Provost Scholars Mentor Handbook 2021 - 2022

The Provost Scholars are in the Relentless Pursuit of Excellence.

Kirk Middle School
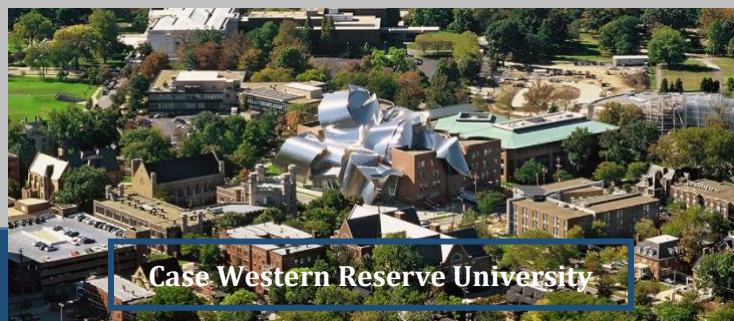
Ginn Academy

Shaw High School

Case Western Reserve University

Updated September 2021

Overview & Purpose

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU), Ginn Academy (CMSD) and East Cleveland City Schools (ECCSD). The program matches middle and high school Provost Scholars in grades 8-12 with CWRU faculty and staff mentors to improve the Scholars' academic and career outcomes. The purpose of this handbook is to provide Mentors with a clear understanding of the program, an outline of each week's activities and a statement of their roles and responsibilities. Within the handbook, Mentors can find information pertaining to Scholar responsibilities, communication between mentors and Scholars, confidentiality, Scholar selection for the program and other policies regarding the safety and security of students. The program has the right to amend, add, or delete any information herein, including information regarding current policies and procedures.

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Program Summary

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU), Ginn Academy (CMSD), and East Cleveland City Schools (ECCSD). The program was founded by former Provost and Executive Vice President of CWRU William "Bud" Baeslack and former ECCSD Superintendent Dr. Myrna Loy Patton Corley to improve the academic outcomes of middle and high school students in East Cleveland and is currently being expanded to include additional schools. Individuals from Ginn Academy, Kirk Middle School, and Shaw High School are selected to expand their creative, critical thinking and problem-solving skills; improve their interpersonal and social-emotional proficiencies; and, explore additional academic pathways to post-secondary institutions by maintaining a mentoring relationship with CWRU faculty and staff, participating in intensive university seminars, and engaging in one-on-one tutorial sessions.

Facets of Successful Mentoring Programs

Effective mentoring relies on positive relationships that are developed in a professional manner. The Mentor is, by the nature of their role, in a position of trust, authority and influence. They can have a significant impact upon the Scholars' educational progress, social and emotional welfare, and behavior. They also have the responsibility' and authority to manage the situation in a professional and respectful manner.

Mentoring is a complex phenomenon. Clear guidelines are required to ensure appropriate relationships with specific expectations of the Scholar and Mentor. Our efforts require training programs about child protection and safety and appropriate relationships between Mentors and Scholars as important components. Some key elements of successful mentoring programs include:

- The approval of the CMSD & ECCSD CEO/Superintendent and principals
- The approval and support of the CWRU Provost and administrators
- The support of the Provost Scholars Team
- Signed letters of agreement from parents, Scholars, and Mentors
- Realistic expectations of what the program can achieve
- Regular, formalized meetings with documentation of objectives and outcomes, such as improved school attendance, academic performance, test preparation, short and long-term career planning, and professional business behaviors
- Assure record-keeping appropriate to the activity to monitor and evaluate the program
- Strengthening all aspects of a robust and well-managed program through evaluative feedback

Understanding a Provost Scholar
Many of the Provost Scholars are residents of Cleveland, East Cleveland, potential first-generation college or vocational and technical students and of predominantly African-American decent. The majority of the students are from under-resourced communities with limited access to pre-collegiate programs and social/professional/career-based networks. It is important for

Mentors to form a relationship with the Scholar. The Mentor should endeavor to move some students from mildly motivated to highly motivated and committed to their own education. Recall that there are three groups of scholars that are recruited and retained in the program:

1. Ones who excel but could to better
2. Ones who have capacity but need motivation
3. Ones on the cusp of failure

One of the primary roles of the Mentor is to show interest in the Scholar and to get them excited about their learning and broaden their academic, professional and personal horizons. Mentors might become aware of behaviors that do not lead to academic excellence and goal attainment. Tardiness; absenteeism; inappropriate behavior; and minimal investment in knowledge and skill sets, when observed, should be reported to the Provost Scholars Team. One of the Mentor's tasks is to help the Scholars achieve their academic, professional and personal goals.

Role of Mentors, Scholars and Parents

Role of Mentors

The role of the Mentor is to provide guidance, instruction, support, and encouragement to their Scholar. The focus should be on the Scholar's academic and career pursuits, academic achievement, leadership and community involvement. The Mentor will fulfill this role through weekly meetings with the Scholar where some of these activities may occur: helping with homework assignments and strengthening their academic abilities; exposing the Scholar to enriching cultural, social and historical events to enhance their learning; engaging in mindful conversations about current events in their lives and their futures. Current Scholars spend time at the CWRU Libraries, the Student Center, and take trips to world-renowned museums and historic sites within University Circle and the CWRU campus.

Mentors are also expected to meet with their Scholar every Tuesday from 2:30 to 5:00 p.m.[1] during the fall and spring semesters. Mentoring for the fall semester will typically start the second week of CWRU classes and end finals week. Mentors will be reminded of the spring semester start dates in December at the Winter Open House Celebration.[2] An updated administrative calendar is available on CampusGroups (CG) and on the Provost Scholars Program website. There will also be a calendar available for reference in the Shared Google Drive which will also contain other materials useful for mentoring. In rare cases, programming may be cancelled for unforeseen reasons (e.g. inclement weather, technological issues) and Mentors will be notified as soon as possible via email/text/CG notification. In the event that Mentors are not able to honor their weekly commitment, they should notify the Program Director, the Program Coordinator, and their Provost Scholar. ***Scholars will be and are expected to provide similar notification.*** Contact information for program team members can be found on the Provost Scholars website at https://case.edu/provostscholars.

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[1] Because of the current COVID-19 pandemic, there are times when we may not be able to meet in-person with the Provost Scholars at Guilford House. A modified schedule for virtual programming on Tuesday afternoons can be found in Appendix J: Virtual Programming.

[2] All in-person celebration events are also subject to postponement/cancellation. There may be alternative celebrations planned using a virtual and/or socially distant format. You will receive information about any changes to the schedule via email and/or remind.

