



# The Provost Scholars Program

A Toolkit for Developing Partnerships Between  
Universities and Secondary Schools



Faye A. Gary  
In the Relentless Pursuit of Excellence



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Suggested Citation:

Gary, F. (2019). *The Provost Scholars Program: A toolkit for developing partnerships between universities and secondary schools*. Cleveland, OH: Case Western Reserve University.

## Provost Scholars Program Mentors, 2013–2019

We are indebted to the dedicated mentors who have made the Provost Scholars Program a powerful force of change for the benefit of our community, our nation, and the world:

|                           |                                  |                          |
|---------------------------|----------------------------------|--------------------------|
| Carol Adrine              | Valerie Haywood                  | Cicely Philpot           |
| Elizabeth Anthony         | Zezhong He                       | Eboni Porter             |
| Paul Appelbaum            | Chef Heriberto “Eddie” Hernandez | Ryan Pretzer             |
| Mary Assad                | Ronald Hickman                   | Ramya Ramadurai          |
| James Bader               | Megan Jewell                     | Daniel Robison           |
| William Baeslack          | Kenneth R. (Ken) Johnson         | Julian Rogers            |
| Paul Bakaki               | Christopher Jones                | Dennis Rupert            |
| Colleen Barker-Williamson | Mark Joseph                      | Daniela Schlatzer        |
| Michael Bernard           | David Katz                       | Imani Sellers            |
| Timothy Black             | Janée Kelly                      | Jim Sheeler              |
| George Blake              | Irena Kenneley                   | Christianne Sheridan     |
| Cheryl Cheatham           | Chirag Kharangate                | Ruth Siegel              |
| Mark G. Chupp             | Cheryl Killion                   | Mark Sniderman           |
| Elizabeth Clayton         | Kate Klonowski                   | Mary Louise Tatum        |
| Ruzica Conic              | Andrew (AJ) Kluth                | Lee Thompson             |
| Sofija Conic              | Lisa Kollins                     | Livia Timpanaro-Perrotta |
| Michelle Cseh             | Raymond Ku                       | Blanton Tolbert          |
| Joe Custer                | James Lalumandier                | Vicken Totten            |
| Marguerite “Peg” DiMarco  | Justin Lonis                     | Elizabeth “Betsy” Tracy  |
| Gilbert Doho              | Jennifer Loudiana                | David Van Leer           |
| Janice Eatman-Williams    | Sana Loue                        | James Van Orman          |
| Gary Edmunds              | T. J. McCallum                   | Laura Voith              |
| James Eller               | Susan McClary                    | Brandon Vu               |
| Norah Feeny               | Patricia McDonald                | Robert Walser            |
| Scott Fine                | Laura Mekhail                    | Amy Wilkens              |
| Margaret Fitzgerald       | David B. Miller                  | Scott Wilkes             |
| Adrienne Fletcher         | Sharon Milligan                  | Joseph T. Williams       |
| Shannon E. French         | Adrianna Milton                  | Katrice Williams         |
| Faye Gary                 | Matthew Mize                     | Ruqaiijah Yearby         |
| Jonathan Gordon           | Marilyn Sanders Mobley           | Amy Zhang                |
| Umut A. Gurkan            | Karyn Newton                     |                          |
| Lynmarie Hamel            | Ann Nguyen                       |                          |
| Idris Hanidu              | Dean Patterson                   |                          |
| Dennis “Coach” Harris     | Annie Pécastaings                |                          |
| Stephen Haynesworth       | Rolfe Petschek                   |                          |

## Table of Contents

|   |           |
|---|-----------|
| Provost Scholars Program Mentors, 2013–2019                     | 4         |
| Case Western Reserve University: Mission, Vision, Core Values   | 9         |
| Acknowledging the President of Case Western Reserve University  | 10        |
| Foreword from the Provost of Case Western Reserve University    | 11        |
| Note from Faye Gary, Provost Scholars Program Founding Director | 12        |
| Founders of the Provost Scholars Program                        | 13        |
| Program Leadership  | 14        |
| Program Directors   | 15        |
| Program Team Members  | 16        |
| Who Should Use This Toolkit?                                    | 17        |
| But Who is This Toolkit Really For?                             | 18        |
| About This Toolkit  | 19        |
| Notes for Readers and Users                                     | 20        |
| The Beginning   | 21        |
| Provost Scholars Program Ecological Framework                   | 23        |
| Organization of the Toolkit                                     | 24        |
| <b>Section One: Planning</b>                                    | <b>26</b> |
| Historical Perspective  | 27        |
| The Initial Provost Scholars Program Proposal                   | 28        |
| Introducing the Program   | 29        |
| Unveiling the Program   | 30        |
| Goals and Objectives  | 31        |
| Program Methods   | 33        |
| Cohorts of Participants   | 34        |
| Selection of Scholars   | 36        |
| Provost Scholars Treaty, 2014                                   | 37        |
| Preliminary Considerations                                      | 39        |
| Determining Organizational Readiness and Facilitating Change    | 40        |
| Mentors   | 41        |
| Approaches to Mentoring   | 43        |
| Tutors  | 44        |
| Tutor Disciplines   | 45        |
| How to Become a Good Tutor                                      | 46        |
| Developmental Epochs  | 47        |
| Linking with Mentees  | 48        |
| Evaluation: Logic Model   | 49        |
| Institutional Research  | 50        |
| Communication Avenues for Planning a Program                    | 51        |
| Developing and Sustaining a Culture of Mutual Respect           | 52        |
| Policies and Procedures   | 54        |
| Social and Emotional Behaviors                                  | 55        |
| Key Concepts for Provost Scholars During All Interactions       | 56        |
| Building a Team for Planning Implementation                     | 57        |
| Summary of Major Program Components                             | 58        |

|  |            |
|--|------------|
| <b>Section Two: Implementing</b>                           | <b>59</b>  |
| Starting Off with a Kick-Off                               | 60         |
| Engaging and Supporting Mentors                            | 61         |
| The Mentor/Mentee Relationship                             | 62         |
| Mentoring is Based on Principles                           | 63         |
| Roles of a Mentor  | 64         |
| Monitoring and Evaluating Mentors and Mentees              | 65         |
| Physical Contact   | 65         |
| Mentor/Mentee Communication and Interactions               | 66         |
| Objectives of the Program                                  | 67         |
| Academic Support Services Offered to the Students          | 68         |
| Tutoring   | 70         |
| Basic Requirements for Tutoring Efficacy                   | 71         |
| Tutor Training Guidelines                                  | 72         |
| What About the Mentee? Roles and Responsibilities          | 74         |
| Parents' College at Case                                   | 75         |
| Making Parents' College at Case a Priority                 | 76         |
| Useful Principles for Robust Parent/Guardian Relationships | 77         |
| Distribution of Information                                | 78         |
| Home Visits  | 79         |
| Partnerships: The Significance of Policies and Procedures  | 80         |
| Additional Key Elements of the Program                     | 81         |
| <b>Section Three: Sustaining</b>                           | <b>86</b>  |
| Maintaining Intellectual and Financial Capital             | 87         |
| Strengthening Leadership                                   | 88         |
| Academic Excellence Through Social-Emotional Learning      | 89         |
| What Are the ABCs?   | 90         |
| A: Addressing Absenteeism                                  | 91         |
| A: Missing School Days is Dangerous Business: Stop It!     | 92         |
| A: Expectations for School Attendance                      | 93         |
| B: Behavior Self-Regulation and Control of Drives          | 94         |
| B: Systemic Social and Emotional Learning                  | 95         |
| B: Value of SEL  | 96         |
| B: SEL Outcome Data  | 97         |
| C: Curricula   | 98         |
| C: Curricula Enhancement Strategies                        | 99         |
| Incorporating Evidence-Based Programs                      | 100        |
| Six Steps to Critical Thinking                             | 101        |
| Sustaining Excellence Through Five Levels of Support       | 102        |
| Financial Capital  | 103        |
| Sustaining the Provost Scholars Program                    | 106        |
| <b>Section Four: Evaluating</b>                            | <b>108</b> |
| Rationale for Developing an Evaluation Plan                | 109        |
| Purpose of Program Evaluation                              | 110        |
| Planning a Program Evaluation                              | 111        |
| Attributes of an Effective Program Evaluator               | 112        |
| The Provost Scholars ePortfolio                            | 113        |

|  |            |
|--|------------|
| Components of the Evaluation Process                               | 114        |
| Data Collection Among the Provost Scholars                         | 116        |
| Role of Stakeholders in Program Evaluation                         | 118        |
| <b>Section Five: Visioning</b>                                     | <b>119</b> |
| Visioning  | 120        |
| Keeping Challenges in Perspective                                  | 121        |
| New and Ongoing Developments                                       | 122        |
| Collaboration with the Schools of Medicine, Dentistry, and Nursing | 123        |
| Cardiopulmonary Resuscitation (CPR)                                | 124        |
| Swimming Lessons   | 125        |
| The Choking Game: Unintentional Death by Strangulation             | 126        |
| Home Visits to Include Graduate Social Work Students               | 127        |
| Spring and Fall Connections with Walt Disney World                 | 128        |
| Research Showcase at CWRU  | 129        |
| Expanding Opportunities for Youth with Disabilities                | 129        |
| The Intensive Summer Learning Institute                            | 130        |
| Evaluation, Research Protocol, Protection of Human Subjects        | 131        |
| Circle of Excellence   | 132        |
| Deep Learning at Heritage and Shaw                                 | 132        |
| Managing Money and Learning How Financial Institutions Work        | 133        |
| Spreading the Word   | 133        |
| Strengthening Home, School, and Community Connections              | 134        |
| Global Citizenship   | 135        |
| Provost Scholars Alumni Association                                | 136        |
| The Provost Scholars International Network                         | 137        |
| Closing Words of the Author, Dr. Faye Gary                         | 138        |
| References   | 140        |
| <b>Section Six: Appendixes</b>                                     | <b>143</b> |
| <b>Appendix A: Mentors, Tutors, and Volunteers</b>                 | <b>144</b> |
| Mentor and Tutor Code of Conduct                                   | 145        |
| Minors in Workplace Guidelines                                     | 148        |
| Mentor Application Form  | 170        |
| Mentor Monthly Log   | 174        |
| Tutor Application Form   | 179        |
| Tutor Contact Form   | 182        |
| Tutor Roles and Responsibilities                                   | 187        |
| Volunteer Job Description  | 190        |
| Volunteer Application Form   | 192        |
| Volunteer Orientation Sign-Off                                     | 194        |
| Letter to Mentors, Tutors, and Stakeholders                        | 196        |
| <b>Appendix B: Parents/Guardians and Scholars</b>                  | <b>199</b> |
| Provost Scholars Code of Conduct                                   | 200        |
| Provost Scholar Program Recruitment Letter                         | 204        |
| Provost Scholar Program Student Application                        | 207        |
| Teacher Referrals  | 211        |
| Parent/Guardian Acceptance Letter                                  | 215        |
| Parent/Guardian Letter of Agreement                                | 218        |

|  |            |
|--|------------|
| Parent/Guardian Permission for Program Evaluation _____                    | 221        |
| Provost Scholar Data Form _____  | 223        |
| Parent/Guardian Permission Form _____                                      | 226        |
| Parent/Guardian Contact Information _____                                  | 228        |
| Media Release _____  | 230        |
| Waiver for All Field Trips and Other Academic Activities _____             | 232        |
| Provost Scholar Emergency Contact Information Form _____                   | 234        |
| Chaperone Agreement and Emergency Contact Information _____                | 237        |
| Grand Field Trip Permission Slip and Itinerary _____                       | 239        |
| Critical Thinking and Writing Awards: Information and Examples _____       | 242        |
| Essay Evaluation Criteria _____  | 251        |
| Note-taking Template _____   | 253        |
| Summer Learning Institute Scholar Contract _____                           | 257        |
| Summer Learning Institute Program Calendar _____                           | 260        |
| Walt Disney Intensive University Seminar _____                             | 264        |
| IRB (CWRU) Short Form _____  | 266        |
| <b>Appendix C: Provost Scholars Program Team Members _____</b>             | <b>268</b> |
| Bus Attendant Job Description _____  | 269        |
| Graduate Student Work-Study Job Description _____                          | 272        |
| Home Visits Guidelines _____   | 275        |
| Home Visits Reflections Form _____   | 278        |
| <b>Appendix D: Surveys and Evaluations _____</b>                           | <b>281</b> |
| Mentor Survey _____  | 282        |
| Tutor Survey _____   | 292        |
| Volunteer Evaluation Form _____  | 298        |
| Graduate Student Worker Evaluation Form _____                              | 300        |
| Bus Attendant Evaluation Form _____  | 303        |
| Lecturer Survey _____  | 305        |
| Parent/Guardian Survey _____   | 310        |
| Provost Scholar Assessment _____   | 316        |
| <b>Appendix E: Organizational Underpinnings _____</b>                      | <b>321</b> |
| Invitation to International Board of Advisors _____                        | 322        |
| Administrative Calendar _____  | 325        |
| Budget _____   | 337        |
| <b>Appendix F: Useful Resources _____</b>                                  | <b>340</b> |
| <b>Appendix G: Miscellaneous Documents and Artifacts of Interest _____</b> | <b>345</b> |
| Promotional Brochure _____   | 346        |
| Fact Sheet _____   | 348        |
| Spring Celebration Program 2018 _____                                      | 350        |
| <b>Index _____</b>   | <b>371</b> |
| <b>Provost Scholars Program Contact Information _____</b>                  | <b>372</b> |





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think beyond the possible<sup>SM</sup>

## Case Western Reserve University: Mission, Vision, Core Values

### Academic Excellence and Impact

- ❖ Eminence in teaching and research
- ❖ Scholarship that changes lives and deepens understanding
- ❖ Creativity and innovation as hallmarks of our efforts

### Inclusiveness and Diversity

- ❖ Civility and the free exchange of ideas
- ❖ Civic and international engagement
- ❖ Appreciation for the distinct perspectives and talents of each individual

### Integrity and Transparency

- ❖ Academic freedom and responsibility
  - ❖ Ethical behavior
  - ❖ Shared governance

### Effective Stewardship

- ❖ Strong, ongoing financial planning
  - ❖ Emphasis on sustainability
- ❖ Systems that support our mission

For more information see <http://case.edu/about/mission.html>

## Acknowledging the President of Case Western Reserve University



We, of the Provost Scholars Program, owe a tremendous debt of gratitude to President Barbara R. Snyder, who leads all of us at Case Western Reserve University forward with integrity, inspiring us to always “think beyond the possible.” In many ways, our initial endeavor to guide scholars truly seemed beyond the possible, yet six years have passed and we are proud to have served over 95 scholars. Looking amongst our own ranks, we count 100 selfless faculty members who have stepped up to the plate as mentors—generous individuals who have committed to donating their time and expertise in the hope of helping youth to galvanize their dreams which can then be nurtured into realities. Assisting toward this end are the many tutors who provide one-on-one assistance to the young scholars, the Provost Scholars Program team members, and of course, the supportive parents and all the numerous stakeholders at CWRU and in the community beyond the campus walls. In so doing, they instill into the lives of the youth, their parents, family members, and peers an empowered optimism that radiates outward into our local, national, and global communities. Through this toolkit, we propose emulation of the Provost Scholars Program across the national and across the globe, in the certain belief that the future of youth worldwide will benefit. None of this would have been possible or even conceivable had it not been for the exemplary courage and inspiration emanating from the leadership at our world-class university. For sustaining this creative environment at CWRU, Dr. Snyder, we thank you and we thank you again.

