by individuals in five fundamental groups: Provost Scholars, mentors, educators/teachers, parents/guardians, and community.

1. **Provost Scholars:** Being a leader involves modelling positive behavior to others. Provost Scholars will be mentored as they design a program to help younger students in the community, thereby promoting positive outcomes for themselves and future Provost Scholars.



2. **Mentors:** In a train-the-trainer approach, we assist mentors to understand better the needs and challenges of their mentees, families, schools, and communities, and how they can help to build the capacity of the Provost Scholars to become better leaders now and in the future. Collaborations with academic units at CWRU such as the [Social Justice Institute](#), the [Inamori International Center for Ethics and Excellence](#), and the [Weatherhead School of Management](#), and others are integrated into the leadership component of the program.

3. **Educators/Teachers:** Being mindful of how students experience and cope with emotional and behavioral issues such as trauma, depression, bullying, and anxiety in their lives as adolescents and learners are critical elements to nurturing positive behavior and habits. Educators/teachers are in a unique position to promote and instill positive habits and interrupt maladaptive thinking and behaviors in academic institutions and other settings.

4. **Parents:** During our collaboration with parents/guardians, mental and emotional health issues have been voiced as a concern. Our ongoing work with parents/guardians includes a variety of approaches that are designed to address the core mission of Phase Two of the program, which will help to build healthy families and communities. Home visits in partnership with social work students from the [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#) help develop this relationship, and enhance the well-being of the scholars and their families.

5. **Community:** Collaborations with community-based agencies such as the Salvation Army, the Concerned Ministers of East Cleveland, and others will help to assure that the mission of the Provost Scholars Program is addressed. Town hall meetings will be held to share program outcomes and plan for future programming. These meetings are based on the principles of community-based participatory research<sup>8</sup> where community members (i.e., parents/guardians, Provost Scholars, stakeholders, and CWRU team members) meet to determine the needs of the Provost Scholars using a holistic approach.



## The Provost Scholars Program Toolkit

The publication, [\*The Provost Scholars Program: A Toolkit for Developing Partnerships Between Universities and Secondary Schools\*](#)<sup>9</sup> was produced for a variety of institutions whose mission or interest is the enhancement of the academic achievements and the social and emotional well-being of youth and their families in primarily under-resourced communities. It has been created for the use of any group and in any school district in the nation and across the global community. The toolkit is available for use by all interested parties.

The toolkit is developed for anyone who works with youth or is interested in strengthening neighborhoods and communities. National and state lawmakers, healthcare providers, businesses, school administrators, colleges and universities, parents/guardians, and students are a few examples of the groups that will find the toolkit helpful. A critical element to having an excellent school system is to collaborate with other groups of excellence such as universities/colleges, vocational/technical schools, businesses, and public and private agencies. The exemplars in the toolkit are the East



**Case Western Reserve University**  
A World Class University

Cleveland City Schools, one of the nation's most under-resourced communities, and Case Western Reserve University, a world-class university.

### About This Toolkit

A five-year culminating document of the Provost Scholars Program is embedded in this toolkit, with the intent to assist universities and K–12 public and private schools and other organizations that could partner to provide additional opportunities for youth who live, learn, and play in under-resourced communities. It is also designed for those who are considering partnerships and for those aiming to refine and expand existing efforts. This toolkit is developed from a variety of resources: lessons learned over the past five years, best practices in the field, promising practices, qualitative and quantitative methods and data, and the approaches that are used in the Provost Scholars Program at the moment and those that are projected for the future.



**The Purposes of the Toolkit Are To:**

- Display a comprehensive roadmap for beginning and sustaining a partnership between institutions concerned about enhancing the academic, social, and emotional development of scholars.
- Share the best practices that have been gleaned from the Provost Scholars Program.
- Provide materials necessary for building capacity including the *Mentor's Handbook*, *Parent/Guardian and Scholar Handbook*, guidelines for tutors and volunteers, requirements for background checks, special training for safety, and other essential components.
- Provide a series of examples of [Intensive Seminars](#), and other instructional materials.