CWRU Provost Scholars Program, 10900 Euclid Avenue, Cleveland, OH 44106-4933, (216) 368-5240

Mentors are welcome to observe and participate in weekly seminars on Thursdays at 4:00pm, but attendance is not required. Weekly agendas and monthly newsletters will be sent via email and are displayed on the Provost Scholars website https://case.edu/provostscholars, which includes upcoming events with specified dates, time, and place. Mentors should access this information as their first point of reference. Other resources are the Shared Google Drive or the Administrative Calendar which is frequently updated and available in the Provost Scholars group page files in CG: https://community.case.edu/files?folder=1662828&view=files. You will need to sign in with your CWRU credentials to access these.

Also, Mentors are requested to complete a brief Mentoring Feedback Form every week which provides data about their Mentor-Scholar experience. This form can be found in the CG surveys and forms: http://cglink.me/s14803. During the semester, the Program Coordinator will also arrange individual meetings with Mentors to assess the Mentor's experience in the program. **Mentors are also expected to complete mid-term assessments in December and end-of-year program surveys in May.** All feedback surveys data will be used to help determine the extent to which the program goals and objectives have been met, how program logistics can be improved, and how the overall mission of the program can be enhanced and expanded. All program assessment data will be displayed in aggregate form online. As a Mentor, CWRU faculty and staff will help to guide and support their Scholars. They can expect to achieve their goals and objectives by:

- Modeling and teaching social and emotional intelligence that are appropriate for the Scholars in a variety of settings, including the classroom, business focused activities, and family and community settings.
- Helping Scholars develop the knowledge and skill sets necessary for transitioning from high school and home to colleges and universities, vocational and technical schools or meaningful employment
- Supporting Scholars' transitioning through each grade level and ultimately to colleges and universities or vocational and technical training institutions
- Increasing and enriching the Scholars' knowledge base and networking systems that will help to enhance their academic and vocational/technical education and training opportunities, and their employment options.

Mentor Time Commitment

- Every ***Tuesday*** from ***2:30 p.m. to 5:00 p.m.*** *(see **Appendix J** for modifications under the virtual programming model)* Mentors will meet with their mentees (unless otherwise noted by a program Team Member)
- Every Thursday from 4-5:00pm, the Scholars will be engaged in the University Seminars. (Mentors are **not required** to attend but they are welcome to participate).

Mentoring sessions

Mentors can provide academic instruction to Scholars to address some of their immediate learning needs. For example, Mentors could designate time each week to review math concepts and skills, discuss math homework, or complete a pending assignment. The dyad could also focus on reading and comprehension, critical thinking, essay writing, or some other topic with which the Scholar might need assistance. For emphasis, other team members or student tutors may work with the Scholars; however, the Scholars should never be left alone and should always be under the supervision of the Mentor or a Program Team Member. For other ideas on conducting the mentoring session, please see Appendix A, consult the Mentoring Resources on the Provost Scholars website, or check the Shared Google Drive.

Role of Provost Scholars

Scholars will benefit from a mentoring relationship with a CWRU faculty or staff member, individualized tutoring from student volunteers and others, and weekly seminars. Mentees will also have the option to visit the CWRU Libraries, the Biologically Inspired Robotics Laboratory (BIRL), or the think[box] on campus. They will also be invited to participate in field trips to local museums, theatres, businesses, the CWRU farm, and other organizations. By agreeing to participate in the Provost Scholars Program, mentees will be expected to:

- Attend the one of our Partner Schools every day
- Participate in all Provost Scholars sessions
- Communicate with their Mentor, parent(s)/guardian(s) and the Program Coordinator if they plan to be absent from the program for any reason
- Be respectful to their peers, the Program Team Members, Mentors, Tutors, chaperones, and guest speakers during all program activities and in every setting
- Be attentive, participate in all program seminars, and complete the note taking requirement
- Refrain from using cell phones or other electronic devices during any program session
- Maintain a strong academic record by making a concerted effort to achieve a minimum GPA of 3.0, evidence continued improvement in academic, vocational or technical knowledge and skills acquisitions, and social and emotional intelligence.
- Work to build a strong and healthy relationship with their Mentors by attending every Tuesday session and/or notifying the Mentor or Program Team Member, as soon as possible, about an impending absence
- Keep their mentors up-to-date on school assignments and their academic progress
- Commit to studying for at least 20 hours a week outside of class and school times
- Share and discuss academic logs with their mentors that highlight their time commitment to improving their scholarship

Role of Parent(s)/Guardian(s)

Parents and guardians are an integral component of the Provost Scholars Program and are partners in their Scholars' academic and career success. Incorporating parents and guardians in all program activities and events is imperative for the program's growth, relevance, and sustainability. Therefore, parents and guardians will receive regular communications and

invitations to participate in the [Parents' College at Case](#), which convenes every fourth Saturday of the month.[3] In an effort to strengthen parental and guardian involvement in the program, the parent(s)/guardian(s), and Scholars will receive home visits[4] from the CWRU home visiting team, which might also include graduate students from the Mandel School of Applied Social Sciences. All home visits will be coordinated by the Provost Scholars Team and other faculty as indicated. The ECCSD/CMSD personnel shall also be invited to participate in the home visits.

Other Program Components

Transportation
CMSD/ECCSD are responsible for transporting the Provost Scholars to and from the CWRU campus. Scholars will be transported from their respective schools by a qualified and credentialed driver (bus or van) and dropped off as close as possible to the Guilford House doors. Upon departure, all Scholars are required to check out with the Provost Scholars Staff and report directly to their school transport where they will be returned to their schools to be picked up by a responsible party. Alternative arrangements can be made with prior written approval of the Provost Scholars Team.

Scholar and Mentor Selection

Scholar Selection Process
The Provost Scholars are selected through a rigorous process which includes the teachers, principals, and parents of the Prospective Scholar. Individuals with a commitment to academic and/or vocational and technical excellence, manifest self-regulation and control, are committed to attending school every day, and who's parent(s)/guardian(s) agree to be involved in the Saturday monthly meetings, will be considered for the program.

Planning for admission to the Provost Scholars Program is a multistage process that begins with administrative, faculty, parental, or self-referrals. It is designed to ensure that the individuals who will be admitted to this program will be able to fully benefit from all aspects of the initiative. The admission requirements are aligned with the mission and goals of the Provost Scholars Program and its policies and procedures.

To be eligible for the program, individual must:

- Be in the enrolled at a Provost Scholars Program Partner School and is currently in 8th through 10th grades, or will be a rising 8th grader in the coming academic year
- Have a record of excellent school attendance and punctuality
- Have a 2.5 minimum overall grade point average (GPA)
- Have the capacity to self-regulate and control behaviors
- Be a volunteer in a school/community program or have specific plans for volunteering
- Have two outstanding recommendations from school administrators or teachers

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[3] The Parents' College at Case may be held in a virtual setting because of the COVID-19 pandemic.
[4] The format of home visits will be modified based on the current CDC recommendations due to the COVID-19 pandemic.