## Foreword from the Provost of Case Western Reserve University

Higher education has a deep responsibility for helping usher transformational change and intellectual uplift across generations and socio-economic, racial, and ethnic backgrounds. This responsibility is as much a driver of our mission as it is a compass for our actions, and one that we bring to the globe. The Provost Scholars Program is an important embodiment of what institutions of higher education can accomplish above and beyond the classroom. When we deploy our assets in partnership with our neighbors, we transform the communities around us. It is a testament to what faculty, administrators, team members, and an array of community partners can accomplish together to broaden the horizons and extend the promise of education to those beyond our normal university classrooms. I am proud to be associated with this unique and special program that serves as a national and international model for others.



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



I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture of their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, men other-centered can build up. I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed, and nonviolent redemptive goodwill will proclaim the rule of the land.

— Martin Luther King Jr.

## Note from Faye Gary, Provost Scholars Program Founding Director

The founders of the Provost Scholars Program saw an opportunity to transform the academic, social, and emotional lives of youth in their community. Recognizing that intellectual talent and the desire to excel is evident among the youth, an opportunity to help transform their lives was envisioned. It was as if, all of a sudden while going about one's daily activities, something suddenly ignited! The author, [Lawrence Weschler](#), has called this phenomenon “catching fire.” The founders of the Provost Scholars Program truly caught fire. They envisioned a chance for two neighboring institutions to be transformed: [East Cleveland City Schools](#) and [Case Western Reserve University](#)—the former being a public-school system in an under-resourced community, and the latter, one of the most incredible universities in the world. Even though the initiation was subtle, it was powerful. The



founders committed themselves to the mission and purpose of the program, and the initiative has continued to grow and thrive. The Provost Scholars Program has helped others to catch fire, too: the mentors, tutors, lecturers, and team members with the Provost Scholars Program at CWRU, the parents/guardians and their scholars, and the administrative personnel and teachers at our participating schools. This program is providing a blueprint for collaboration among individuals and institutions in ever-expanding circles of hope and influence. The Provost Scholars themselves have caught fire, and they are lighting a path for others in the school and community. Having been forged in this dynamic fire, the Provost Scholars will bring light to the world, help to improve the human condition, and become leaders in the global community. The Provost Scholars Program team members have become a transformative force by their example of true, authentic servant leadership. The impact this has on the lives of young people whose dreams are being forged into tangible realities will reverberate across the ages and throughout the world.



Change will not come if we wait for some other person or some other time.  
We are the ones we've been waiting for. We are the change that we seek.

— Former President Barack Obama

## Founders of the Provost Scholars Program



**Dr. William A. “Bud” Baeslack III** served as Provost and Executive Vice President at [Case Western Reserve University](#) from 2008 to 2018, and was responsible for all facets of academic affairs, research and technology commercialization, and student affairs. He also held an appointment as Professor of Materials Science and Engineering.

Before joining CWRU, Baeslack served as the Dean of the College of Engineering and Executive Dean of the Professional Colleges at [The Ohio State University](#). He is also internationally recognized for his research in the materials science and engineering field. He served four years at the [U.S. Air Force Materials Laboratory](#) as a materials engineer and technical area manager. Baeslack received his PhD from [Rensselaer Polytechnic Institute](#) in Troy, NY.

Even though he is now a full-time faculty member in the School of Engineers, Baeslack continues his enthusiastic support and affiliation with the Provost Scholars Program as a mentor.



**Dr. Myrna Loy Corley**, Superintendent of the [East Cleveland City Schools](#) from 2004 to 2018, had filled numerous vital positions within the school district starting in 1981, ranging from special education teacher and work study coordinator, to principal, to superintendent. She served on the board of directors for the [Positive Education Program](#) (PEP), which was created in consultation with school districts in the Greater Cleveland Area to enhance the academic achievements of their most challenging students.

Dr. Corley is remembered for spearheading innovative initiatives within the district, including implementation of [STEM](#) labs and advanced placement courses. She increased technology, career, and technical offerings, with an emphasis on professional development for teachers. Dr. Corley is the recipient of numerous honors and awards for her contributions to the academic and professional development of youth. In collaboration with Provost Baeslack, she helped conceptualize and implement the Provost Scholars Program.

## Program Leadership



[Ben Vinson, III](#) became Provost and Executive Vice President at CWRU in July of 2018. He is responsible for all facets of the academic programs and research at the university.

An accomplished historian of Latin America, Vinson served on the faculties of [Barnard College](#) and [Penn State](#) before joining [Johns Hopkins](#) in 2006 as a professor of history and founding director of its Center for Africana Studies. He went on to serve as a vice dean for interdisciplinary studies and graduate education before becoming dean of [George Washington University's](#) Columbian College of Arts and Sciences where he increased interdisciplinary initiatives, enhanced diversity, and substantially grew research efforts. He led the integration of the [Corcoran School of the Arts and Design](#) into Columbian College, collaborated with the dean of engineering to open a \$275 million interdisciplinary science and engineering building, and initiated graduate degree programs in data science and applied economics. Vinson secured two founding gifts for institutes focused on Hispanic leadership and religious freedom, and helped create a [Global Bachelor's Degree Program](#) that included philanthropic support that he obtained.

Vinson earned a bachelor's degree from [Dartmouth College](#) and a doctorate from [Columbia University](#). He has been awarded fellowships from the Fulbright Commission, National Humanities Center, Social Science Research Council, University of North Carolina at Chapel Hill, and the Ford, Rockefeller, and Mellon Foundations.



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

## Program Directors



[Dr. Faye Gary](#), EdD, RN, FAAN, is the current and founding director of the Provost Scholars Program and the Medical Mutual of Ohio Kent W. Clapp Chair and Professor of Nursing at the [Frances Payne Bolton School of Nursing](#) at CWRU. Gary also holds a secondary appointment with the Department of Psychiatry at the School of Medicine. Her passion for excellence and assisting the next generation of Provost Scholars inspired her to build and expand the Provost Scholars program through the plans of two visionary leaders: Provost William Baeslack and Superintendent Dr. Myrna Loy Corley. Her work with these leaders has resulted in the Provost Scholars Program serving over 95 scholars in the city of East Cleveland and impacting the future of middle and high school students over the past six years. Gary received her bachelor's degree from [Florida A & M University](#) in nursing and sociology, her master's degree in child and adolescent psychiatric nursing and anthropology from [Saint Xavier College](#), and her doctorate degree in childhood behavioral disorders and anthropology from the [University of Florida](#).

[Dr. Lee Thompson](#), PhD, MA, is the associate director of the Provost Scholars Program. She is also the chair of the [Psychological Sciences Department](#) and a professor at CWRU. Thompson has explored the development of cognitive skills, temperament, and language from infancy through childhood through her research. Her current work is focused on how academic achievement in the areas of math and reading interact with social-emotional learning in determining outcomes during emerging adulthood. She received her BA from CWRU and her MA and PhD from the [University of Colorado, Boulder](#). She joined the Provost Scholars Program as a mentor in 2014, has presented for the [Intensive University Seminars](#), served on the steering committee, and secured outside grant funding for the program.



I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

— Maya Angelou

## Program Team Members



[Dr. Christopher Flint](#), the chair of the English department, is looking forward to supporting the Provost Scholars Program as editor-in-chief of our newsletter. His theoretical and critical interests include history and theory of the novel; cultural criticism; narrative theory; the history of the family, gender, and sexuality; print technology; and eighteenth-century British art. His most recent publication, [The Appearance of Print in Eighteenth-Century Fiction](#), relates innovations in print technology to typographical experimentation within eighteenth-century prose fiction.

[Kate Klonowski](#) is the coordinator of the Provost Scholars Program and a proud Cleveland area native. She is a Cultural Foundations of Education PhD candidate at [Kent State University](#), has a BA in English and Secondary Education from [The College of Wooster](#), and an MEd in Educational Technology from [Northern Arizona University](#). Klonowski is very excited to be working in this novel and innovative program.



[David Van Leer](#) is a volunteer who lends a hand wherever he is needed with the Provost Scholars Program. Since the fall of 2017, he has provided assistance with the Tuesday and Thursday afternoon sessions, overseeing the homework completion of the Provost Scholars, and assisting the students in completing complicated assignments. Additionally, he provides unique support to the [Parents' College at Case](#) and remains reliable, dedicated, and passionate in his commitment. He will also be a mentor starting this academic year

[Yuwei Zhang](#), graduate assistant for the Provost Scholars Program and graduate student at [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#), is a member of Harvard [SEED for Social Innovation](#). As a result of exploring all the possibilities intersecting social innovation, education, mental health, and art therapy, she is excited to work with all the talented teenagers with enriched opportunities for learning.



[Eva May Barrett](#) recently joined the Provost Scholars Program as a student assistant. Barrett will utilize her organizational and leadership knowledge and skills to enhance all aspects of the program. A graduate of the [Cleveland School of the Arts](#), she is currently working on her bachelor's degree in [history](#) at CWRU. One of her career goals is the help youth to better understand the power of their voices as tools to facilitate societal change in local and global communities.



## Who Should Use This Toolkit?

The [Provost Scholars Program Toolkit](#) has been produced for a variety of institutions whose mission or interest is in enhancing the academic achievements and the social and emotional wellbeing of youth and their families in primarily under-resourced communities. It is created for the use of any group, in any school district in the nation, and worldwide. This publication is available for use by all interested parties.

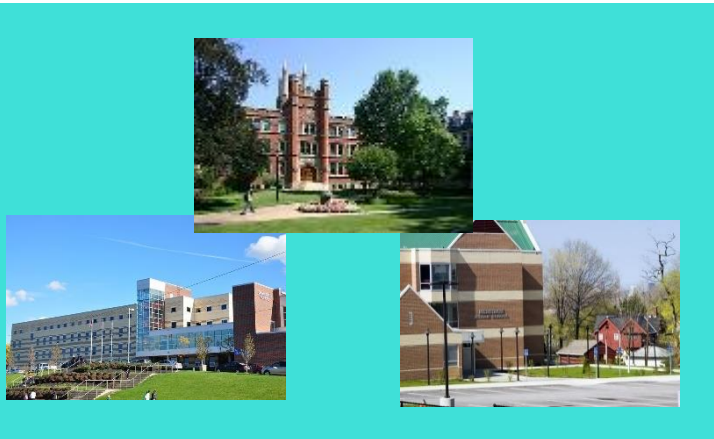


- ✓ A critical element to having an exceptional school system is to collaborate with other groups of excellence such as colleges, universities, technical and vocational schools, businesses, and public and private agencies. The exemplars in the toolkit are from the inaugural participant, [East Cleveland City Schools \(ECCS\)](#), in one of the nation's most under-resourced communities, and [Case Western Reserve University \(CWRU\)](#), a world-class university. However, this toolkit has been developed for anyone who works with youth, or is interested in strengthening neighborhoods and communities. National and state lawmakers, healthcare providers, school administrators, businesses, colleges, universities, technical and vocational institutions, parents/guardians, and students are a few examples of the groups that will find the toolkit helpful.



## But Who is This Toolkit Really For?

This toolkit will be of interest and use to administrative leadership teams in public and private schools, colleges, universities, technical and vocational institutions, 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 responsibility for educating the whole person and providing opportunities for youth in under-resourced communities. The toolkit will also be of benefit to critical partners from health and human services organizations, volunteer groups, and others who

are concerned about and wish to assist in efforts to improve the academic, social, and emotional outcomes for youth. Simultaneously, these efforts will have a positive influence on their families and contribute to the enhancement of healthy, stable, and self-sustaining communities.

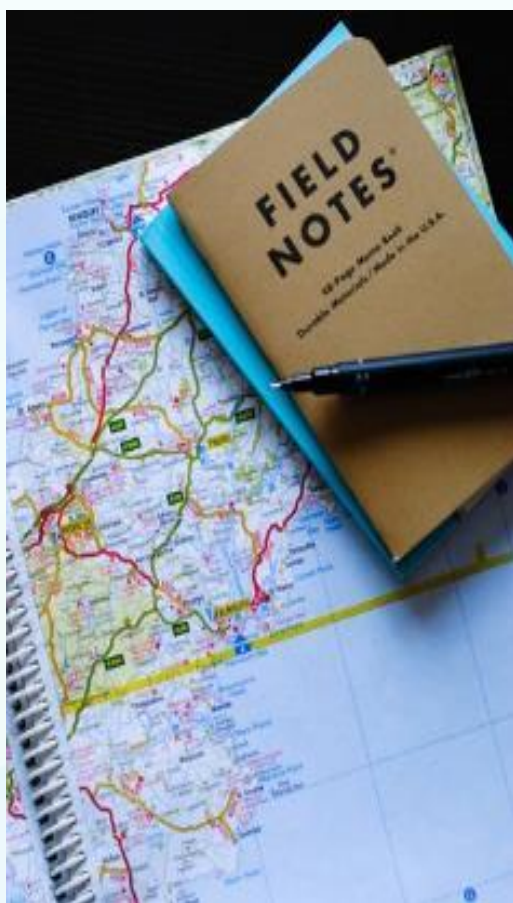
While the toolkit captures the educational experiences of the youth in the ECCS and the CWRU, it is written with the intent to share with colleagues across the globe. It is conceptualized from a perspective of sensitivity to socioeconomic status, culture, and geographical locale—these should not be barriers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

At this writing, there are numerous colleagues in Africa, Asia, South America, North America, and the Caribbean Islands who await the arrival of the toolkit. We have been informed that this information will be tailored for use in the enhancement of academic achievements and social and emotional wellbeing of youth in local and global communities.



## About This Toolkit

This toolkit embodies the five-year culminating documentation of the Provost Scholars Program. The aim is to assist universities, K–12 public and private schools, and other organizations to join forces in providing educational opportunities for youth who live, learn, and play in under-resourced communities. It is also designed for those who are considering partnerships, and to those aiming to refine and expand existing efforts to infuse additional learning and social-emotional advantages for youth. This toolkit is developed from a variety of resources: lessons learned over the past five years, best practices in the field, promising practices, the approaches that are used in the Provost Scholars Program in the here-and-now, and those that are projected for the future.



### The Purposes of the Toolkit

- ✓ Display a comprehensive roadmap for beginning and sustaining a partnership among institutions dedicated to the enhancement of the academic, social, and emotional development of youth;
- ✓ Share the best practices that have been gleaned from the Provost Scholars Program;
- ✓ Provide materials necessary for building capacity including the [Mentor Handbook](#), [Parent/Guardian and Scholar Handbook](#), Guidelines for Tutors and Volunteers (see Appendix A), [Requirements for Background Checks](#), [Program Coordinator's Manual](#), and other essential components. These are available free for the reader to access, use, and modify;
- ✓ Present examples of various approaches that are used in the program, such as mentoring, tutoring, [Intensive University Seminars](#), field trips, parent/guardian involvement, celebrations, evaluations, and valuable strategies for instruction.

## Notes for Readers and Users

This Toolkit is copyrighted, is in the public domain, and is free to be used and shared as one wishes. Navigation links and links to external resources are displayed in regular hyperlink format and are in blue underlined text. The document can be downloaded in PDF format and is available at <https://case.edu/provostscholars/program-resources>. The same link also has the executive summary of the Provost Scholars Program.

The Provost Scholars Program is a dynamic organism that continues to change and evolve. Consequently, the Provost Scholars Toolkit will be updated regularly. Updates and other valuable information will be available on the Provost Scholars Program website which is located at <https://case.edu/provostscholars/>.

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*Acknowledgments:* This document is supported by the Provost's Office, Case Western Reserve University. Mentors, tutors, parents/guardians, and stakeholders are also recognized for their valuable contributions.

*Note:* A comprehensive listing and information regarding mentors and tutors who currently serve and have served the Provost Scholars Program is available online in [Program Resources](#). These extraordinary individuals have generously donated their time and talents to help youth from under-resourced communities to realize their dreams for a fulfilling future. We are proud of and grateful for their valiant efforts.