Universities and K–12 public and private schools along with many other types of organizations that are currently collaborating or planning to partner with academic institutions to infuse additional learning and social-emotional opportunities should find this toolkit useful. The toolkit addresses several dimensions, including the community, provider, student, and systems levels. Other program resources that might be helpful are also included.

### Who is This Toolkit For and What Are the Benefits?

The toolkit should be of interest and use to administrative leadership teams in public and private schools, universities/colleges, vocational/technical schools, non-profit organizations, businesses, and other community-based organizations. Federal agencies and private foundations will also find this toolkit of immense importance. It is of particular benefit to those who have the responsibilities for educating the whole child and providing opportunities for youth in under-resourced communities. The toolkit will also be of interest and use to critical partners from the health, volunteer groups, and others who are concerned about and wish to assist in efforts to improve the academic and social and emotional outcomes for youth, which will also positively impact their families and help to enhance healthy, stable, and self-sustaining communities.

While the toolkit captures the educational experiences of the youth in our pilot program partnership between the ECCS and CWRU, it is written with the intent to share with colleagues across the globe. It exemplifies a perspective of sensitivity to culture, socioeconomic status, and geographical locale—which should not be barriers to implementing this initiative.

Colleagues in Africa, Asia, South America, the Caribbean Islands, and the United States have welcomed the publication of the toolkit. We have been informed that it will be used to enhance academic achievements and the social and emotional wellbeing of youth in local and global communities.



### Organization of the Toolkit

The Provost Scholars Toolkit is comprised of five primary sections: Planning, Implementing, Sustaining, Evaluating, and Visioning. These are followed by extensive appendixes that contain a myriad of forms, surveys, letters, budgets, job descriptions, and other samples that may be useful for those who wish to copy or refer to them in the development of their own program. The sections may be viewed independently or in sequence as determined by the needs of the reader. Included in the document are hyperlinks to tools and other resources that are publicly available through the Internet. These resources should be helpful as programs are being planned in various communities with universities/colleges, or vocational/technical schools, or different types of organizations and institutions.



**Section One: Planning:** Examines the critical need for planning ahead and collaborating with partners in all aspects of the planning process. It includes the voices of the founding partners at Case Western Reserve University and the East Cleveland City Schools. The current provost at CWRU has also shared his perception of the Provost Scholars Program and outlines how the program is linked to the core values and mission of this world-class university.

**Section Two: Implementing:** The steps to implementing the program are outlined. Essential documents for beginning the partnership are shared, including samples of letters of agreement, introductory letters to parents/guardians about the program, and examples of comprehensive handbooks for the program director, mentors, and parents/guardians and scholars are included.

**Section Three: Sustaining:** Theoretical and practical narratives are provided about how a program of this nature can be sustained, enhanced, and expanded. It also includes examples of relevant questions that could be used to collect qualitative data and standard measures that could be used to determine the impact of the program on the scholars, mentors, tutors, parents/guardians, administrators, teachers, and stakeholders.

*Dr. Sheeler is a prize-winning writer who helps me with my writing. I want to be a lawyer, and I know how important writing and reading is in the profession. He is a great mentor.*

*— Provost Scholar Camario Malone of Mentor James Sheeler*

**Section Four: Evaluating:** A compendium of validated instruments that can be used to measure students' academic progress and wellbeing is included. A revised logic model is included with updated features. The toolkit also highlights additional resources including details about the mission, and a guide from the Ohio Board of Education, which has ultimate authority over K–12 education in the state of Ohio. As readers peruse this toolkit, it will be useful to review the mission, strategic plan, and other critical documents that are necessary as the planning begins and is adapted and revised in school districts in particular regions of the world.

**Section Five: Visioning:** Further information about future planning is provided with rationale. Sensitivities to changing public and private school academic requirements are always reviewed, and appropriate adjustments are made as needed.<sup>10</sup> Developing features of the program include such subjects as

- Expanding collaboration with the schools of social work, medicine, dentistry, and nursing
- Incorporating swimming lessons and CPR training into programming for Provost Scholars
- Fostering connections with Walt Disney World
- Adding instruction on money management and finance
- Promoting membership on our international board of advisors
- And much, much more, as we invite you to join us

*In the Relentless Pursuit of Excellence*



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