All prospective applicants must also submit a Student Application that includes a 500-600-word essay, a completed Provost Scholars Profile, and signed Parent/Guardian and Provost Scholars agreements. These documents must be completed and submitted electronically (preferable) or as hard copies on or before the first Tuesday of May of each year by 5:00 PM. As a convenience to all, deadlines remain constant from year to year. However, reminders about the deadlines occur throughout the fall and spring semesters. A link to the Provost Scholars Application and accompanying information can be found here: https://case.edu/provostscholars/scholar-selection

Provost Scholars: Orientation to the Program
The goals and objectives of the program, its benefits and expectations, participant responsibilities, and the roles and functions of the Mentor are be carefully explained to the parent(s)/guardian(s) and Scholar at several time points before the first session. Again, during the first session at CWRU, the goals and objectives of the program are repeated, and the Scholars have opportunities to ask questions and to interact with the program's Team Members. Scholars are encouraged to explore their time commitments and interest in the program. Final clarifications about participating in the program are explained. Scholars are then ready to begin the program.

Scholars will be taught specific skills to enable them to work effectively with their Mentor. Examples of the basic skills to be taught at the orientation include:

- Help-seeking behaviors for academic and personal concerns
- Participation in conversations and asking questions or making informed comments
- The importance of understanding professional standards and the Code of Conduct of the Provost Scholars Program that are also basic expectations in all settings and circumstances

Selection of Mentors
Mentors are faculty and staff of CWRU, and they have:

- An understanding of the basic principles of human growth and development
- Knowledge of relevant child protection issues and the importance of safety for the Scholars
- A long-term commitment to the program
- Respect for the worldviews of youth from different cultures, socioeconomic status, life circumstances, the impact of poverty and the social determinants of education and health
- The capacity to focus on the needs of the Scholar
- Good listening skills
- The ability to relate positively in a supportive, non-judgmental manner
- A sense of when the Program Team needs to be informed about a concern or a particular challenge that the mentee might encounter
- The responsibility to report any suspicious behaviors or concerns about the mentee to a Program Team Member
- A willingness to get to know the Scholar and to share their knowledge and skills
- The capacity to do things differently in the service of assisting the Scholar

- The capability to establish firm boundaries as needed that are therapeutic for the Scholar in all settings and circumstances

Parent/Guardian and Community Involvement

Home Visits as a Mechanism to Strengthen Parent(s)/Guardian(s) Involvement
At the beginning of each year, the Provost Scholars Director and/or other Team Members will make a home visit to meet the parent(s)/guardian(s), explain the program, and elicit their support for their Scholar and the goals and objectives of the initiative. The alternative to this approach is a scheduled meeting with the parent(s)/guardian(s) at their school, via zoom/phone, or some other designated safe place. If the visit does not occur at the home or the school, the CWRU Provost Scholars Team Members will share this information with the ECCSD/CMSD administrators. Again, the purpose of the visit is to provide more information to the parent(s)/guardian(s) about the program and discuss the program's goals and objectives. Emphasis will be placed on specific activities that we are requesting the parent(s)/guardian(s) to honor as outlined in the letter of agreement that is in the Parent/Guardian and Scholar Handbook and on the website at www.case.edu/provostscholars.

The parent(s)/guardian(s) must also recognize that their involvement is dependent upon their engagement and remaining abreast of program activities. To help facilitate their involvement, each parent will be asked to sign a Letter of Agreement and a form consenting to their Scholars' participation in the program. Similar conversations will occur with the Provost Scholar during their home visit when all parties are present and have opportunities to ask questions. The Provost Scholar will also be asked to sign a copy of the letter of agreement. Copies of all documents will be given to each parent/guardian. A copy of the agreement is stored as an encrypted file in Box, along with other confidential documents. The parent(s)/guardian(s) have the right to withdraw their Scholar from the Provost Scholars Program and its mentoring components at any time.

Community Involvement
Consultation with the broader community is also essential. It is important that key school community groups, including parent groups are made aware of the rationale for mentoring and are informed about how the program will be implemented at CWRU and the Partner Schools. Commitment to any program depends on the demonstrated outcomes of the program. Providing the Partner School and the larger community with evidence (formative and summative data) and responding to concerns that they may have about the nature of mentoring will assist in ensuring support for the program. The surrounding community and other neighborhoods will be informed about the Provost Scholars Program through town hall meetings, podium and poster presentations, school board meetings, webinars, and programs based at CWRU.

Mentor Support

Supporting Mentors
Debriefing and the provision of feedback to Mentors after each semester (or as necessary) is critical to the success of the mentoring process and the program. All Mentors will receive feedback and support from the Program Director and the Program Coordinator when there is a need. For example, over-involvement with the Scholar could occur. If the situation emerges, the

issue will be professionally addressed, and alternative plans will be presented to the Mentor. Mentors, however, are valued participants in this program, and they should be aware of the depth of the University's appreciation of their volunteer service as a Mentor. At all times, the Program Director or the Associate Director will be available to resolve any issue that might emerge, including academic and behavioral concerns, personal challenges that confront the mentee, and other life events. If, for some reason, the mentor-mentee relationship is not a "good fit," the Provost Scholars team will review the circumstances and the data and make an informed decision about the next steps. The Mentor will be involved in this process. If needed, the Team will be collectively involved in arranging for a new mentor-mentee relationship. Mentoring enhancement sessions and a resource library (https://case.edu/provostscholars/program-resources) on the Provost Scholars Program website are two of the primary mechanisms that will be used to help assure that the Mentors continue to acquire mastery-competency as Mentors with the Scholars.

The Program Coordinator will maintain records of the Mentoring Enhancement sessions which may include queries raised by Mentors, and culturally competent approaches to resolving them. Any significant issues or feedback related to mentoring or any other program component raised by the ECCS administrative team and staff, as well as parent/guardian, or community member, will also be addressed, documented, and stored in the encrypted Box file at CWRU. The records will be secured and treated as confidential information, if necessary. Any concerns relating to Scholar protection and safety matters will be referred immediately to the Program Director, the Associate Director or both. They will take the appropriate action.