## The Beginning

The Provost Scholars Program was originally designed as a partnership between CWRU and ECCS. Provost William “Bud” Baeslack and ECCS District Superintendent, Dr. Myrna Loy Corley, founded the program to improve the academic and professional outlook of East Cleveland middle and high school students. As the achievement gap widens between college/university/technical/vocational institutes and high school-only graduates, the Provost Scholars Program aimed to bridge that divide for scholars within the ECCS. Scholars from Heritage Middle School and Shaw High School were teamed up with members of the CWRU faculty who served as mentors providing opportunities to expand the scholars’ academic and professional prospects. The Provost Scholars met each week on Tuesdays and Thursdays from 2:30–5:00 p.m. at CWRU. Scholars were encouraged to explore academic paths to higher education by way of mentorship from CWRU faculty, intensive tutoring, and seminars.

Parents/guardians, teachers, mentors, tutors, principals, and community stakeholders all worked together toward establishing a collective and unified initiative to inspire civic and academic innovations for Greater Cleveland area youth. The intended outcome of these cooperative efforts was, and continues to be to facilitate an intrinsic desire within the Provost Scholars to pursue higher education, academic achievement, leadership roles in their schools and communities, and fulfilling careers.

### The Goal

of the Provost Scholars Program is to enkindle the knowledge, skills, and leadership attributes that are essential for succeeding as a scholar, a peer, and a productive citizen of the future. As illustrated by the model of the candle flame, the major focus begins and remains on the attitudes, beliefs, and daily practices of the individual Provost Scholars, which extends to the relationships with their parents/guardians, families, peers, teachers, mentors, and tutors. Community values are also transmitted to the Provost Scholars who, over time, will become valuable assets to society.<sup>1</sup>



## The Ecological Framework

The Provost Scholars Program is guided by the five expanding systems of Bronfenbrenner's Ecological Framework<sup>2</sup>:

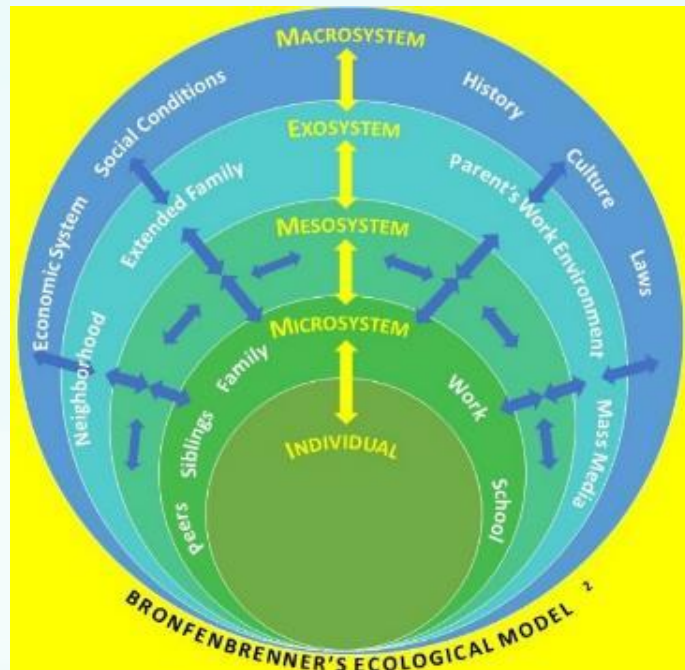
**Individual:** The individual is in the center of the model. All other activities, persons, and systems interact with the individual from a proximal or distal position.

**Microsystem:** This is the first layer within a nested system. The focus at this level is on the individual and the interpersonal processes in the immediate environment. Included in this level are parents/guardians, siblings, grandparents, relatives, friends, and the school environment where the youth spends many hours daily.

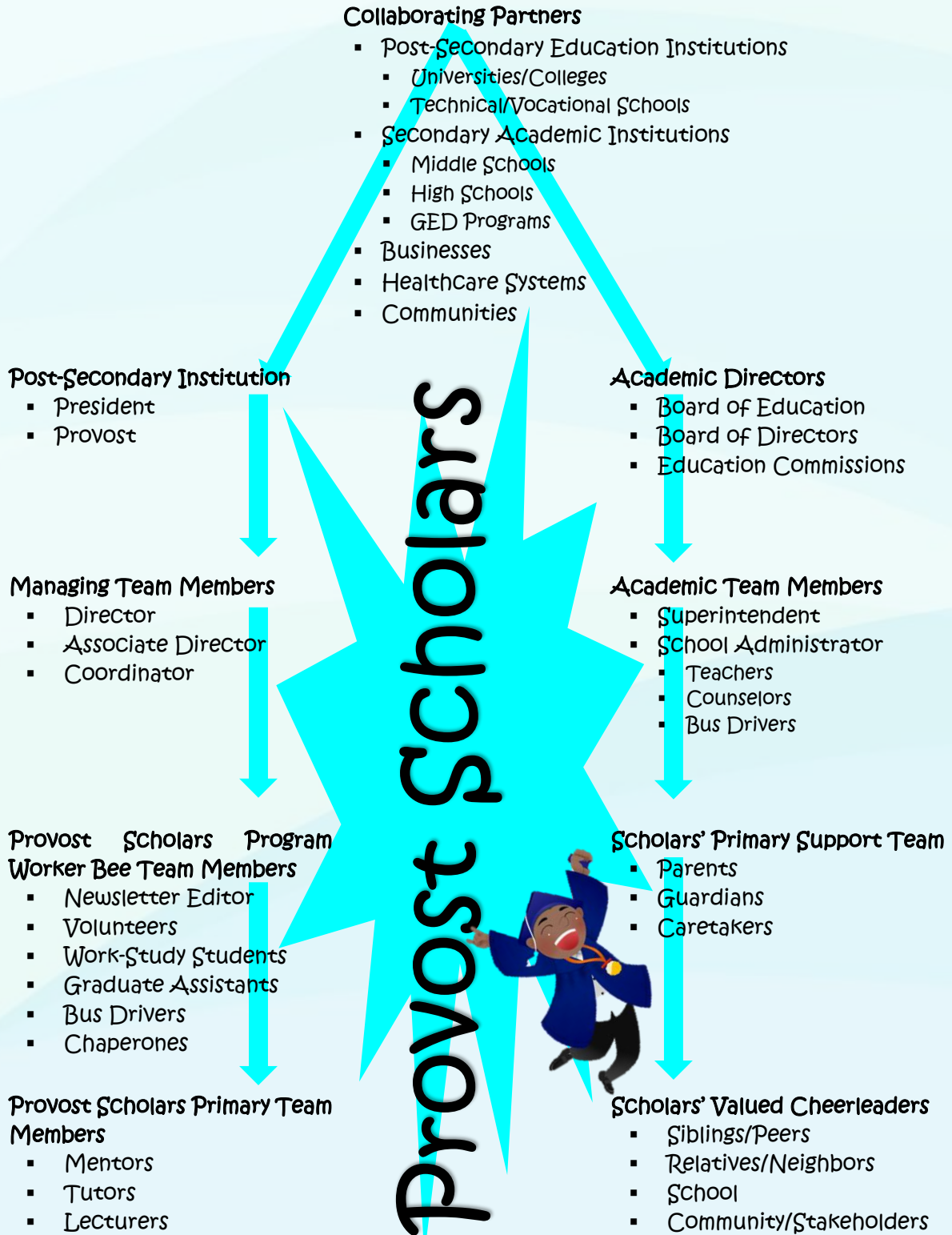
**Mesosystem:** This is the second layer in the model and it highlights the interactions among the persons in the microsystem. Examples include the relationships between the individual's family and school and teachers/administrators. Communications at this level require direct interactions among the participants in the microsystems that influence the person's development.

**Exosystem:** This third layer contains specific components of the microsystem, which may not involve the person directly, but might have a critical influence on his/her well-being. For example, the loss of a parent's or guardian's job, chronic or traumatic illnesses, and immigration or migration status could profoundly affect the individual.

**Macrosystem:** The macrosystem encompasses all four layers in the system and includes numerous components in the individual's life. Nested at this level are the cultural and sociocultural practices and beliefs that might influence the individual and his/her development. Included in this layer is the influence of gender norms and religious traditions and mores that are evident in the society.



# Provost Scholars Program Ecological Framework



## Organization of the Toolkit

The sections of this toolkit can be viewed independently or in sequence as determined by the needs of the reader. Included in the document are hyperlinks to forms, tools, and other resources that are publicly available through the Internet or that have been made freely available for reuse via in-text hyperlinks and in the appendixes. These resources should be helpful as spin-off programs are being planned in various communities, with colleges, universities, technical and vocational institutions, or with other types of organizations and institutions.

### Section One: Planning

This section opens with special thanks to CWRU president, Dr. Barbara Snyder. Current provost, Dr. Ben Vinson, III, and founding director, Dr. Faye Gary, share their perspectives about how the program is linked to the mission of this world-class university. The founding partners, Dr. William A. “Bud” Baeslack, III, and Dr. Myrna Loy Corley are also featured. Section One provides an examination of the critical need for preparing and collaborating with partners in all aspects of the planning process.

### Section Two: Implementing

The steps to implementing the program are outlined. Essential documents for beginning the partnership are shared. Numerous details are highlighted.

### 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 several measures that could be used to determine the impact of the program on the scholars, the mentors, the tutors, the scholars, and their parents/guardians.

### Section Four: Evaluating

A compendium of validated instruments that can be used to measure scholars’ academic performance and overall wellbeing is included. A revised logic model is covered 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. As readers peruse this toolkit, it will be useful to review our mission, strategic plan, and other critical documents in preparation for planning their own program to benefit youth.



## Section Five: Visioning

Further information about future planning is provided. Rationale and projected dates are also included.

## Appendixes

This section provides an abundance of other resources and forms that may be useful to persons in the United States and across the globe. The appendixes contain valuable supplemental information and are listed:

- ✓ **Appendix A:** Mentors, Tutors, and Volunteers
- ✓ **Appendix B:** Parents/Guardians and Scholars
- ✓ **Appendix C:** Provost Scholars Program Team Members
  - This appendix relates to bus attendants, graduate student workers, directors, and other graduate student team members.
- ✓ **Appendix D:** Surveys and Evaluations
- ✓ **Appendix E:** Organizational Underpinnings
- ✓ **Appendix F:** Useful Resources
- ✓ **Appendix G:** Miscellaneous Documents and Artifacts of Interest





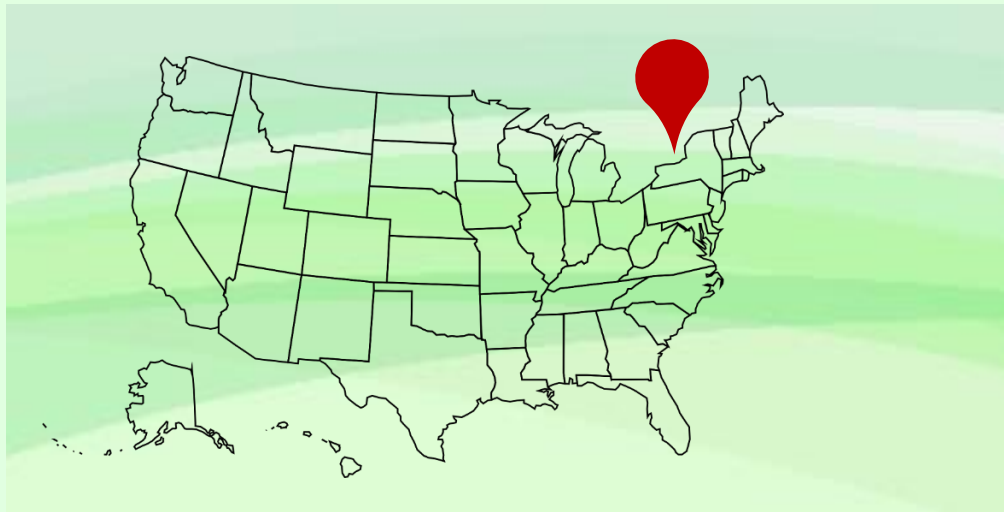
Section One

# Planning

In the Relentless Pursuit of Excellence

## Historical Perspective

Contiguous to the city of Cleveland and located in Cuyahoga County, OH, [East Cleveland](#) is one of the poorest of American communities with a median household income of \$21,184.<sup>3</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. In 2017,



7,482 incidents of intimate partner violence were reported in Cuyahoga County.<sup>4</sup> In 2017, single-parent households made up 44.8% of homes in Cuyahoga County,<sup>5</sup> while in East Cleveland, 67% of households had a single head-of-household.<sup>6</sup> Due to the high level of socio-economic stress, all students at the ECCS receive complimentary breakfasts and lunches.

East Cleveland is home to General Electric's historic [Nela Park](#), the world's first industrial park, which was placed on the [National Register of Historic Places](#) in 1975. The park continues to operate and serves as the headquarters for General Electric Lighting, which is one of the city's largest employers. East Cleveland boasts a section of Euclid Avenue, which was once known as "Millionaire's Row" for the many estates along this stretch of road. The late John D. Rockefeller, Standard Oil founder and the world's first billionaire, made his home on a 248-acre tract of land there.<sup>7</sup>

After the great depression, the East Cleveland community began to experience economic demise and many changes occurred, including the development of other suburbs in Greater Cleveland, and residents relocated. By the 1960s, African Americans moved into the area. Around 1984, East Cleveland was one of the largest predominately African American communities in Ohio.<sup>7</sup> It has a current population of about 17,843 people, 93.2% of whom are African American.<sup>8,9</sup> Several generations of the same families live in the neighborhood and the schools constitute the nerve center of the community.

## The Initial Provost Scholars Program Proposal



**Purpose:** The Provost Scholars Program was conceptualized as a partnership between CWRU, Heritage Middle School (Heritage), and Shaw High School (Shaw) in the ECCS. Students in the eighth, ninth, and tenth grades were invited to participate in a variety of academic-related activities that are ongoing at CWRU. All efforts were designed to help the scholars expand their creative, critical thinking, and problem solving abilities. They would strengthen their study habits and time management skills while improving their interpersonal proficiencies and exploring additional ways of thinking about educational pathways and career options. This would be

accomplished through mentoring and relationship-building with CWRU faculty and program team members. The long-term intent was to engage interested CWRU faculty and program team members in community-building with young East Clevelanders as one of several means of addressing the overall towering dropout rates of high school students, a local, national, and global dilemma. Importantly, it would help to expose young people to the possibility of considering a university/college/technical/vocational education as a central part of their future. This program was designed to help these young scholars develop social capital and release their potential as productive and respectful citizens. To address this purpose, the program invited the mentees to the CWRU campus twice each week, from 2:30–5:00 p.m. During their time on campus, they would work with their mentors and tutors while focusing on their personal goals and objectives.

Heritage Middle School, one of the inaugural settings for the program, is one of six institutions that constitutes the ECCS system. Students in East Cleveland attend their sixth through eighth grade years of instruction at Heritage and then proceed, after graduation, to the only senior high school in the district, Shaw, which is the other school setting for this program. The majority of the youth in the district receive free lunches as determined by federal guidelines. Most of the students walk to school and the remainder are transported by bus. The surrounding community is home to several industrial enterprises such as General Electric. Many of the individuals who work in these industries commute into the city from nearby suburban neighborhoods. Unemployment is rampant in the East Cleveland community.

The Provost Scholars Program depends upon committed, thoughtful, and caring advisors, parents/guardians, mentors, tutors, teachers, and project personnel. Its basic structure rests on an approach built on support, caring, and the development and maintenance of relationships with volunteer CWRU faculty and program team members. Five key groups are essential for the success of this program: scholars, parents/guardians, faculty mentors (including tutors and volunteers), advisors, and project personnel.