Program Director's Role
Supporting Mentors involves open communication with the Program Team and developing trusting, professional relationships between and among the Mentors and all Team Members. To facilitate this outcome, Mentors will be provided with a list of responsibilities that the Director, the Associate Director and the Program Coordinator will accomplish. The Director, along with the Associate Director, will oversee all programmatic activities, including planning, sustaining, evaluating, and expanding the program. The Director also facilitates the Advisory Committee—a group that will also have some oversight for the Provost Scholars Program and its overall development. The Director and the Associate Director—with the assistance of other Team Members—commit to providing effective communication about program and structural changes, meetings, and its goals and values. Other roles and duties include:

- Assessing risks regarding safety for all participants
- Ensuring that the principles of beneficence, justice, and non-malfeasance are paramount throughout all aspects of the program, and that goodwill is always evident
- Ensuring that the Partner Schools and other administrative team members are informed about the program activities, and are active partners in all initiatives associated with the Provost Scholars Recruiting and adequately orientating the mentors, and ensuring their commitment and retention
- Having oversight over the Mentor/Scholar relationship and helping to strengthen culturally appropriate and professional bonding among them. Lessons learned include helping to:
    - carefully address unrealistic expectations of the Mentor or Scholar

- o intervene if the relationship does not meet the program goals or if Scholar behavior and/or social and emotional issues abound
- o remind Mentors and Scholars about appointments and their program commitments
- Communicating any safety-related issues about the Scholar or the Mentor-Scholar relationship to the appropriate persons and following through with the necessary actions and future recommendations
- Promoting the program to the school community, surrounding school districts and other business or faith-based organizations
- Assisting with securing the resources needed to sustain the program, including space, and human and material resources

Program Coordinator's Role
The Program Coordinator supports the Director and the Associate Director in all facets of the program, including planning, managing and implementing all program events such as seminars, tutoring sessions and the Parents' College at Case. The coordinator also has the primary responsibility for managing communications between and among the Director, the Associate Director, Graduate Assistant(s), Mentors, Tutors, the Provost, and ECCSD/CMSD administrative teams. Communicating with volunteers, guest speakers, and other stakeholders are also Coordinator responsibilities. In addition, the Coordinator will facilitate the weekly mentoring sessions between Mentors and mentees by ensuring that both parties are involved, engaged, and are addressing the goals and objectives of the program. Other duties and responsibilities include:

- Working closely with the Program Director and the Associate Program Director
- Assisting with supervising the graduate work study students (2 part-time persons)
- Organizing support material for mentoring sessions
- Coordinating, monitoring and evaluating the program
- Planning and developing all program materials, including weekly agendas, the University Seminars, the monthly newsletters and monthly letters to parent/guardians and Scholars, updates to all stakeholders
- Organizing and conducting debriefing sessions for mentors and Scholars at the end of each semester (twice yearly), keeping feedback and proper filing of any issues raised about mentoring and other related concerns, and how they were resolved
- Drafting progress reports to the Provost and the ECCSD/CMSD administrative teams as required or desired
- Maintaining financial records and budgets for the program
- Organizing celebratory events such as the Fall Open House and the Spring Celebration
- Planning meetings with key personnel and recording discussions and outcomes

Mentor Participation: Screening Procedures

Screening Procedures
Due to the nature of the position and interactions with the Provost Scholars at CWRU, Mentors are required to be fingerprinted and submit to a criminal background check conducted by the Ohio Bureau of Criminal Identification and Investigation (BCI&I) and/or the Federal Bureau of

Investigation (FBI). When submitting to fingerprinting and a background check, please bring a current Driver's License or Ohio issued identification card.

Fingerprinting and background checks will be conducted during the first Mentor Appreciation Luncheon and Orientation session in September before the first week of mentoring and again in the Spring. *These background checks **must be completed every three years***. In the event you are absent, please contact Detective Daniel Schemmel at (216) 368-5993 or daniel.schemmel@case.edu to schedule your appointment. Also, be please be cognizant that Mentors will be not able to leave Guilford House with the Scholars until all screening-related records have been completed, approved, and are on file with the Program Team and the Provost.

Establishing Effective Standards for the Mentee and Mentor Relationship

Monitoring and Evaluation
Every semester, the Program Coordinator will communicate with each Mentor to review their feedback forms, check progress with their mentee, complete a mid-program evaluation and review their roles and responsibilities. Recommendations about new and novel ideas will be elicited as well as suggestions about improving the logistics and content of the program.

During this same time period, mentees will also be asked to complete a self-assessment and evaluation, review their progress in the program, and identify areas for improvement. Parents will be given a summary of the Scholars' observations.

Physical Contact
Mentors must not use physical contact of any kind to achieve a Scholar's compliance with an instruction. They must not strike, push or physically discipline a Scholar. Such actions are contrary to program policy and are in violation of the Code of Conduct, a document which addresses the attitudes and behaviors of all program participants.

In general, physical contact should occur when appropriate and with the Scholar's and Mentor's permission. The physical contact should be appropriate to the situation. If the Scholar or Mentor would prefer not to have any physical contact during the interaction, theses wishes will be respected at all times. The Scholars and the Mentors will be guided, at all tine and in all situations, with the Provost Scholars Program Code of Conduct. This document is located in the Mentors Handbook, the Parent/Guardian and Scholar Handbook, and it is posted on the website at https://case.edu/provostscholars/. Any physical contact that is deemed unprofessional or inappropriate by any participant in the program should either be reported to the Program Director, the Associate Director, the Program Coordinator, or it may be reported anonymously to the Integrity Hotline at CWRU by calling 1-866-483-9367 or online at caseintegrityhotline.com.

Communication
Planned social interaction outside of program and school hours between the Mentor and mentee is appropriate if these interactions have been approved and written documents are on file with the Program Team. Any interactions outside of program hours should be with the consent of the Program Director or the Associate Director, with the appropriate documents on file. Unplanned

interactions outside of programming is not uncommon given the proximity of the Scholars to the CWRU campus. These exchanges may be positive and brief.

Modes of communication between the Mentor and Scholar will be outlined in the Mentor-Scholar Agreement (see Appendix B) with a copy of the agreement given to the Program Coordinator before the communication occurs. Under no circumstances should any mode of communication be used to transmit inappropriate conversations of a sexual nature with the Scholar [e.g., obscene or suggestive language, jokes, or images].

If Mentors or Scholars do not desire contact outside of the program, this will be respected and followed. **However, the program DOES support Scholars contacting Mentors by phone, text or email if they will miss a session or activity, or if an academic related activity has been pre-approved (see Appendix I).** In any event that the Mentor feels that boundaries are not clear, they should sensitively remind the student about the roles and relationships of Mentors and the program guidelines and standards in the next mentoring session. The Program Director and Associate Director will assist if necessary.

It is important to develop communications that keep professional boundaries clear and that cannot be misinterpreted as a personal as opposed to a professional interest in the Scholar. If a Mentor is observed or is self-aware of becoming too involved in the Scholar's welfare, then the Program Director or Associate Director should be informed. In these circumstances (in consultation with other university officials as needed), the Program Team will assist the Mentor with their concerns and outline a course of action.

Scholars who are given extra attention by a Mentor may develop a feeling of attachment. This situation needs to be handled carefully. If a Mentor suspects that a Scholar is developing an attachment that raises some concern, the situation must be discussed with the Program Director or the Associate Director and a plan will be developed to manage it. Signs of this attachment can include, but are not limited to: excessive calling, texting, e-mailing or contact through social media; requests for unsupervised meetings; inappropriate requests for gifts; or unsuitable photos sent to the Mentor or posted on the Mentor's social media accounts. If these behaviors occur, maintaining professional distance becomes extremely important to ensure that the welfare of the Scholar is safeguarded and that all participants are safe. If necessary, reassigning a Scholar to a different Mentor might be the best option.