## Introducing the Program



## EAST CLEVELAND CITY SCHOOLS

**Myrna Loy Corley, Superintendent of Schools**  
1843 Stanwood Road • East Cleveland, Ohio 44112  
mcorley@east-cleveland.k12.oh.us  
(216) 268-6580 • Fax: (216) 268-6648

January 31, 2013

Dear Parents and Community Members:

It is with great enthusiasm and anticipation that we embark upon the *Provost Scholars' Program*. This partnership between the East Cleveland City School District and Case Western Reserve University promises to be of extreme benefit to the students selected for participation. Selected students will participate in a myriad of enriching experiences, as they will be partnered with a member of the Case Western Reserve University faculty to engage in mentoring and shadowing experiences. These faculty members have been deemed as outstanding in their fields of work. Students will be assisted with their academic endeavors, as well as introduced to the joys and challenges associated with becoming a college student. Additionally, students will participate in special assignments, inclusive of technology, data management, writing, researching topics in the library, filing, and other related tasks.

The East Cleveland City School District is committed to providing students with the best possible education. Further, it is our belief that every child will achieve excellence. The Provost Scholar's Program is reflective of an initiative that promotes excellence. We are most appreciative of being provided the opportunity to participate in such a wonderful program. Additionally, I would like to extend our sincere gratitude to Case Western Reserve University for making this dream become a reality. I look forward to the implementation of the program and the limitless possibilities for our students.

Very truly yours,

  
Myrna Loy Corley  
Superintendent

## Unveiling the Program

The Provost Scholars Program was initially embedded in the East Cleveland community and is the center of the partnership between the ECCS and CWRU. A clear understanding about the lived experiences of the youth was essential for the creation of a culturally-centered partnership between the two institutions. Many of the program team members have a long history of service to the community in a variety of roles. These previous interactions have facilitated bidirectional interactive learning and continuous communication systems which have been developed and refined over time. This approach enabled us to address and enhance a culturally-centered focus which rests upon an ecological systems framework.

With full support from CWRU Provost Dr. William “Bud” Baeslack, Provost Scholars Program Founding Director Dr. Faye Gary visited ECCS District Superintendent Dr. Myrna Loy Corley to propose the idea of a mentorship program between select ECCS scholars and professors at CWRU. A concise concept paper was developed to share with Dr. Corley and to guide our conversations. After the groundwork was laid for the program, an initial Kick-Off Celebration was scheduled for January 31, 2013. This event was held at Heritage Middle School, which is situated in the center of the community. The school band played, and parents/guardians, teachers, administrators, and representatives from CWRU were present. A program was presented, the original Provost Scholars were introduced, and the Provost Scholars Program became a viable reality.

This event illustrates just one of several celebrations, ceremonies, and rituals that continues to mark progress throughout the year and give much deserved recognition to the scholars, parents/guardians, teachers, school administration personnel, mentors, tutors, volunteers, team members, and stakeholders. Through these activities we are able to acknowledge the sacrifices they make toward the achievement of a priceless goal, and affirm their pride in dedication to this worthy endeavor.



## Goals and Objectives

Two overarching goals with specific objectives guide the program:

### Goal One

Through mentoring by *CWRU* faculty members, provide enriching educational, interpersonal, and Character-development experiences for youth who are at risk for academic failure.

- ✓ After four weeks, mentees will be able to successfully complete homework assignments in a minimum of two of their classes.
- ✓ After eight weeks, mentees will be able to successfully complete homework assignments in all of their classes.
- ✓ At the end of the year, the mentees will have successfully met all course requirements and will be promoted to the next grade with above-average grades.
- ✓ At the end of the year, the mentees, mentors, and tutors will perceive themselves as partners with mutual goals for the mentee as determined by questionnaires, surveys, and personal goals.
- ✓ At the end of four weeks, seven weeks, six months, and one year, the youth will demonstrate an increasingly positive attitude about the future, opportunities for learning, and ways to be a productive citizen as determined by total scores on questionnaires and surveys.



## Goal Two

Offer opportunities for scholars to explore specific career options, including the knowledge, skills, and leadership attributes that are essential for succeeding as a scholar, a peer, and a productive citizen.

- ✓ After four weeks, eight weeks, six months, and one year, the mentee will be able to demonstrate enhanced knowledge and skills in time management, decision-making, and conflict resolution as determined by survey tools from the mentee, mentor, teacher, and parents/guardians.
- ✓ At six and twelve months, the mentee, mentor, parents/guardians, and teachers participate in a brief interview about the overall progress of the mentee.
- ✓ Compare the baseline grades in the mentee's classes to the six-month and nine-month scores of peers who did not participate in the mentoring program.
- ✓ Determine the extent to which the mentee is more aware of and interested in recreational, cultural, and career opportunities that are or could be available to her/him through surveys from mentee, mentor, teachers, and parents/guardians.
- ✓ At the end of the year, the mentee and mentor will share an electronic portfolio that contains the information that has been generated over the year: grades, academic school work, creative projects, lists of events attended, documentation of sessions and interactions that occurred at CWRU, etc., and a critique about the experience.





## Program Methods

To accomplish these goals and objectives, several initial program methods have been developed to help guide the development of the Provost Scholars Program:

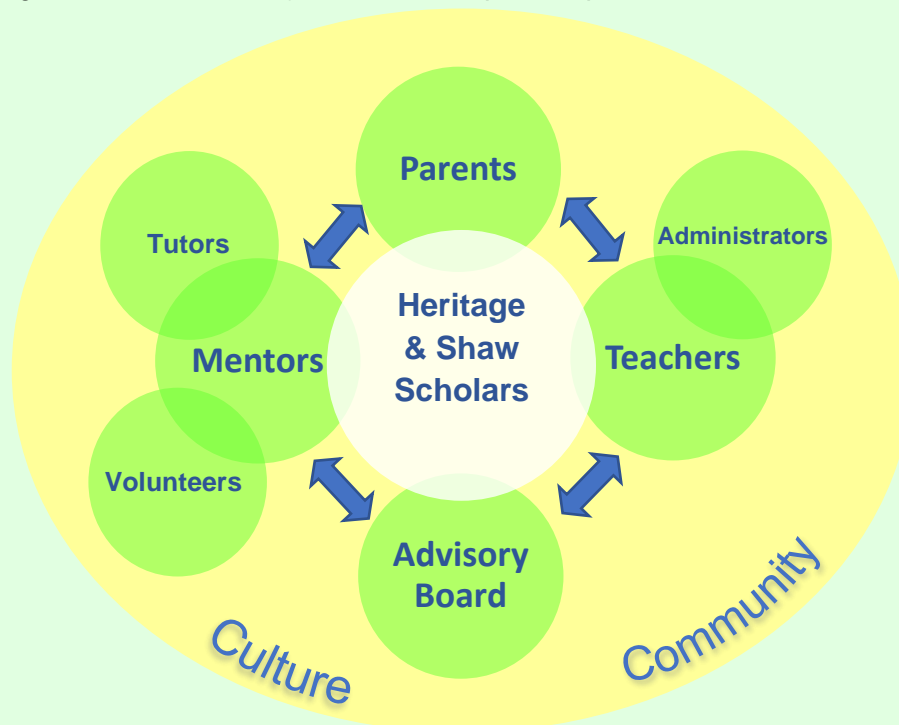
- ❖ Provost Scholars are introduced one-on-one to the program and to their faculty mentors and tutors at the university.
- ❖ Provost Scholars, mentors, and tutors develop a set of goals that consist of academic, social, and cultural activities along with timelines and outcomes designed to create a personalized plan for the pursuit of excellence.
- ❖ Provost Scholars come to the university campus at the designated time each week to work with the faculty mentor and tutor. This might involve assisting with computer and library research, filing, office tasks, and other learning-related activities that might reinforce the scholars' positive approaches to working and learning. These interactions enhance relationships with the university community and create hope for the future among the mentees. These and other university-based activities assist them with transitioning from one grade to the next, discourage school failure, and encourage academic excellence within the context of mentor and tutor modeling, relationship building, and career planning.
- ❖ While on campus, mentees are given assigned tasks, such as assisting with mentor or tutor research or scholarship, or a variety of related activities including office work, computer usage, data entry, collating and packaging materials, assisting in the preparation of manuscripts and course outlines, and a variety of other tasks that occur in the specific mentor/tutor settings. At times, as suggested by the mentor or tutor, the mentee will participate in other activities such as university-wide seminars, lectures, museum visits, and discussions, or they will attend the mentor's classroom lectures.
- ❖ Meetings with parents/guardians, university mentors, tutors, mentees, teachers, and advisors are embedded into the program and coordinated by the program manager.
- ❖ Deans and directors are asked to be familiar with the Provost Scholars Program, know the mentor and the mentee, and publicly endorse mentoring as a valuable and noteworthy community-based approach for assisting youth.



- ❖ Deans and directors are encouraged to develop a formal mechanism to acknowledge mentors in their schools and departments.
- ❖ Deans and directors should include faculty members' mentoring activities in their assignments and annual evaluations.
- ❖ Deans and directors should provide continuing support and assistance to the mentor as needed.
- ❖ Annually, various types of celebrations are held where the mentor/tutor-mentee partners display their work, describe their accomplishments, present organized discussions about educational opportunities in science, medicine, engineering, nursing, drama, law, or other areas of interest that have been generated by the Provost Scholars. This event could take place at the Provost Scholars' school, at the university, and/or other designated places.

## Cohorts of Participants

The Provost Scholars Program embraces several groups: scholars (mentees), parents/guardians, faculty (mentors), tutors, teachers, advisors, and personnel (Provost Scholars Program team members). A brief description is provided about each cohort.



**Scholars:** Twelve students at the middle school and high school, ranging in age from 10–17 years, were invited to become Provost Scholars Program members. At ECCS, the majority of the students are of African descent, and are indigenous to the community. However, a youth of any race/ethnicity could participate in the Provost Scholars Program and was encouraged to submit a [Provost Scholars Program Student Application Form](#) to their school administration.

**Parents/Guardians:** The parents/guardians or caregivers who are legally responsible for the scholars are also involved in the program. They must agree to participate in and support the mission and program activities—town hall meetings, parent/guardian-mentor- program team member meetings, and other planned activities—and to become acquainted with the mentor.

**Mentors:** University faculty members are invited to serve as volunteer mentors for which they are required to complete a [Provost Scholars Program Mentor Application Form](#) (see Appendix A). These professional role models will become committed, thoughtful, and trusted friends. They serve as academic and career advisors who help the mentees to make significant contributions to their families, their community, and to the global community. Faculty serve multiple roles including tutoring, mentoring, networking, and refining social and personal presentation. The mentees, through working with the mentor, have opportunities to enhance skills and behaviors that will be needed in the 21<sup>st</sup> century. Faculty mentors are expected to devote a minimum of two-and-a-half hours per week to the mentees who will be on the university campus.

**Tutors:** CWRU students who volunteer as tutors are oriented to the program. They represent various ethnic, racial, cultural, and geographic diversities and numerous disciplines. They meet with the Provost Scholars once each week.

**Volunteers:** A great asset to the program are the contributions of retired educators who are willing to invest their time and talent in the enrichment of the Provost Scholars Program. They serve in a variety of roles such as mentors, tutors, seminar leaders, office assistants, and chaperones.

**Advisory Board:** With the assistance of advisors, the Provost Scholars Program grows and develops in depth and scope. Advisors are individuals who represent some of the most motivated and committed talent from all levels of the community and the university. They are a diverse group of business people, educators, bankers, community leaders, lawyers, and other interested persons.

**Teachers:** The teachers at the schools are diverse in age, ethnicity, and race. They are specialists in middle and high school education who work to help the scholars achieve high academic, interpersonal, and social standards.

**Personnel:** The Provost Scholars Program team members have overlapping linkages, responsibilities, and presence at the university and the schools. The superintendent of the schools and the provost at the university are directly involved in the project. They, along with others, help to provide vision, leadership, advocacy, and support across the two institutions and numerous other community organizations.

## Selection of Scholars

As recommended by the superintendent and administrative team, three groups of scholars were initially invited to participate in the program. Each of the groups consisted of four individuals. Teachers and parents/guardians have opportunities to refer scholars to the Provost Scholars Program. Students, parents/guardians, and teachers are asked to support their participation. To provide opportunities for a cross-section of scholars and to help determine the efficacy of the proposed program, the superintendent has outlined some general characteristics for each of the three groups:

**Group One:** These four scholars are individuals who have excelled in their academic work, have good citizenship records, and manifest the potential to become outstanding college/university/technical/vocational school students across a variety of interests. The rationale for selecting these scholars is to provide them with value-added learning opportunities, enhance their horizons, and offer career guidance and direction to help ensure that they can and will meet their goals—and then exceed them.

**Group Two:** Four scholars who are at the intersection of doing well and faltering in their peer-parent/guardian-teacher interpersonal relationships and their academic performance make up this group. They are scholars who confront numerous environmental challenges that distract them from the prospects of meeting their short-term and long-term goals, which are essential for academic excellence and for becoming productive adults.

**Group Three:** This group is comprised of four scholars who have begun to manifest some early and enduring signs of poor academic performance, accompanied by tensions in their peer/teacher and parent/guardian relationships. They might be labeled as troubled, contrary, and/or misguided. These youth, however, do have the potential to overcome barriers, excel in their academic work, and become productive scholars. Additional support, guidance, and attention, together with academic assistance could make the difference in their lives.

## *Provost Scholars Treaty, 2014*

### *Program Goals*

- ❖ *Gain experience with professionals, faculty, and Provost Scholars Program team members in our desired career paths.*
  - *Connect with professional business people, students, and Provost Scholars Program team members at CWRU and in the Greater Cleveland area.*
- ❖ *College/university/technical/vocational school preparation:*
  - *Develop the organizational, behavioral, academic, and disciplinary skills necessary for success in college/university/technical/vocational school and the workplace.*
  - *Gain knowledge in new subject areas to increase our proficiency in math, reading, and writing which will enhance our ability to complete college/university/technical/vocational school coursework and successfully graduate.*
  - *Increase our abilities in time management, interpersonal and problem-solving skills, and situational behavior in order to effectively communicate with student colleagues, parents/guardians, mentors, tutors, teachers, and principals.*
- ❖ *Desired relationship with mentors:*
  - *Become an active partner with our mentors and tutors on our path to success.*
  - *Develop a personal relationship with our mentors and tutors, a relationship of mutual trust and honesty that builds a lasting relationship.*
  - *Maintain a line of communication with our mentors and tutors that enhances our relationship and builds shared understanding.*
  - *Plan and engage in interesting activities that will build our character, increase opportunities for our learning, and expose us to new information and knowledge.*
  - *Shadow our mentors and tutors in their day-to-day activities to gain insight into their professional responsibilities and observe how they interact with students, professionals, and team members.*



My mentor and I would review homework, visit the museums, go to the bookstore, and discuss the many career options that are available to me. We would have lots of fun, too.

— Provost Scholar Carmen Phillips of Mentor Cicely Philpot

❖ **Provost Scholar responsibilities:**

- *Maintain a positive attitude towards learning.*
- *Learn how to effectively communicate and interact with our peers, student colleagues, mentors, tutors, teachers, parents/guardians, and caregivers so that we can establish mutual and shared respect.*
- *Develop a willingness to learn and take advantage of new opportunities that can increase and further our knowledge.*
- *Lead by example, especially for our peers and classmates, at all times and in all situations.*

❖ **Uphold our integrity** by demonstrating leadership and good character:

- *Remain respectful of ourselves, mentors, tutors, parents/guardians, teachers, principals, and stakeholders now and in the future.*
- *Seek knowledge and opportunities in every facet of our lives and appreciate them as they arise and become available.*
- *Be determined and focused on our defined goals.*

❖ **Maintain our self-respect** by remaining loyal, honorable, dutiful to ourselves, our families, and our communities, and being an inspiration to those around us.

- *Remain cognizant of our personal appearance.*
- *Do not interrupt learning activities except for emergencies.*
- *Set a moral example by demonstrating right from wrong and taking action that exemplifies sound ethical decision-making in all situations.*
- *Be committed to learning by attending all classes, improving our focus, attention, and concentration in the classroom, and eliminating distractions.*
- *Always work hard in school despite the obstacles.*
- *Ask for help when needed.*
- *Maintain perfect attendance at school.*



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

## Preliminary Considerations

Introducing the Provost Scholars Program into an organization requires some concentrated thought. Sensitivity should be given to the realities—that universities and public and private K–12 institutions are working with finite human and material resources. Planning should consider potential challenges and resources within the systems that will facilitate progress and the development of trust between and among people in organizations.