Mentor-Scholar Relationship: Guidelines and Confidentiality

Mentoring should be a positive experience for all involved. Enjoyment derived from the mentoring relationship, however, is not the primary purpose of mentoring. Clear goals and objectives with stated outcomes are required for each session. Insufficient attention to these core elements and outcomes could compromise the mission of the program.

Meeting with Scholar
Mentors and Scholars need to have a space to meet which is safe, suitable and comfortable. This could be in the Mentor's office, a section in the library, a local café, or another space on the

university campus. If a Mentor is working one-to-one with a Scholar, it is best if their activities can be seen by others, e.g. through an open door or in a public space.

Child Protection
Working one-on-one with Scholars places the Mentors in a position of trust and authority. Scholars may talk freely about personal concerns, including abuse or neglect that they or others have experienced. Mentors may also be in a position to observe indicators or behaviors that raise concerns about the safety, welfare, or well-being of a Scholar.

The Provost Scholars program will make every effort to protect its Scholars from harm and neglect and other forms of maltreatment. This includes investigating instances of abuse and/or neglect and reporting such instances to the appropriate staff and authorities.

Reporting Suspected Risk of Harm
If a Mentor, Program Team Member, or other CWRU faculty or staff member has reason to suspect that the Scholar under the age of 18 has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or other condition, **a report to the Program Director or the Associate Director should be made immediately** at (216) 368-5240 (Dr. Gary) or e-mail provost-scholars@case.edu. When writing the report, include the name and age of the child, nature and extent of the child's injuries, abuse, or neglect that is known or reasonably suspected or believed. This report should first be addressed to the Program Director who will then alert appropriate authorities. These reports are treated confidentially. See Appendix H for a template for reporting suspected maltreatment.

In addition, a Mentor is welcome (as is any person) to contact Cuyahoga County Children and Family Services' 24 hour Child Abuse Hotline at (216) 696-KIDS (5437). More information is available here: http://cfs.cuyahogacounty.us/en-US/Report-Abuse-Neglect.aspx

Relevant Policies from Case Western Reserve University's Compliance Program
The Code of Conduct applies to the following members of the university community:
1) Individuals employed by the university, using university resources or facilities, or receiving funds administered by the university;
2) Consultants, vendors, and others under contract with the university; and
3) Individuals who perform services for the university as volunteers. The code of conduct refers to all these persons collectively as "members of the university community," "community members," or "members."

Code of Conduct

It is the policy of Case Western Reserve University that all members of the University community adhere to the highest ethical standards of professional conduct and integrity. All members are expected to understand and comply fully with all state and federal laws, regulations, and interpretations thereof that are related to their particular duties. To help achieve that end, Case Western Reserve University has created a policy manual that describes university policies concerning certain laws affecting many of our business operations. This Code of Conduct helps its personnel understand some specific laws they are bound to obey. The

University Compliance website contains a comprehensive list of University policies and procedures at: https://case.edu/compliance/university-policies

Confidentiality

All mentors are expected to avoid discussing confidential information with outsiders, or where others, including family, can overhear them. In a case of suspected harm, mentors should report the abuse or neglect to the Program Director and/or the Associate Director. The Director will work with the Mentor, the Provost's Office, and the ECCSD administration to handle the suspected maltreatment and take appropriate actions. More information may be found here: https://case.edu/registrar/general/ferpa/policy

Accepting Gifts

Tangible personal gifts or gratuities shall not be accepted where their value suggests something more than merely a social gesture. Such gifts should be returned with a statement of University policy. Promotional or advertising items of nominal value such as key chains, pens, coffee mugs, calendars and holiday candy are acceptable. For further information concerning University policy on personal gifts and gratuities, see https://case.edu/policies/sites/case.edu.policies/files/2018-04/employee_recognition_policy.pdf

A more comprehensive document on University Guidelines for Private Lessons and/or Mentoring is here: https://case.edu/compliance/sites/case.edu.compliance/files/2018-03/University-Guidelines-for-Private-Lessons-10-25-12-8.pdf

Appendix A: Conducting a Mentoring Session
Case Western Reserve University
Provost Scholars Program
2021-2022

Getting Started Guidelines

➢ Tell your mentee why you choose to become a mentor
➢ Ask "Get to Know You" questions:
  o What are your hobbies? Tell me about your family? What is your favorite kind of food/place to eat? What are your strengths? What are the areas that you feel you need to develop skills in or learn more about?
➢ Offer some information about your own background
➢ Ask your mentee, in general, what they would like to get out of the relationship:
  o Develop two or three goals for your mentoring relationship, for example:
    ▪ How do you like to be supported to accomplish goals?
    ▪ What are you looking for in a coach?
    ▪ How can I best support you?
➢ Share with your mentee how you can work as a mentor
➢ Decide on the logistics and structures that they want to use to support their relationship:
  o Meeting times, length of meetings, frequency of meetings, where, who initiates, how will you structure your meetings or use your time together
➢ Close with what the next steps are

Fun Ideas for the Mentoring Journey (adapted from *Mentoring Matters* http://yess.co.nz)

1. Set your mentoring goals together
2. Help with some homework and study for the ACT or SAT
3. Participate in a fun walk/run together
4. Go out for a meal together
5. Make popcorn and talk
6. Go to the library
7. Visit a museum
8. Play computer games
9. Visit your workplace
10. Talk about planning a career
11. Work on a C.V. or resume
12. Work on research projects
13. Participate in office tasks
14. Data entry
15. Collating and packaging materials
16. Assist in preparing manuscripts or course outlines
17. Sit in on a lecture
18. Attend a campus event
19. Visit an art gallery
20. Review your mentoring goals

21. Take photos of favorite people/places
22. Do a pretend job interview
23. Visit the career center on campus
24. Listen to your favorite music together
25. Talk about how to get a job and find a part time job
26. Work on a scholarship application
27. Talk about balancing work and play
28. Teach time management techniques
29. Visit educational student services
30. Balance a check book
31. Talk about budgeting
32. Plan a week's worth of meals
33. Talk about personal values
34. Draw your family tree
35. Talk about the future
36. Search for universities and colleges
37. Write a song
38. Have a picnic
39. Take a train ride
40. Surf the net
41. Show your mentee how to read a map
42. Design a website home page
43. Watch a video and then discuss it
44. Make a craft together
45. Go bird-watching
46. Build, create, or design something
47. Watch and discuss the T.V. news
48. Create a journal, including photos of your time together
49. Start a collection
50. Do needlework
51. Attend a motor car rally or a motorbike race
52. Visit a local council meeting or other civic engagement activity
53. Attend a cultural festival
54. Have lunch with your mentee
55. Build a model car or an airplane
56. Discuss different cultures and cuisines

Appendix B: Mentoring Agreement
Case Western Reserve University
Provost Scholars Program
2021-2022

Mentoring Agreement
The two of us are voluntarily entering into this mentoring relationship. We want to make this a mutually rewarding experience. There are some important parts to the mentoring agreement which are listed below. The two of us will carefully review and discuss them. After our discussion, if both of us are in agreement, we will sign this document.