Groups that wish to develop partnerships must become knowledgeable about the community and the individuals that they serve, partner organizations that support the community, information about the academic achievements and challenges that the youth encounter, data collection, state and national requirements, and other essentials (see Appendix F). What follows is a list of helpful questions for beginning the planning process:

- ✓ What specific community will be targeted and what is the rationale for selecting this particular community?
- ✓ Who in the community and the school system can be contacted for beginning conversations? Who will assume the primary responsibility for this new initiative?
- ✓ What are the possibilities for buy-in from the organizations—the university, the public and private K–12 schools, and other supporting organizations? The community?
- ✓ Who are the essential stakeholders for sign-on to the project? The provost of the university? The superintendent? The school principal? A board of directors? An alumni association? Others?
- ✓ Are there known best practices for identifying potential partners and other stakeholders for support?
- ✓ What is a reasonable timeline for beginning the program? How will the program be funded? How can volunteers from across a variety of community groups be involved in the initiative?
- ✓ How will the program be introduced into the school and the community?
- ✓ Who will evaluate the program? How?
- ✓ Will there be a formal letter of agreement or some other type of legal statement that outlines the duties and functions of the organizations and groups involved in the initiative?

## Determining Organizational Readiness and Facilitating Change

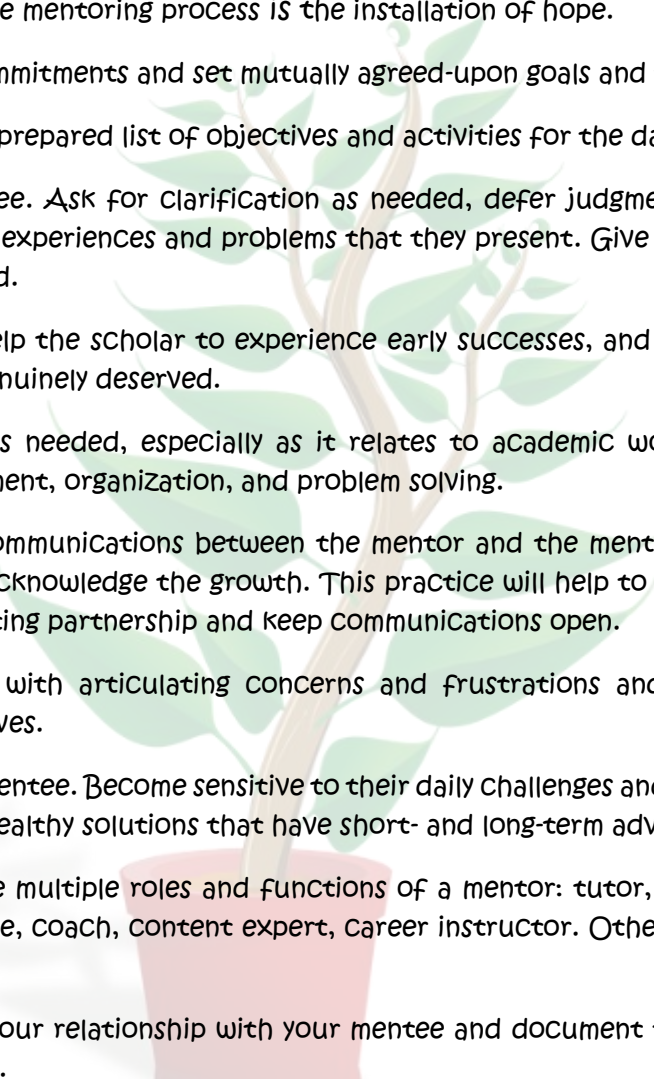
When embarking on a plan for partnering with a university or any other organization, the initiator, the community, and the school district must be assessed to determine need, organizational receptiveness, readiness, and the degree to which the proposed initiative might succeed. A strong organizational commitment is essential from the leadership of the university, and on-the-ground personnel must also be made available. Members of the university community cannot be successful without the commitment of the highest levels of leadership in the university.





## Mentors

A core element in the Provost Scholars Program is the volunteer CWRU faculty mentor, considered to be one of the major forces that could make the difference in the lives of these vulnerable youth. Since this is a campus-wide program, individuals from all schools, departments, and centers are invited to volunteer. Any number of faculty members in a department or school may serve as mentors. Briefly, their functions are presented:

- 
- ✓ A key element of the mentoring process is the installation of hope.
  - ✓ Keep all mentee commitments and set mutually agreed-upon goals and timelines.
  - ✓ Plan ahead. Have a prepared list of objectives and activities for the day/week.
  - ✓ Listen to the mentee. Ask for clarification as needed, defer judgment, and be sensitive to the life experiences and problems that they present. Give advice and assistance as needed.
  - ✓ Provide support, help the scholar to experience early successes, and give praise and thanks when genuinely deserved.
  - ✓ Provide guidance as needed, especially as it relates to academic work, career ideas, time management, organization, and problem solving.
  - ✓ Reinforce direct communications between the mentor and the mentee. As this process improves, acknowledge the growth. This practice will help to strengthen and enhance a trusting partnership and keep communications open.
  - ✓ Assist the mentee with articulating concerns and frustrations and exploring behavioral alternatives.
  - ✓ Advocate for the mentee. Become sensitive to their daily challenges and struggles; help them to seek healthy solutions that have short- and long-term advantages.
  - ✓ Be cognizant of the multiple roles and functions of a mentor: tutor, counselor, role model, advocate, coach, content expert, career instructor. Other roles may emerge.
  - ✓ Continually assess your relationship with your mentee and document the lessons learned each month.

The Provost Scholars Program is a university-wide initiative reflecting the dedication of faculty from a variety of academic units, disciplines, and diversity. We have recruited faculty members from several disciplines to serve as mentors including:

- ❖ Arts and Sciences
- ❖ Business
- ❖ Computer Sciences
- ❖ Dentistry
- ❖ Engineering
- ❖ Law
- ❖ Medicine
- ❖ Nursing
- ❖ Social Work

Mentors are provided training/education about the school district of interest, the intent of the program, logistics of the program (time and place of activities, transportation of the scholars), and ethical and legal guidelines that are necessary when working with the scholars (see [Mentor Handbook](#)). They have an initial meeting with the provost and the director during which the mission of the program is discussed in some detail, and challenges and barriers are identified and discussed. Of importance is the value of the program and its long-term impact on the scholars, the school district, the community, and the university faculty and students.

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

## Approaches to Mentoring

Numerous types of mentoring exist, and four approaches are briefly identified here. The assumption is that a number of methods can be used in this program, but the base rests with the one-to-one mentoring and interactions when the youth are on campus at CWRU.

**One-to-One:** This is an approach where one faculty or program team member becomes a partner with one youth. This method helps to ensure that bonding will occur, and that a commitment to the youth is intended and will have an extended life.

**Peer Mentoring:** This approach utilizes peers or age mates who have opportunities to advise and discuss issues among them. In this program, peer mentoring might occur, but it is not the base on which the program rests.

**Group Mentoring:** Our program utilizes group mentoring through requesting a faculty or team member to assist one of the three mentee groups in their efforts to enhance academic, social, civic, and leadership skills among the youth.

**E-Mentoring:** This is an approach to mentoring whereby the youth and mentor exchange email communications regarding the goals and objectives of the partnership. It may be used to augment the one-to-one mentoring that is the core element for this program.

When conceptualizing the Provost Scholars Program, careful consideration was given to socio-demographic factors, including developmental theory and behaviors. Brief content has been highlighted here, but more detailed information is provided in Section Two.

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



## Tutors

Tutors serve many purposes in the Provost Scholars Program, but improved academic performance among the scholars is the primary outcome of their involvement. Their work centers around homework completion and mastery-competency, especially in math and computational sciences, and critical thinking and writing.

These services are provided by a variety of students at CWRU who are motivated to engage in this beneficial affiliation as tutors to Provost Scholars as they pursue their varied academic pathways for their careers. The tutors are culturally diverse, and include students from China, India, Ghana, South Africa, Iran, Sri Lanka, Hong Kong, Mexico, the U.S. Virgin Islands, Jamaica, Israel, and all regions of the United States. The program team matches a tutor with a Provost Scholar; this is determined, in part, by the self-proclaimed knowledge and skill sets of the student tutors and the academic needs of the scholar.



High doses of one-to-one tutoring with the same tutor for the semester and often the entire academic year help to build robust bonds between the tutor and the scholar. Lived experiences that the tutors share with the scholars help to create a “can-do spirit.” The lessons learned are dynamic and straightforward—there are no shortcuts. “You must study and then study again” is a theme that resonates among the tutors and then, ultimately, among the Provost Scholars.

Collectively, the relationship building, the exposure to other academic interests, and to other cultures, ethnicities, religions, and regions of the world intersect to create a dynamic and cost-effective approach to enhancing the academic and social-emotional learning for the scholars. Together, the scholar and tutor work for mastery, confidence, and enhanced dream-building for a brighter future. Tutors help the scholars to think beyond the possible!



I continue to be interested in and supportive of the Provost Scholars Program. This year, I will be involved as a resource person and am looking forward to making my services available to the program.

— Mentor Ali Martin Scoufield, Title IX Investigator  
in the Department of Student Affairs

## Tutor Disciplines

The Provost Scholars Program has benefited from tutors whose competencies include:

|                      |                        |                 |
|----------------------|------------------------|-----------------|
| Anthropology         | Electrical Engineering | Medicine        |
| Applied Anatomy      | English                | Music           |
| Art                  | Environmental Science  | Nursing         |
| Biochemistry         | Epidemiology           | Philosophy      |
| Biology              | History                | Physiology      |
| Biostatistics        | Humanities             | Psychology      |
| Chemical Biology     | International Studies  | Religion        |
| Chemical Engineering | Languages              | Social Justice  |
| Chemistry            | Law                    | Social Work     |
| Cognitive Science    | Library Science        | Sociology       |
| Computer Science     | Literature             | Statistics      |
| Dance                | Management             | Student Affairs |
| Data Science         | Mathematics            | Technology      |
| Dentistry            | Mechanical Engineering | Writing         |

We experienced a new world together. When you're climbing the Great Wall or 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 a lifetime.

— Provost Scholar Anthony Price of Mentor Jonathan Gordon



## How to Become a Good Tutor

- ❖ **Be Empathetic:** Understand what it's like to be a scholar who may lack confidence, feel stressed, be overwhelmed, or just not understand the material.
- ❖ **Be Honest:** Don't hesitate to say that you do not know about a particular concept. Trying to bluff your way through will only hurt the scholar and your reputation.



- ❖ **Be Enthusiastic:** If you do not display a love for the subject you are tutoring, how can you expect the scholar to enjoy it? A positive attitude will rub off on your scholars.
- ❖ **Be a Good Listener:** Then you will better understand scholars' misconceptions and errors.
- ❖ **Ask Good, Open-Ended Questions:** You should evaluate your scholar's understanding by asking questions.
- ❖ **Encourage Independence:** You do not want the scholar to rely on you at all times. Let them know that they must put forth an effort to benefit from tutoring. Give scholars strategies to be independent and more effective life-long learners by helping your scholar look at how they think and learn, how they study, and how they will manage their studies.
- ❖ **Show Patience:** This is probably one of the most important characteristics of a tutor. Never act annoyed that the scholar does not know something. Even if they ask the most basic questions, always demonstrate your patience.
- ❖ **Maintain Confidentiality:** Specific, private, and personal details should not be discussed with persons who are not directly involved with your mentee even if they are involved in the Provost Scholars Program, i.e., other tutors. Program personnel must be alerted or consulted if there are concerns, of course.

## Developmental Epochs

Scholars need experiences, competencies, and support that will aid them in preparing to become productive citizens in society, and to meet the numerous challenges that occur in their young and adult lives. The Provost Scholars Program combines progressive, developmentally appropriate support with experiences that help them to become leaders in their families and communities. These skill sets help them to gain control over their own lives, make informed decisions, and plan for a productive future. To ensure that they will be productive scholars and, later, citizens, we propose that they could benefit from the following:

- ❖ Long-term relationships with caring adults at the university
- ❖ Peer-to-peer mentoring and interactions
- ❖ Tutoring services provided by students who are productive, caring, and committed to the scholar
- ❖ Interactions with faculty role models in academic settings
- ❖ Skill rehearsals in conflict resolution and positive self-representation
- ❖ Social skills and self-advocacy in a variety of settings, such as school and community
- ❖ Self-esteem building opportunities with university faculty and Provost Scholars Program team members
- ❖ Opportunities to develop pride about one's history, culture, and community from the perspective of one's own and other cultural and socio-economic groups
- ❖ Enhancement of academic proficiencies, delayed gratification, and goal attainment behaviors



## Linking with Mentees

Twice each week, the middle and high school mentees travel to CWRU by bus where they connect with their mentors and tutors. The youth are provided healthy snacks (apples, bananas, granola bars, and other finger foods) upon their arrival to CWRU. The mentees arrive on campus around 2:30 p.m. and remain under the supervision and guidance of their mentors, tutors, and program team members until 5:00 p.m., at which time they return to their bus and are transported home. There are two-and-a-half hours of mentor-scholar contact each week; this one-to-one contact totals a minimum of 10 hours per month of mentoring. Other forms of communicating, such as e-mentoring, occurs naturally.

In planning the Provost Scholars Program, other considerations have occurred:

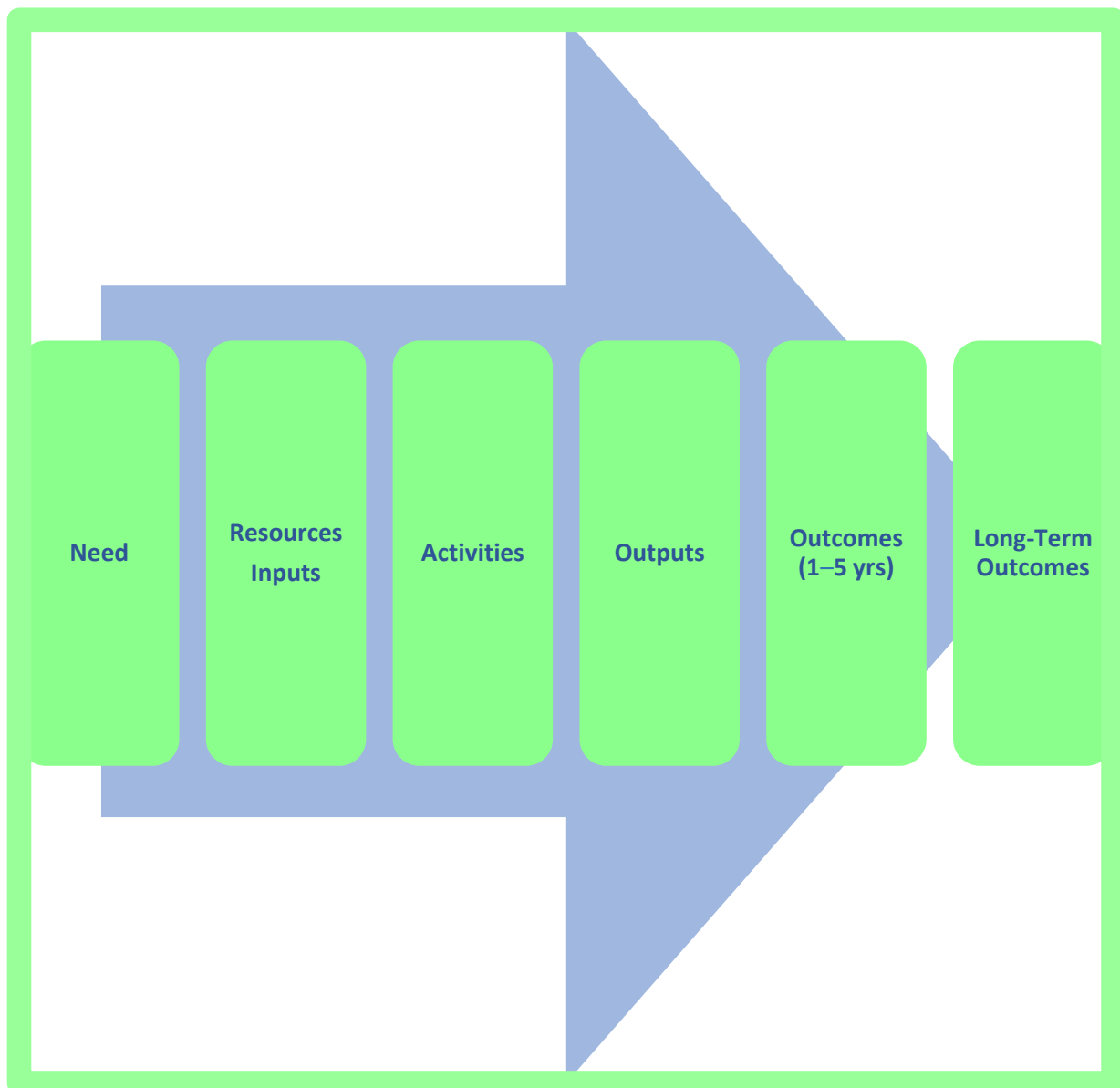
- ❖ To help ensure that the youth are safe and have access to needed resources, they are provided with contact information for the various local [crisis hotlines](#).
- ❖ In addition, one counselor or professional from the middle school and one from the high school are assigned to assist these youth. Seamless communications with our project coordinator and needed healthcare professionals is the intent.
- ❖ The chairperson of the Department of Psychiatry at CWRU helps to coordinate and ensure that the youth are provided quality and confidential care at a [free clinic](#), which is located on the edge of East Cleveland, and is easily accessible.
- ❖ The free clinic offers a variety of services that cover multiple types of mental and physical health conditions. Social workers and nurses are available to assist the youth and their families. They are sensitive to the potential emotional and mental health needs of these vulnerable youth and have developed predetermined protocols to assist them. Maintenance of the scholars' health and wellbeing through the availability of coordinated services should enhance well-being, which could improve academic performance, attitudes, and behaviors.





## Evaluation: Logic Model

The [logic model](#) provides a direct and systematic depiction of how the Provost Scholars Program works. It describes how identification of needs and resources leads to activities that are focused on guiding and directing all aspects of the program. The model helps to document how the activities are linked to the overall program goals, the process activities, and the expected outcomes. It also provides an outline for program planning, implementing, evaluating, and visioning.



## Institutional Research

In addition to the internal program evaluation with the logic model, the Provost Scholars Program is linked to the [Institutional Review Board](#) at CWRU. The specific evaluation conducted by institutional research is developed and coordinated by its team members. This approach helps to assure that the data are objective and robust, and that the program is embedded into the mission and values statements of the university.

## Developing Partnerships and Expanding Collaborations

At its core, the Provost Scholars Program embraces an eclectic approach to interorganizational relationships and partnerships. Working in an under-resourced community presents special challenges that are addressed through strong partnerships, clear goals, and consistent expectations. Some partnerships emerge without solicitation and cultivation, while others need concerted efforts of frequent communications before a viable and productive partnership emerges. Guidelines are useful in developing partnerships within the university and the public school system, as well as other type of organizations. When continuing in the planning state, attention should be given to:

- ❖ Articulation of a clear mission and goals
- ❖ Sharing of common goals among the organizations
- ❖ Mechanisms for communicating with partners within and external to the organization
- ❖ Sharing resources and avoiding duplication
- ❖ Identifying key leaders and support persons in the organizations
- ❖ Providing mutual support within and across each of the involved systems

## Communication Avenues for Planning a Program

- ❖ Initiate communication with administrators at the schools and the university.
- ❖ Develop a plan for addressing emergencies with the Provost Scholars and methods for contacting parents/guardians and sustaining positive relationships.
- ❖ Create a protocol for communications between the Provost Scholars Program team members and administrators at the schools and the university which is shared with all parties.
- ❖ Communicate the intent of the program with key administrators at the schools and the university—and, later, the community.
- ❖ Establish review meetings with the superintendent and principals at the schools.
- ❖ Organize luncheons with mentors and tutors for sharing lessons learned and for providing updates.



## Developing and Sustaining a Culture of Mutual Respect

A major component of the program is to develop a sustainable, culturally appropriate, and practical partnership between the two institutions. The following components were initiated to facilitate the development of the program's culture:

- ❖ Partners discuss the inherent complexity of public schools in under-resourced communities, and the constraints under which they work.
- ❖ That Provost Scholars should manifest respect for themselves and others is a major expectation and one that is enforced in all situations and by all Provost Scholars Program team members and other Provost Scholars.
- ❖ Open communications with key administrators, parents/guardians, and community leaders help to enhance understanding, facilitate respect among all partners, and model effective communications for the Provost Scholars and others.
- ❖ The Provost Scholars Program [mission](#) and [goals](#) are reviewed within the context of the [mission of the school district](#) and its major aims. The program is designed to link with the values, needs, and interests of the school and the greater community.
- ❖ The Ohio Department of Education [Strategic Plan for Education](#) is reviewed and discussed with the school administrators and points of overlap with the Provost Scholars Program are identified and illuminated.
- ❖ Initially, and then, incrementally, the Provost Scholars Program team members attend board meetings and parent-teacher meetings. Approximately once per month, meetings with the superintendent and principals are scheduled; these provide updates and promote understanding of the school district's policies and procedures regarding numerous aspects of the operations. Other important topics are discussed, including curricula, the state's strategic plan, metrics for determining success, transportation, budget, etc. Pertinent information in the public domain that is relevant to the goals of the program is reviewed, including websites, blogs, and other social media.



- ❖ The Provost Scholars Program is designed to assist the school system in recognition that the focus is on a group of scholars who live, learn, work, and play in an under-resourced community. They have the capability to excel, but are in systems where low college/university/technical/vocational institution graduation rates are outcomes, and academic profiles can and must be enhanced.
- ❖ Academic excellence is stressed with several critical groups including the school administrators, teachers, parents/guardians, and citizens in the community. At the university, academic excellence continues as a constant theme among the mentors, tutors, lecturers, and the Provost Scholars Program team members.
- ❖ A protocol for conducting home visits has been developed and the home visits are implemented as an additional approach to linking the school and the family to the program and the university. The home visits are structured approaches that help to guide conversations with parents/guardians and potential scholars (see Appendix B). At the end of the home visits, parents/guardians, and scholars are asked to sign all of the documents that are required for the program; these can be found in the [Parent/Guardian and Scholar Handbook](#). One of the basic purposes of the home visits is to reinforce and clarify the purpose of the Provost Scholars Program, the high expectations that are embedded in the culture of the program, and the parents'/guardians' responsibilities to their scholars, the program, and the community.
- ❖ Policies and procedures are also important for the development and sustainability of a culture of excellence in the program. Transportation of the scholars is given special attention because of issues of safety, distance, and hours of darkness before the scholars arrive at their homes. This policy is enforced by all participants.
- ❖ The transportation policy helps to galvanize and integrate safety for the scholars as one of the highest priorities. This policy is robustly implemented—scholars must travel on the school district bus; they may travel with their parents/guardians only if signed release documents are on file at the school and the Provost Scholars Program offices at CWRU (see [Parent/Guardian and Scholar Handbook](#)).
- ❖ A bus seating chart helps the Provost Scholars Program team members to quickly determine if the scholars are on the bus and in their assigned spaces.
- ❖ To assure that the scholars arrive home safely, an attendant travels with them to supervise their goings-on during the trip and to ensure safe entry into their homes.



## Policies and Procedures

Policies that guide and direct partnerships are critical in the planning stages and throughout the duration of any initiative. Among the several policies that have been established are those for transporting the Provost Scholars to and from the two sites (see [Parent/Guardian and Scholar Handbook](#)). These are outlined and made available to all administrators at both institutions. Safety for the Provost Scholars is one of the major concerns that is always addressed in any situation, including transportation.

*Our policy states that the Provost Scholars will be transported by the school district bus on Tuesdays and Thursdays to and from a designated place at CWRU. The place where the majority of the activities occur is known by all parties, including administrators, parents/guardians, scholars, mentors, tutors, and other stakeholders. Described are the conditions under which parents/guardians or others might transport the scholars. Any deviation from the written policy must occur in writing and be provided to the Provost Scholars Program team members 24 hours ahead of time. Emergency dismissal procedures are also delineated in person and in writing during the home visits, and in meetings with parents/guardians and scholars. The school district and CWRU personnel support and adhere to this policy.*



## Social and Emotional Behaviors

### What are Social Emotional Behaviors and Why Are They Important for the Provost Scholars?

Social-emotional learning ([SEL](#)), as defined by the Collaborative for Academic, Social, and Emotional Learning, is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

The Provost Scholars Program is sensitive to the need to model and teach SEL as expected, attainable, and sustainable attitudes and behaviors. While SEL could be taught in classrooms, the Provost Scholars Program team members



take the position that all interactions should embody the components of SEL. Along with high academic achievements, which should also be sustained, SEL is considered to be of equal importance. Both domains are directly linked to creating and maintaining a positive and healthy culture in all programming efforts—while in transit on the school bus, during field trips, when with mentors and tutors, during lectures, and so forth. Managing emotions, thinking before speaking, properly managing voice tone, using engaging and well-structured language, and manifesting business and professional behaviors are stressed before admission to the program and throughout its duration. SEL is perceived to be the base upon which program success is built and maintained. That is to say, the Provost Scholars Program envisions that the scholars will be critical thinkers and sensitive problem solvers, able to resolve conflicts, aware of their communications and emotions, and respectful toward all people despite their religious, cultural, socioeconomic, and historical backgrounds. Given the exposure that the scholars have available to themselves, including a vastly diverse group of mentors, tutors, and university lecturers, they have opportunities to establish new relationships with people who are different from themselves in many respects. SEL helps to equip the scholar for success in higher technical, vocational, and academic education in preparation for gainful employment, and for expanding roles in their families and communities—and, eventually, in the larger society and the world.

## Key Concepts for Provost Scholars During All Interactions

- ❖ **Empathy:** The capacity to understand the feelings of others.
- ❖ **Impulse control and regulation:** Thinking, hesitating, and seeking alternatives to express emotions.
- ❖ **Emotion recognition and self-reflection:** Insight into and owning one's feelings.
- ❖ **Emotional control and coping:** Understanding the physical and cognitive feeling states that occur which need to be modulated with healthy coping mechanisms such as delaying responses, thinking of alternative methods, and being aware of positive and negative consequences.
- ❖ **Communications:** Listening to others, working toward understanding their points of view, and focusing on their perspectives rather than using energies to formulate a response.
- ❖ **Strategic assertiveness:** Keeping focused on the goal in mind, and gently working toward reaching that desired outcome.
- ❖ **Problem solving:** Using critical thinking and other available resources to resolve problems. Getting help as needed.





## Building a Team for Planning Implementation

Essential elements for building a team for the Provost Scholars Program includes (1) determining who should be on the organizing team, including a list of potential mentors who are faculty members at the university; and (2) creating a communication structure among the team members to help assure the swift transmission of information among all participants. Different organizations might need to make adjustments according to the structures within which they work, but some of the basic requirements are:

- ❖ A provost of the university who helps to guide the basic policies from which the program operates.
- ❖ A core group of faculty members to serve as mentors.
- ❖ Space to house the operations of the program at the university.
- ❖ Administrative leaders and decision-makers at the public school system.
- ❖ Community leaders who serve as ambassadors of the proposed program.
- ❖ Secretarial support (part-time) by work-study students or volunteers.
- ❖ Creation of technology within the university where documents can be shared and saved. We found [Google Docs](#) and [Box](#) to be good options, as they ensure protection of subjects through encryption.



Our efforts to provide guidance and details about the program led us to establish a protocol whereby every member would have a one-to-one interview with the director or associate director in the service of making the purpose and methods of the program transparent and comprehensive. Promotional materials have been developed featuring the salient components of the program (see Appendix G). We developed a [Mentor Manual](#) which is updated every year and made available to the mentors.

## Summary of Major Program Components

- ❖ Middle and high school scholars are matched with CWRU faculty and Provost Scholars Program team members in a mentoring relationship.
- ❖ Provost Scholars Program mentees work with their mentors to develop a set of goals that includes academic, social, and cultural activities, and establishes a pathway to universities, colleges, or technical and vocational institutions.
- ❖ Biweekly, scholars receive mentoring and tutoring at CWRU and participate in [Intensive University Seminars](#)—lectures with speakers who have expertise in history, law, medicine, video gaming, robotics engineering, etc.
- ❖ At the [Parents' College at Case](#), parents/guardians learn new ways to support their scholar's academic achievement in the ultimate pursuit of post-secondary education leading to a fruitful and engaging career.
- ❖ All scholars are given transport to and from CWRU for programmed activities. After all activities, a program team member boards the school bus to ensure a safe ride home for the scholars.
- ❖ At the beginning of each year, a program team member makes a home visit to elicit parents'/guardians' support for their scholar and the goals of the program.
- ❖ Each scholar is helped to create electronic portfolios for storing their grades, attendance records, career goals, and important documents. Mentors, parents/guardians, administrators, teachers, and the scholar are able to track the scholar's academic progress and make recommendations for their improvement.
- ❖ For the Critical Thinking and Writing Awards, scholars compete for 1<sup>st</sup> and 2<sup>nd</sup> place prizes by submitting an 1000–1500-word essay based on a novel that had been distributed at the Winter Celebration.
- ❖ Community partners and collaborators with the Provost Scholars Program offer summer employment options to the scholars.



I enjoy engaging the Provost Scholars in research in my lab. We focus on critical thinking and how engineering can improve human health and quality of life.

— Mentor Umut Gurkan, Associate Professor,  
Mechanical & Aerospace Engineering



Section Two

# Implementing

In the Relentless Pursuit of Excellence

## Starting Off with a Kick-Off

The success of our Provost Scholars Program rests, in part, on adequate planning that sets a solid foundation for implementation. An essential factor is to ensure that the policies, procedures, resource allocations, and mission statements align between the two institutions, CWRU and the participating school. The introduction of the program into the public schools and its communities, as well as the university, must be done with sensitivity while always reflecting the original plan.

Parents/guardians are a critical component of the program and were involved in the planning of our initial Kick-Off Celebration which brought the planning full-circle. This event, held at the centrally-located Heritage Middle School, featured a



dinner with entertainment provided by the music department at Heritage. Following the dinner, the objectives of the Provost Scholars Program were presented to the administrators, scholars, parents/guardians, community leaders, and stakeholders via a brief PowerPoint presentation. Provost Baeslack and Superintendent Corley were featured speakers during the program. All parties were able to interact with each other, ask questions, and share good will. The inaugural group of Provost Scholars were present for conversations with the provost and the program team members from both institutions.



Since the inception of the Provost Scholars Program, I have admired its mission and its goals. My plans are to continue to support the program as a mentor to Jonathan, and as a resource person in health and wellness.

—Mentor and Lecturer Marguerite “Peg” DiMarco of  
Provost Scholar Jonathan Clay

## Engaging and Supporting Mentors

Mentoring is an effective mechanism that can be used to assist a variety of people in numerous situations. This process may be used in private and public schools, colleges, universities, technical and vocational schools, businesses, and community-based programs.