Weekly Meetings
We will meet once a week on Tuesday afternoons between 2:30 p.m. and 5:00 p.m. I, the Mentor, will greet my mentee no later than 2:30 p.m. in Guilford House. We will work together on mutually agreed upon goals and activities until 4:45 p.m., at which time the mentee will be returned to Guilford House in time for their bus ride home.

Role of the Mentor (Faculty/Staff)
The role of the Mentor is to model, guide, direct, observe, and give feedback to the mentee and facilitate academic and social emotional learning skills. The mentor will also constantly encourage and assist the Scholar to plan for academic and or vocational and technical education after high school graduation. For Scholars who elect to become employed, the mentor will also assist them with all aspects of this next step in their trajectory.

Role of the Mentee (Student)
The mentee is a willing participant in this Mentor Program and will dedicate him/herself to working with their Mentor, _____, by attending all scheduled meetings with his/her Mentor and completing all mutually set goals. The mentee will continue to develop personal goals and will be supportive of his/her Mentor's coaching, teaching, and feedback.

Confidentiality
Mentors will respect and maintain the confidentiality of all discussions, deliberations, records and any other information generated in connection with their relationship to the mentee. Anything that is discussed between the Mentor and mentee will not be passed on to anyone outside of the program, unless the mentee indicates there is a threat of physical or psychological harm to themselves or someone else. In the event the mentee presents a physical danger to themselves or others, the Mentor has an obligation to break this agreement and report it to the Provost Scholars Program Director, the Associate Director or the Program Coordinator. Other responsible persons in leadership roles at East Cleveland City Schools and/or CWRU may be notified about the concern as well. The Mentor and/or Scholar also has the option of reporting concerns in other ways. Please review the respective handbooks for details.

No Fault Clause
We agree to a no-fault conclusion of this mentoring relationship if, for any reason, it seems appropriate to end our partnership. Either person has the option of discontinuing the relationship, and he or she will discuss this decision with the Program Director or the Associate Director before terminating the relationship.

Communication
In order to ensure partnership and growth in our mentoring relationship, it is imperative that we maintain regular and consistent communication. We can agree on how this communication will occur, either by phone, fax, mail or social media, and how frequently. We will outline this plan below. In addition to

maintaining regular communication, the mentee understands it is their responsibility to be present at each Tuesday session. In the event of their absence, they should communicate promptly with their Mentor and one of the Program Team Members such as the Coordinator or the Director. If the mentee misses multiple sessions without communication, the Mentor has the right to refer them to the Program Director and a determination will be make about the mentee's future status in the program.

The Mentor _____ and Scholar _____ agree to:

Use the following method(s) of communication (check all that apply):

- ☐ Telephone _____
- ☐ Text _____
- ☐ Fax _____
- ☐ E-mail (provided on Mentee and Mentor Information forms)
- ☐ Social Media _____

Speak on the following days and times (only if and when necessary):

- ☐ Monday: _____to _____
- ☐ Tuesday: _____to _____
- ☐ Wednesday: _____ to _____
- ☐ Thursday: _____ to _____
- ☐ Friday: _____ to _____

Agreement
If we are in agreement, we will both sign and date below. Both the mentee and Mentor will maintain a copy for their records.

_____   _____
Mentee Signature   **Date**

_____   _____
Mentor Signature   **Date**

Appendix C: Case Western Reserve University
Provost Scholars Program
2021-2022
Mentor Mid-Term Program Evaluation

1) How would you rate the mentor program overall?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Satisfactory
  - ☐ Fair
  - ☐ Poor

2) How would you describe the quality of your experience as a participant in the program?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Satisfactory
  - ☐ Fair
  - ☐ Poor

3) Did the mentor training session help you prepare for your mentoring experience?
  - ☐ Yes
  - ☐ No
  - ☐ If no, please explain:

4) What additional training (if any) would you have liked? Please comment:

_____
_____

5) How clearly defined were your mentor responsibilities?
  - ☐ Very clear
  - ☐ Moderately clear
  - ☐ Neutral
  - ☐ A little unclear
  - ☐ Very unclear

6) How would you rate the Program Coordinator?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Satisfactory
  - ☐ Fair
  - ☐ Poor

  Please comment:

7) What could the Program Director or the Associate Director program do to improve administrative procedures?

       b) Programmatic procedures?

8) Do you believe the staff responsible for the program provided services in a timely manner?

Mentor-Mentee Relationship:

9) How would you describe your relationship with your mentee?
- ☐ Excellent
- ☐ Very Good
- ☐ Satisfactory
- ☐ Fair
- ☐ Poor

Please comment:

10) Do you think that the time you spent with your mentee was sufficient?
- ☐ Yes
- ☐ No

11) Do you think that the time you spent together was helpful for your mentee?
- ☐ Yes
- ☐ No

12) Did you gain personally from this relationship?
- ☐ Yes
- ☐ No

13) What type of mentoring relationship were you looking for?

14) Please rate the quality of the match between you and your mentee:
- ☐ Excellent
- ☐ Very Good
- ☐ Satisfactory
- ☐ Fair
- ☐ Poor

Please comment:

15) What types of activities did you do with your mentee? (Please select all that apply):
- ☐ Visit museums
- ☐ Other cultural or social activities
- ☐ Attend campus or university events
- ☐ Office Administration
- ☐ Homework Assistance
- ☐ ACT or SAT Tutoring
- ☐ Journaling
- ☐ Reading jointly and discussing content
- ☐ Focus on math
- ☐ Develop a career and academic plan
- ☐ Write a C.V. or resume
- ☐ Review electronic portfolio (CampusGroups)
- ☐ Placed documents in electronic portfolio
- ☐ Other: _____

16) Did you experience any difficulties or challenges in your relationship with your mentee?
- ☐ Yes
- ☐ No
- ☐ If yes, what were they: _____

17) Did the mentoring relationship meet your shared objectives and expectations?
- ☐ Yes
- ☐ No

Please comment:

18) Please list positive outcomes that you have experienced through your relationship with your mentee:

Program Evaluation:

19) What can we improve on?
- ☐ Mentor orientation and training
- ☐ Better tools and resources for mentors
- ☐ Contact between mentors and program staff in timelier manner
- ☐ Follow-up with mentors throughout the session
- ☐ Better program materials
- ☐ Enhanced space
- ☐ More feedback about the mentee
- ☐ More events
- ☐ Other (please specify): _____

20) Do you have other comments or suggestions regarding this program?