### **Mentor Handbook**

The Provost Scholars Program matches participating middle and high school students with CWRU faculty and team mentors to improve the scholars' academic and career outcomes. The purpose of the [Mentor Handbook](#) is to provide mentors with a clear understanding of the program, an outline of activities for each week, and a statement of their roles and responsibilities. This handbook is updated every year. Within the handbook, mentors can find information pertaining to mentee responsibilities, communication between mentors and mentees, confidentiality guidelines, mentee selection for the program, and other policies regarding the safety and security of scholars and mentors. The program director and team members have the right to amend, add, or delete any information therein, including information regarding current policies and procedures. Within the Provost Scholars Program, mentors are committed to meeting regularly with their mentee with the primary role of listening and encouraging the scholar to "hold on to their dreams."

## The Mentor/Mentee Relationship

“Mentoring consists of a long-term relationship focused on supporting the growth and development of the mentee. The mentor becomes a source of wisdom, teaching, and support....He will challenge her and encourage her to think through issues and approaches by asking difficult-to-answer questions and serving as a source of wisdom when needed....Many people attribute part of their professional growth to the guidance of a patient mentor who challenged them to think differently and open their eyes and minds to different perspectives. While each of us develops at our own pace, this type of influence can have many positive and lasting effects.”<sup>20</sup> It is also a best-practices approach for assisting youth in under-resourced communities and beyond.



Being a mentor with the Provost Scholars Program has been a rewarding and an exciting experience for me. The youths are talented and eager to learn. I am happy to return as a mentor for this academic year.

— Mentor Robert Walser,  
Professor and Director of the Center for Popular Music Studies

## Mentoring is Based on Principles

Mentoring should focus on creating leadership for the next generation:

- ❖ **Relationship is the Key:** The intent is to center on the relationship, not a checklist that delineates a procedure. The mentor and mentee should like each other and appreciate their relationship, which should be genuine and ongoing.
- ❖ **Character and Competency:** Mentors should concentrate on academic and training programs for the attainment of future secure employment. However, the more effective mentors move beyond mastery and competency and include other important elements. These important elements include building character, shaping values, strengthening empathy, and increasing self-awareness, self-regulation, and respect for all people. The latter attributes, in the long-haul, might be even more important than specific skill sets.
- ❖ **Emphasize Optimism and Silence Cynicism:** Make it a habit to listen to your mentee before any comments are shared. Listening requires giving attention to the mentee's thinking and rationale for the idea that is being advanced. Give energy to the idea and explore the mentee's thinking in some detail, exploring how that idea might work. Mentors will find the [24x3 rule for optimism](#) to be helpful—briefly, when you hear a new idea from the mentee, pause, take 24 seconds (initially), 24 minutes, or a day reviewing and reflecting on the idea and listing reasons why the idea might be good. Do not criticize it at this point. Go slowly. Then, move to the next level that consists of queries.
- ❖ **Mentors and Their Attitudes and Behaviors:** Mentors should always be aware of their own attitudes and behaviors, and avoid superseding the dreams and aspirations of the mentee. If the mentee is in a precarious position as obstacles abound, the mentor might need to assist the mentee in exploring other options while keeping goals and objectives as a clear priority. At this point in a mentee's development, reviewing with the mentee such factors as hobbies, academic courses, and sports commitments could be insightful for both parties.
- ❖ **A Core of Mentoring:** The core of the mentoring process is about being a good person, doing good, and networking with others who can assist in advancing the academic and social-emotional well-being of others. Mechanisms that are important to attain this state include genuine, value-driven approaches that will help the mentee to attain goals that are beyond their initial dreams as they evolve into a fuller form of who they are and can become. Bring others along. Help to create and nurture opportunities.<sup>11</sup>

## Roles of a Mentor

The mentors are highly valued for their dedicated services to the Provost Scholars Program and their commitment of a minimum of one hour to intensive academic work during the mentoring session. Their role is to assist the Provost Scholars in planning for their career goals and realizing their dreams.

**A Mentor is a Role Model:** The mentor functions as a teacher, coach, counselor, and advocate:

- ❖ **A Mentor is a Teacher:** By helping to advance the knowledge and skills base and providing information about the importance of career planning and future potentials.
- ❖ **A Mentor is a Coach:** Through positive feedback and support, a focus on mastery/competence, and the importance of monitoring attitudes and behaviors.
- ❖ **A Mentor is a Counselor:** By emphasizing the importance of social-emotional learning, skill-building in selected domains, and methods that help to facilitate dream building.
- ❖ **A Mentor is an Advocate:** In developing and nurturing the gifts and talents of the mentee, and assisting with securing additional resources for the mentee.<sup>12</sup>



I am happy to be one of the initial Provost Scholars Program supporters. The Provost Scholars Program has reached out and touched the lives of scholars and their families in our community. I will continue to support the program.

— Sana Loue, Provost Scholars Program Advocate, Professor of Bioethics, Vice Dean for Faculty Development and Diversity in the School of Medicine



## Monitoring and Evaluating Mentors and Mentees



The mentors in the Provost Scholars Program are committed to the scholar and generously share their time, expertise, and wisdom with them. They are an amazing group of faculty. Many of the mentors have worked with the same scholar for the duration of the time that the scholar has been in the program—five years. Every semester, the program manager meets with mentors to collect their monthly logs, check progress with their mentee, complete a mid-program evaluation, and review their roles and responsibilities (see

Appendixes A and D). During this period, mentees are also asked to complete a self-assessment and evaluation, review their progress in the program, and assess areas for improvement (see Appendix D). Parents/guardians are given a summary of each meeting.

## Physical Contact

Mentors must not use physical contact of any kind to achieve scholar compliance. They must not strike, push, or physically discipline a scholar. Such actions are contrary to program policy (see Appendix A).

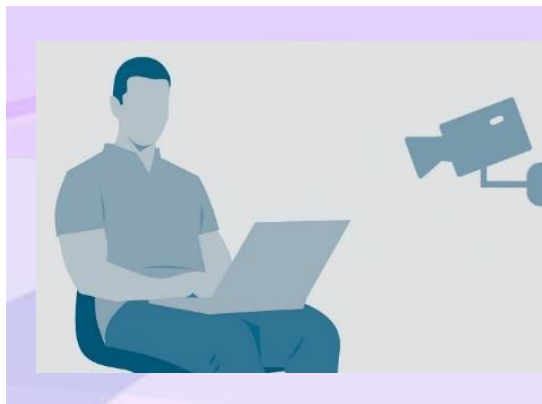
In general, physical contact should occur when appropriate and with the scholar's and mentor's permission. The physical contact should be relevant to the situation. If the scholar or mentor would prefer not to have any physical contact during the interaction, these wishes must be respected at all times. The scholars and the mentors will be guided, at all times and in all situations, by the [Provost Scholar Code of Conduct](#) (also see Appendix B). This document is located in the [Mentor 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, 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. If preferred, it may be reported anonymously to the Integrity Hotline at CWRU by calling 1-866-483-9367 or online at <https://www.caseintegrityhotline.com/>.



## Mentor/Mentee Communication and Interactions

Planned social interactions outside of program and school hours between the mentor and mentee is not appropriate. Any interactions outside program hours should be done only with the consent of the program director. Where this happens unintentionally in the local community, interactions should be kept positive but brief. Email addresses that have been provided by and can be monitored by the institutions involved in the partnership help to assure that communications can occur between mentees, mentors, and other program team members at both institutions in a manner that offers reliability, security, ethicality, and protection for all parties.

Modes of communication between the mentor and mentee are outlined in the Mentor-Mentee Agreement (see [Mentor Handbook](#)) with a copy of the agreement given to the program manager. Under no circumstances should any mode of communication be used to relay inappropriate conversations of a sexual nature with the mentee (e.g., obscene language or gestures, suggestive remarks, jokes, literature, videos, or images).



The program does support mentees contacting mentors by phone, text, or e-mail if they anticipate missing a session or activity. However, if mentors or mentees do not desire contact outside of the program, this will be respected. In any event that a mentor feels that boundaries are not clear, they should sensitively yet clearly remind the scholar about the roles and relationship boundaries of the program in the next mentoring session. The program director or the associate program director should be contacted to assist with these concerns using the guidelines in the code of conduct (see Appendix A).

It is important to develop communications that keep boundaries clear and that cannot be misinterpreted as personal; interest in the scholar must always be professional. If a mentor is observed or becomes aware themselves that they are becoming too involved in the scholar's private welfare, then the director or associate director should be informed. In these circumstances, the director will assist the mentor with these concerns and suggest a course of action as outlined in the code of conduct. The director will ultimately decide if the relationship should continue.

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

## Objectives of the Program

The Provost Scholars Program is an educational enrichment program dedicated to supporting participating middle and high school scholars by strengthening their academic and career outcomes. We aim to realize these goals by assisting scholars to:

- ❖ Expand creative and critical thinking, writing, mathematics, and problem-solving abilities.
- ❖ Strengthen study practices.
- ❖ Outline and support clear goals for academic progress and career planning.
- ❖ Improve interpersonal proficiencies.
- ❖ Explore educational and career pathways through mentoring, tutoring, and networking with CWRU faculty, Provost Scholars Program team members, and stakeholders.



## Academic Support Services Offered to the Students

Students who are matriculating in the participating middle schools and high schools may avail themselves of a number of support services that are provided by the Provost Scholars Program mentors. Provost Scholars are encouraged to use these services to strengthen their academic performance and improve their test scores, including the [ACT](#) and [SAT](#) tests. Better grades and higher test scores will also provide them with additional opportunities for scholarships and grants as they prepare for careers in various professions and occupations. We continue to develop and refine our [deep learning](#) approach, which is designed to combine the work that is done with mentors and tutors at CWRU and the daily efforts that are manifested at the participating school.

Academic services that are available to all students—including the Provost Scholars—at the middle and high schools have included:

### Middle School

- ❖ Tutoring by [TRIO](#) personnel: Typically, 3–4 tutors are available on-site from 8:30 am–2:30 pm, two days per week; the primary focus is on math and science. Snacks are provided in the tutoring space.
- ❖ Students generally come to the tutoring sessions in groups from one particular class; at other times, they come to the sessions alone.
- ❖ After-School Tutoring: This service is available from 2:40–5:30 pm by teachers who are designated to assist students in all academic areas.
- ❖ A full-course dinner is served.
- ❖ In addition, free breakfast and lunch are served at the school every day. Snacks can be provided as necessary if a student requests food during the day.



## High School

- ❖ Tutoring by [TRIO](#) Personnel: Typically, there are 3–5 tutors who come to the school from 8:30 am–2:30 pm, two days per week. The primary focus is on math and science. Snacks are available in the tutoring space.
- ❖ Tutoring in Math: A retired teacher offers these services from 8:30 am–2:30 pm, three days per week.
- ❖ Students who are not performing well are “red flagged” and offered tutoring services.
- ❖ [College Now](#): A college access program assists students who are applying for scholarships, grants, and submitting applications to colleges/universities and technical/vocational institutes. [ACT](#) and [SAT](#) test tutoring is also available Tuesdays–Thursdays from 2:40–4:30pm.
- ❖ After-School Tutoring: This service is offered from 2:40–5:30 pm by teachers who are available to assist students in all academic areas.
- ❖ Saturday School: Two teachers and one principal are available to assist students who seek academic tutoring.
- ❖ American College Testing (ACT) Preparation Classes: Any student at Shaw High School can enroll through the guidance counselor’s office to participate in the ACT preparation course. This is a regular class, built into the curricula, and offered within the structured school day.
- ❖ Dinner is served in the cafeteria at the school in the afternoons and lunch is served on Saturdays. In addition, free breakfast and lunch are served at the school every day. Snacks may be provided if a student requests food during the day.
- ❖ Since most of the students walk or use public transport to school, transportation is not provided. This is the general rule that applies to all after-school activities including band and football practice.



Bri has grown into a confident and self-assured young woman. We have lunch nearly every week. There’s a real chemistry between us that you don’t find often in life. I will be there with her through her journey at the university.

—Provost Scholar Brianna Moore of Mentor Faye Gary

## Tutoring

At the beginning of each academic year, the Provost Scholars Program team members are invited to address groups of CWRU students who have indicated an interest in tutoring as a component of their required community service or as an enhancement to their academic experience. Students have the option of completing the [Tutor Application Form](#) online or they may request and submit hard copies (see Appendix A). Upon acceptance as a tutor, an orientation is provided, either in small groups or individually. At the orientation, the purpose of the program and the [expectations, roles, and responsibilities of tutors](#) are outlined. Once per week, the tutors and the scholars meet for one and a half hours (2:30–4:00 p.m.) in specific locales on the CWRU campus. The space for tutoring is prepared for the activity by the Provost Scholars Program team members before the tutors and scholars arrive at the designated space. The tutors' sign-in and sign-out information, and scholars' attendance are recorded on a spreadsheet.

The student tutor recruits embody the full spectrum of academic competencies. They represent 46 countries from across the world community, with China, India, and South Korea constituting the largest [international on-campus communities](#) at CWRU.

With many of the tutors hailing from different countries and regions from across the nation, the exposure to such a diverse group of tutors becomes another mechanism that broadens the education of the scholars. The scholars come to identify with the tutors because of age, the tutors' recent experiences of completing high school, studying at a world-class academic community, separating from their families and communities, and planning their careers.



## Basic Requirements for Tutoring Efficacy

- ❖ ***Encouraging Outlook About the Future:*** Convey the belief that academic achievement brings about change and a better quality of life.
- ❖ ***Reliability:*** Exemplify punctual and dependable behavior at all times.
- ❖ ***Desire to Help Youth:*** Express willingness to help under-resourced youth.
- ❖ ***Making a Match:*** A good match revolves around the knowledge and skill sets of the tutor and the academic interest and needs of the mentee.
- ❖ ***Basic Respect for Cultural Differences:*** Strive to understand the cultural beliefs, practices, and challenges that occur among youth in under-resourced communities. Cultivate a healthy respect for their career plans and dreams.
- ❖ ***Initiative and Feedback:*** Develop the capacity to be an astute observer and share findings with program team members, which could also include recommendations.
- ❖ ***Eagerness:*** Manifest a desire to share knowledge in a particular content area. Embrace the belief that the scholar can learn. Demonstrate a desire to assist the scholar with the acquisition of new information and skills.<sup>23</sup>



## Tutor Training Guidelines



- ✓ Share your name and academic interests with the scholar. Let the scholar know that you will be committed to the tutoring sessions every week at the same time and same place.
- ✓ Clarify the scholar's academic needs and review the courses that the scholar is currently enrolled in during the semester/year.
- ✓ Discuss the scholar's preferred method of learning (e.g., visual, auditory, etc.) and apply that technique as much as possible.
- ✓ Review the tutoring process, its purpose, and what the tutor and the scholar plan to accomplish during the semester/year.
- ✓ Since the tutoring sessions are one-to-one, you, the tutor, and the scholar should have opportunities to focus on the academic work and complete specific tasks during the session.
- ✓ Constantly query the scholar about the content of the topic to determine what is understood and the areas of deficit. Concentrating on major concepts, details about the topic, and creating examples are a few of the approaches that should be helpful.
- ✓ Use a systematic approach to learning, and guide the scholar through a process that emphasizes critical thinking, creativity, and application to other learning activities.
- ✓ When completing homework, assist the scholar with understanding the thought processes and logical approaches that led to the resolution of a problem or question. Exploring why a process or mechanism works is a simple strategy that can enhance understanding.





- ✓ Help the scholar to find his/her mistakes and how they can be corrected. This approach will provide a sense of mastery and competency.
- ✓ Use positive reinforcement to encourage academic, social, and emotional growth and development.
- ✓ Let the scholar do their own work. The tutor's role is to guide, coach, and direct the process.
- ✓ Tutors are expected to seek assistance from the Provost Scholars Program team members when any questions arise. Program team members should always be available to the tutors.
- ✓ Professional courtesy towards all individuals is a basic expectation for persons involved in the Provost Scholars Program.