Appendix D: Case Western Reserve University
Provost Scholars Program
2021-2022
Mentoring Feedback Form

This form is intended to provide updates about the progress of the Provost Scholar(s) you are mentoring on Tuesday afternoon! If you would be so kind as to take a moment to tell us what the Scholar focused on and areas of progress/concern, we would greatly appreciate it. We will keep updated notes in CampusGroups in each Scholar's individual portfolio. These notes are available to you throughout the year.

If you are working with more than one Scholar, please submit this form for each Scholar you are working with. If you are mentoring a Scholar with another Mentor, we ask that each of you offer feedback on how you think the Scholar is progressing. Please include recommendations that could help the Scholar to improve in all areas for our programming.

Thank you so much for your quick response! - The Provost Scholars Team

Mentor Name: _____

Date of Meeting: _____

Mentee Name: _____

Areas Covered:
- ☐ Math
- ☐ Writing
- ☐ Reading
- ☐ Subject Area (please specify below)
- ☐ Study Skills
- ☐ Critical Thinking
- ☐ Test Preparation
- ☐ Other (please specify below)

What aspects of the session seem to be going positively? What are the Scholar's strengths? Where are they making progress?

What aspects of the session seemed to be challenging? Is the Scholar struggling with anything? How can we help?

How would you rate your effectiveness as a Mentor today with this student?

- ☐ Very Effective! The Scholar responded well in our exchanges.
- ☐ Mostly Effective. The Scholar was occasionally distracted or withdrawn.
- ☐ Neutral. The Scholar seemed ok some of the time and was disinterested sometimes.
- ☐ Mostly Ineffective. The Scholar seemed detached for a good part of the time.
- ☐ Ineffective. I don't seem to be able to connect with this Scholar.

How would you rate the effort and motivation of your Scholar at this session?

- ☐ Very Motivated
- ☐ Mostly Motivated
- ☐ Neither Motivated nor Unmotivated
- ☐ Mostly Unmotivated
- ☐ Very Unmotivated

Please offer any additional feedback concerning this Scholar:

_____

_____

Thank you so much for taking the time to fill out this feedback sheet! This information will help us support you and your Scholar better.

See you next week!

Appendix E: Case Western Reserve University
Provost Scholars
2021-2022
Mentor Application

Name: _____

University Address:
_____

Career or Professional Area of Expertise:
_____

Hobbies:
_____

Personal Interests (please list three):

1. _____
2. _____
3. _____

Personal Strengths (please list three):

1. _____
2. _____
3. _____

Experience with mentoring middle and high school students:
_____

Experience with mentoring students from under-served communities:
_____

Mentoring in three dimensions:

How can you enhance your mentee's growth in these three dimensions?

Academic Goals: _____
Career Exploration Goals: _____
Personal Goals: _____
Social and Emotional Learning: _____

Please read and discuss the attached Mentoring Agreement with your mentee. Sign and return it to the program coordinator, Kate Klonowski, or scan to kathryn.klonowski@case.edu.

_____ _____

Mentor Signature   Date

CWRU Provost Scholars Program, 10900 Euclid Avenue, Cleveland, OH 44106-4933, (216) 368-5240

Appendix F: Case Western Reserve University
Provost Scholars Program
Mentee Assessment Form

Name _____

Address_____

Age_____ Grade _____ School_____

My favorite school subject is _____

My least favorite school subject is _____

I would like to become a _____

My hobbies are _____

In five years, I see myself as _____

My favorite pet is_____ because _____

I want my mentor to help me with _____

I am most proud of my _____

I am not proud of my_____

I am a special person because I _____

I want to go to college and study _____

I want to go to a vocational or technical school and study _____

I would like a mentor who is _____

The words that best describe me are circled:

Quiet   Shy   Talkative   Smart   Nervous   Happy   Moody   Irritable
Spiritual   Withdrawn   Outgoing   Talented   Friendly   Curious   Pretty   Handsome

The one thing I want my mentor to help me with more than anything else is

Appendix G: Provost Scholars Code of Conduct

The Provost Scholars are in the Relentless Pursuit of Excellence

The purpose of the Code of Conduct for Provost Scholars is to clarify expectations for the Scholars, their parents, mentors, tutors, school personnel, program visitors, and the general public. This document details the minimum standards and particular importance of acceptable behaviors while participating in the program. It will also provide a common understanding about the high expectations of the Provost Scholars, the program requirements, and our emphasis on safety.

EXPECTATIONS

1. Provost Scholars are to be in attendance and on time to all programming activities.
    a. If a Provost Scholar is going to be late or absent from programming, the Program Coordinator and Program Director must be notified 24 hours before the absence. In the case of emergencies, the notification must be as early as possible.
    b. This notification of absence or tardiness must be in writing. An email or text from a known parent/guardian is acceptable. The principals can also inform a member of the Provost Scholars Team about the absence or tardiness or emergency.
    c. Scholars may not excuse themselves from activities. They must have parent/guardian or validation from the school principal.
    d. Scholars may participate in other after-school activities that conflict with programming if prior arrangements have been made with the Program Director.
2. Scholars must dress appropriately. Please refer to the ECCS dress code for guidance: https://www.east-cleveland.k12.oh.us/docs/dress%20code-0.pdf
3. Visitors to the Provost Scholars activities must be approved by the Program Director.
4. Disruptive and disrespectful behavior during programming will not be tolerated, including but not limited to:
    - Inappropriate language
    - Physical violence, threat of violence, or inappropriate physical contact
    - Participating in trolling, or making insulting, demeaning, or derogatory comments about another person or their family or life situations in person, in text messages, or online.
    - Using sexual-based language or imagery or engaging in sexual advances with words or behaviors in person, through text messages, or through the Internet
    - Displaying attitudes and behaviors that require interventions by staff
    - Unauthorized cell phone use
    - Speaking when others have the floor
    - Behaving in a disruptive manner
    - Causing injury or harm to self, others, or property
    - Not picking up after oneself
    - Refusing to participate in programming activities
5. The parents/guardians of the Provost Scholars must notify the Program Coordinator and the Program Director of any changes to transportation arrangements *in writing* before the event in question. Without written permission on file, all Provost Scholars will be

transported to and from Case Western Reserve University on the East Cleveland City Schools bus to their homes of record.

    a. Parents/guardians must plan to be prompt in dropping off or picking up their Provost Scholars from events.

    b. A Provost Scholar will not be released to any other person not listed in the Provost Scholar's permission files unless express written authorization has been granted before the event by the Parent/Guardian. Verbal statements or last-minute phone calls will not be considered as approved for an alternative form of transportation.

CONSEQUENCES

The following are general consequences that will result from violating the Code of Conduct. However, depending on the severity of the violation, the Provost Scholars program may dismiss a Provost Scholar immediately, without providing any verbal or written warnings.

1. First offense: Verbal warning to the Provost Scholar and written warning to be filed in their portfolio by Provost Scholars Staff. Parent/Guardian and School Administration might also be notified.
2. Second offense: Written warning and contact with Parent/Guardian and School Administration.
3. Third offense: Removal from Provost Scholars Program may be recommended, and letters to parents/guardians and school administrators will complete the process.

Parent/Guardian Signature_____

Provost Scholar Signature_____

Date _____

Appendix H: Provost Scholars Incident/Injury Report Form

Incident/Injury Report Form

Name of Individual Filing Report: _____

Circle One:

Provost Scholar   Mentor   Parent   Tutor   Team Member   Other

Date of Incident: _____ Date of Report: _____

Location Incident/Injury Occurred: _____

Name(s) of Individual(s) Involved: _____

Name(s) of Witness(es): _____

Describe the Incident/Injury (use reverse side of paper for additional space): _____

_____

_____

_____

_____

_____

_____

Was a police report filed?   Y   N

Was there transport to a medical facility?   Y   N

Was a parent/guardian contacted?   Y   N

Follow-Up Action Taken: _____

_____

ATTESTATION: This report is correct and accurate to the best of my knowledge.

Reporter Signature: _____ Date: _____

Program Team Member Signature: _____ Date: _____

A copy of this form will be filed in the Provost Scholars Program's files and will be shared administratively as appropriate..

CWRU Provost Scholars Program, 10900 Euclid Avenue, Cleveland, OH 44106-4933, (216) 368-5240

Appendix I: Provost Scholar Outside Activity Permission Form

Provost Scholars Outside Activity Permission Form

This form is to be used if a Mentor and/or Program Team Member and Provost Scholar plan to participate in an event or activity outside of regularly scheduled program times.

Activity/Event: _____Event Date & Time_____

Provost Scholar's Full Legal Name (print) _____

Mentor's Name _____

List the names and telephone numbers of two individuals to contact in the event of an emergency. Include home, work, and cell phone numbers.

1st Person _____ Relationship _____

Home_____ Work_____ Cell_____

2nd Person _____ Relationship_____

Home_____ Work_____ Cell_____

List any medical alerts, allergies and/or prescription medications the participant is currently taking. Use the back of this sheet if more space is needed.

Medication_____ Dosage_____

I hereby give my permission for (Scholar's name)_____ to participate in the above mentioned program with their Mentor. I further give my permission for an emergency service worker, physician, hospital, athletic trainer, or any other qualified personnel to provide necessary healthcare in the case of an injury and/or emergency. I agree to hold CWRU and its officers, employees, and faculty harmless for any and all injuries or damages sustained by the Provost Scholar. I release, waive, and forever discharge CWRU and all of its officers, employees, and faculty acting officially or otherwise, from all claims demands, actions, or causes of action, on account of any injury, death or property damage which may occur at any time or for any cause during participation in a Provost Scholar sponsored program or event.

Parent or Guardian* (Print) _____

Parent or Guardian*
(Sign)_____Date_____/_____/_____

Only the participant's parent or a Legal Guardian may sign this document. A Legal Guardian is one that has been assigned guardianship by a court of law and that guardianship is current and active.

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Appendix J: Virtual Programming

Tuesday (Mentoring) Virtual Programming Progression

2:30 – 2:35: Scholars check-in on Zoom Meeting platform

2:35 -- 2:40: Centering Exercise – Mindfulness (guided meditation)

2:40 -- 3:05: Current Events Presentations & Discussion

- The previous week, 2 Scholars will be assigned an area (local, national or world – alternating)
- The Scholar will prepare a google slide (or slides) to share with the following:
    o A link to the news article/video
    o A justification for the choice of source (what makes the source reliable)
    o A brief synopsis of the story
    o One discussion question to ask the group about the story
- Discussion will follow standards outlined in the Code of Conduct

(2:30) 3:00 – 3:10: Mentor check in to the same Zoom Meeting

3:10 – 4:40: Break out rooms created for Mentor/Scholar pairs (or small groups if requested in advance)

- Directions, activities and optional activities will be sent to the Mentors on Monday by noon
    o Some of the directions will involve universal requests (feedback forms, etc.)
    o The option exists for Mentors to follow a constructed activity or meet however else they wish
    o All breakout rooms will be monitored by the coordinator who will check in when requested (may answer questions or offer tech support)

3:10 – 3:15 – *Wellness Watch* (i.e. yoga stretch, brief meditation)

3:15 – 4:35: Optional group activity in main zoom room (all are welcome to participate)

- Options vary in topic and type and may include (but are not limited to):
    o Virtual field trip to a museum, place
    o Attending a webinar or TED talk
    o Coordinating with other CWRU organizations for special speakers
    o Virtual lab visits with CWRU graduate students or faculty
    o Sitting in on a virtual class with a CWRU professor
    o Discussions on important topics (talking circles)
- A schedule of these events will be provided ahead of time for planning purposes

4:40 – 5:00: Main Zoom Meeting Room (Mentors may opt to stay on)

- Wrap-up session (will include one or more of the following):
    o Sharing out (what did you do today?)
    o Reading/Writing Tutorial (5-8 min. activity relating to the Myrna Loy Patton Corley Essay Contest)
    o Talking Circle (ex. School check-in: What are some wins? challenges?)
    o Passport (required for all Scholars)

CWRU Provost Scholars Program, 10900 Euclid Avenue, Cleveland, OH 44106-4933, (216) 368-5240

Thursday (Tutoring/Seminar) Virtual Programming Progression

2:30 – 2:35: Scholars check-in on Zoom Meeting platform

2:35 -- 2:40: Centering Exercise - Mindfulness

2:40 -- 3:50: Tutoring pairs/Small groups (Zoom Breakout Rooms)

- Scholars will be paired with a tutor using the same criteria as Spring 2020
- Some tutors will work with more than one but no more than 3 Scholars
- Feedback forms will be required from tutors at the end of the session
- Scholar assignments will be maintained in our Google Classroom

3:50 – 4:00: Break

4:00 – 5:00: University Intensive Seminar

- Speaker to check in on Zoom at 3:45 for a tech check
- Speakers may opt to run their own slides (preferred) or have our tech liaison manage it (perhaps even assign a Scholar to help?)
- 50-minute presentation/workshop with 10 min. for Q&A
- Notes will be taken on a google doc assigned in classroom and will be required by all Scholars (exit ticket)

Saturday (Parents College at Case) Virtual Programming Progression

10:30 – 10:35: Scholar parent(s)/guardian(s) check-in on Zoom Meeting platform

10:35 – 10:55: Program-related updates, announcement, and discussion

11:00 – 12:00: Parents College at Case Presentation

- Presenter(s) to check in on Zoom at 10:55 for a tech check
- Speakers may opt to run their own slides (preferred) or have our tech liaison manage it with prior approval
- 50-minute presentation/workshop with 10 min. for Q&A