- ✓ If, during the tutoring process, the scholar shares information about barriers to learning, such as conflicts with a teacher, a lack of learning materials (e.g., text books, calculator, computer, or internet access), or social-emotional concerns, such as bullying or feeling unsafe at home, school, or in the community, the tutor should report this concern to any of the Provost Scholars Program team members.
- ✓ At the end of the tutoring session, tutors sign themselves out after bidding the scholar good-bye with an assurance that the session will reconvene the following week.



When I assign students from the School of Social Work to collaborate with the Provost Scholars Program, I know that they will have a well-designed and guided experience.

— Scott Wilkes, Provost Scholars Program Mentor and Consultant,  
Director of Field Education, Mandel School of Applied Social Sciences

## What About the Mentee? Roles and Responsibilities

The mentees are expected to make a commitment to themselves, the school, and the program in the following ways:

- ❖ Stay in school.
- ❖ Attend school daily with limited tardiness.
- ❖ Work toward attaining excellent grades.
- ❖ Develop sound ethical principles. The following principles are universal and valued in all societies across the globe:
  - *Beneficence*: A sense of the impact of one's behavior on others.
  - *Responsibility*: Respecting oneself and others in all situations, and thinking before acting.
  - *Justice*: Being fair and just in all situations and telling the truth (Veracity).
- ❖ Uphold a vision and a dream about the future.
- ❖ Have courage to change non-useful habits and adopt new thinking and behaviors.
- ❖ Practice kindness as a routine attribute.
- ❖ Engage in healthy physical and social-emotional activities and interactions.
- ❖ Focus on work. Learn to enjoy the tasks and appreciate the outcomes.



The Provost Scholars Program has helped me to become a man. My dream is to become the world's best drummer.

— Provost Scholar Dominick Wallace;  
Mentor Dennis Harris

## Parents' College at Case

Parental/guardian involvement has long been determined to be an important factor in helping youth achieve high academic standards and refine their social and emotional learning. When parents/guardians are involved, youth perform better in the school and community. The [Parents' College at Case](#) initiative was implemented as a vital facet of the Provost Scholars Program shortly after its inception. It was designed to engage the parents and guardians in all aspects of the program. Since its initial integration into the program, this initiative has been expanded as its value was immediately realized.

Parents' College at Case is designed to help engage parents/guardians with their scholars through:

- ❖ Discussing the short- and long-term purposes of the Provost Scholars Program.
- ❖ Helping the parents to deepen their understanding about the importance of their involvement with the scholars with regard to focused attention on academic work, time management, social and emotional learning, and interpersonal relationships.
- ❖ Dreaming and long-term thinking and planning.
- ❖ Delaying gratification for the creation of families at early ages.
- ❖ Sharing information about college requirements.
- ❖ Understanding the significance of encouraging and supporting their scholar's academic and positive social activities.



Serving as a mentor provides me with the opportunity to tutor, encourage, and support the aspirations and dreams of youths in the Provost Scholars Program.

— Valerie Haywood, Senior Biology Instructor

## Making Parents' College at Case a Priority

Topics are developed and shared with the parents/guardians as they arise from the group during [Parents' College at Case](#) sessions. Each session includes seminars/lectures by faculty members and experts in their fields who address issues about which the parents/guardians have expressed interest. The sessions allow for the dissemination of other information of importance for health and academic achievement. For example, at one session they were informed about the national effort to deposit drugs in safe places (i.e., one convenient location for the parents/guardians and scholars to deposit substances is at the CWRU police department). Early on, we learned that parents who are engaged in the monthly seminars/lectures are more likely to understand the significance of regular attendance and the value of the data that has been collected over the years.



Parents are provided with relevant supplies, such as notebooks which can accommodate added materials, documents, and handouts. Each family is provided with a copy of the [Parent/Guardian and Scholar Handbook](#) containing extensive materials for their benefit. [Ohio's Strategic Plan for Education](#) and [Ohio's Graduation Requirements](#) are always included along with samples of recommended curricula for robust college and university preparation.



## Useful Principles for Robust Parent/Guardian Relationships

All our efforts within the [Parents' College at Case](#) meetings utilize current research and evidence-based practices aimed at reducing barriers—perceived or real—that might forestall participation. This involves implementation of a few basic principles central to our mission:

- ❖ Critical partners in the relationship are the parents/guardians, families, teachers, administrators, scholars, mentors, tutors, and community stakeholders.
- ❖ CWRU, a world class institution, provides a wholesome and enriching environment for the parent/guardian and scholar.
- ❖ Maintain the [Provost Scholars Program website](#)—this is a priority. It contains critical up-to-date information about the program and its myriads of activities.
- ❖ Build the highest possible capacity for parents/guardians, mentors, and program team members to function as equal partners—sharing ideas, making informed decisions, and serving as advocates for the scholars.
- ❖ Support the parents/guardians in their roles as advocates for the scholar. Help them to structure an environment at home that is conducive and encouraging for learning by the scholar and their siblings.
- ❖ Emphasize general ground rules with the intent to reduce absent and tardy days. The parent/guardian is to inform the school and Provost Scholars Program team members when the scholar will be unable to participate. The same principle applies likewise when the parent/guardian is unable to attend planned activities themselves or when unable to meet their commitments.
- ❖ Review expectations of the parents/guardians, mentors, tutors, and scholars to promote clarity and support transparency.<sup>14</sup>



## Distribution of Information

The [Parents' College at Case](#) convenes at the same time and the same place every month. We have chosen the fourth Saturday of every month, September through May, for the meetings. Reminders are sent to the parents/guardians by postal mail and email (when available) and they receive robocalls on the last two days before the meetings are scheduled to occur. The Provost Scholars Program policy states that meetings are never cancelled except for inclement weather or manmade or natural disasters. When meetings are cancelled, all parents are notified by email, phone, or word-of-mouth through our parents/guardians and scholars contact lists, which are meticulously maintained by Provost Scholars Program team members.



A variety of approaches are utilized to circulate information about the Provost Scholars Program and the Parents' College at Case: at school conferences, meetings, and rallies, through the [Provost Scholars Program](#) and the participating school websites, [PowerPoint presentations](#), brochures, and fact sheets (see Appendix G), robo calls, letters and face-to-face encounters with parents/guardians (see Appendix E for the administrative calendar). Information about the program is posted at community organizations such

as the [Salvation Army](#), local churches, the city library, and the mayor's office. Social media are used for the dissemination of information and the exchange of ideas with parents/guardians and scholars (e.g., Twitter, Facebook, Instagram, LinkedIn, and email).



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

## Home Visits

A special approach to engaging the parent/guardian and the scholar in programming activities within the context of the partnership involves home visits. The parent/guardian and scholar home visits are implemented by the Provost Scholars Program director at CWRU and an administrator from the school district. The [Parent/Guardian and Scholar Handbook](#) is the central focus of the visit. The content in the handbook is reviewed, page-by-page, and questions and comments are encouraged during the process. Signatures are obtained on the necessary documents.



One advantage of this process, though labor intensive, is that the director becomes familiar with the parent/guardian and other household members. At times, the entire family has been known to join the sessions—including grandparents and even neighbors. Some are curious about the program, others are interested in the core elements of the program, and still others come because of their skepticism about the program, the university, and the unfamiliar partnership with the school district. The home visits generate many stakeholders and advocates for the program and the scholars.

Going forward, the CWRU [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#) will be asked to provide assistance with this aspect of the program. As conceptualized, the home visits could be used to fulfill a component of some of the required clinical courses in domain specialties within the discipline. Guidelines have been established for the enhancement and improvement of home visits protocol (see Appendix B). An excellent document for training individuals in preparation for the visits can be found on page 332 in Appendix F; it is highly recommended that individuals complete this training before home visits are implemented.



My mentee and I share our perspectives about music and its influence on American culture and various other groups across the world. He will one day become a talented artist and musician of world-renown.

— Mentor Susan McClary of Provost Scholar Christian Thompson

## Partnerships: The Significance of Policies and Procedures



Developing and modifying policies and procedures are critical activities when creating and implementing partnerships of any nature. These documents should include the purpose of the program initiative, the major components of the program, roles and functions of the partners, timelines, cost-sharing agreements, developmental epochs, and risk factors that the youth confront daily. Clear statements about the parent/guardian and stakeholder expectations and responsibilities are important. The [Parent/Guardian and Scholar Handbook](#) contains all essential information about the partnership agreement, including documents which constitute a key

element in the program and that must be agreed upon and signed by the parent/guardian and the scholar. Reviewing the contents in the handbook helps to assure that all parties are in agreement and helps them to seamlessly embrace the program. Having transparent and readily accessible information strengthens the partnership and ensures positive outcomes for the scholar, the school, and the community.



Even though I do not directly mentor a Provost Scholar, I am proud to be involved as an advocate, a consultant, and one who can link resources of the university to the Provost Scholars Program.

— Dean Patterson, Associate Vice President for Student Affairs and Dean of Students



## Additional Key Elements of the Program

### Intensive University Seminars

The Intensive University Seminars, occurring during the school year on Thursdays from 4:00–5:00 p.m., offer the Provost Scholars opportunities to be exposed to in-depth experiences that simulate college or university formats, including rigorous and engaging presentations and discussions. Scholars who plan to further their education in technical and vocational education also benefit from these seminars. Efforts are made to strengthen the personal and academic growth of the scholars by exposing them to content areas that might not be readily available at their schools or in their communities. The seminars focus on such varied topics as finance and the stock market, the multiple uses of technology and robots, earth science, the history of jazz, mindfulness, voting rights,



Provost Scholars discussing “What does it mean to be a Provost Scholar?” with Dr. Ronald Hickman, mentor and Intensive Seminar presenter.

personal health and responsibilities, communicating with law enforcement officers, preparing for college, and so forth. Speakers have included faculty and other members of the CWRU community, and professionals from throughout the Greater Cleveland Area. For a complete overview of speakers/lectures for each year, read about the [Intensive University Seminars](#) on the Provost Scholars Program website.

Dialogue, debate, critical thinking, and appropriate classroom behaviors are encouraged during the seminars. Small group discussions and thought exercises are frequent activities. The scholars take copious notes in a structured note-taking format. These are forwarded to the Provost Scholars Program team members for review (see Appendix B). Dreams and career plans can be galvanized through these intensive interactions and lectures. Therefore, commentary, statements of encouragement, and “dream enhancement” observations are written on the scholars’ documents. All aspects of the seminars are designed to encourage an internal motivation and passion for learning. Our ambition is to help the scholars to realize their own strengths.

## Local Field Trips

A variety of educational sites are visited in the area twice each year—during the fall and spring semesters. The purpose of the visits is to expose the scholars to diverse cultures, ways of knowing, and experiences. For example, the [Maltz Museum](#) of Jewish Heritage is a familiar place where the Provost Scholars participate in seminars provided by experts at the museum. The Provost Scholars have also toured the [CWRU Farm](#) and learned about the life cycle of bees and how honey is produced.

## The Grand Field Trip

Each academic year concludes with the [Grand Field Trip](#). This special event is a celebration of having worked diligently during the school year to meet the mission and goals of the Provost Scholars Program. It is an acknowledgement of all the academic and social-emotional learning that has occurred during the school year. Two basic objectives define the field trips:

- (1) They broaden the scholars' experiences within a wide range of opportunities for academic learning, cultural exposure, historical perspectives of one's own culture, career exploration and planning, and expanding and strengthening their networks.
- (2) They offer a chance to engage in wholesome and fun recreational activities in a variety of settings for interaction with peers from other schools in the area.



The bus departs in the early morning from the high school and returns late at night on that same day. A few parents/guardians might join us on the field trip. Mentors, faculty from the school district, the bus attendant, and the Provost Scholars core team help to

guide and direct all of the activities. The field trip visits generally include interactions with specific program leaders and administrators at colleges and universities other than CWRU. In the past, the scholars have visited the [University of Pittsburg](#) (PA), [Wayne State University](#) (Detroit, MI), [The Ohio State University](#) (Columbus), and [Oberlin College](#) (OH). On our Grand Field Trips, we have visited the [Charles H. Wright Museum of African American History](#), [Motown](#), and the [Adventure Park](#), all in Detroit, MI, and [Niagara Falls](#), NY.

## Winter and Spring Celebrations

The purpose of these celebrations is to highlight the accomplishments of the scholars at mid-point and near the end of the academic year. They provides occasions for parents/guardians and scholars to interact with mentors, tutors, stakeholders, and administrators from the participating schools and CWRU who support the Provost Scholars Program. The celebrations include food, music, video-streaming, speeches by the scholars, and recognition of excellence through awards for the scholars and others who have made a difference in the program.

**The Winter Celebration** consists of an open house, where favorite foods are served. Live entertainment has been provided by a music ensemble under the direction of the ECCS music instructor, Mr. Randolph Woods. All individuals who are involved with the program have an opportunity to participate. It is an chance for exchanging good wishes for a safe and joyous holiday season.



The Provost Scholars assist with planning the program, and each scholar is required to have some role in the event, from master and mistress of ceremonies, to host and hostess, to speaker. Each of the scholars is required to publicly address a pre-determined topic for the celebration. Sample topics include “The Most Impactful Experience I Have Had as a Provost Scholar,” “Three Things I Have Learned During My Mentoring Sessions,” and “Career Planning.” Recently, the scholars shared their preliminary thoughts about the assigned required reading for the Critical Thinking and Writing Awards. A rule of thumb is that the scholars are encouraged to become familiar with their narratives—reading from papers is not allowed. The scholars rehearse with their mentors and the team to help them as they build a sense of mastery, competency, and pride in doing well. Afterward, mentors, tutors, parents/guardians, and scholars may engage in informal discussions.



**The Spring Celebration** is the grandest event that occurs during the school year. It has many of the same features that are evident in the Winter Celebration with the addition of several other highlights. Here again, the scholars assume most of the roles that are outlined on the program. A rehearsal occurs before the event is brought “on stage.” In an elegant ballroom at CWRU, a Provost Scholar begins by welcoming all persons to the celebration, and individuals are able to follow the event as detailed on their programs (see Appendix G).

Beginning in 2016, the program team began presenting awards to persons who had made outstanding contributions to the program and had gone beyond the call of duty to support our efforts. The identity of an unsuspecting award recipient is revealed at the ceremony when the scholars begin describing the person and their contributions to society and to the Provost Scholars Program. This individual is honored with the presentation of a plaque, a clock, and a proclamation during the celebration.

## The First Award Recipient

**Dr. Nancy Johnson**, the first recipient of one of these awards, was an obstetrics and gynecology specialist and family practice physician for more than 50 years in Cleveland, OH. She is involved in numerous civic events throughout Northeast Ohio, and she serves on multiple university committees and boards. One of her outstanding contributions has been the establishment of the first school-based clinic in the State of Ohio, sited at Shaw High School. The clinic at Shaw continues to provide critical services for all students in the school. Dr. Johnson's long years of service to her community were highlighted by the Provost Scholars, and she was acknowledged as one of the first and most diligent supporters of the program—after seeing an inaugural article about the program, she visited us the following Thursday afternoon, and has never left our side since. Through the years, she has provided valuable support and recommendations. She engaged in conversations with the scholars, and, on occasion, the parents/guardians. She is also well known among the mentors.



## Awards that Followed

**Dr. William “Bud” Baeslack, III**, was given the Provost Scholars Annual Award in 2017 . He was the founding provost for the Provost Scholars Program, and his vision and wisdom helped to make the program a reality. Since his retirement in July 2018, he returned to teaching and now serves as a mentor in the program.

**Honoring Founders:** Congresswoman [Marsha Fudge](#)'s Office, represented by Dr. Beverly Charles, declared that the program should acknowledge the founding administrators and directors:

- ❖ Dr. William “Bud” Baeslack, III
- ❖ Dr. Myrna Loy Corley
- ❖ Dr. Faye Gary

**Honoring Mentors:** Mentors have been recognized for their unrelenting support of the program and five consecutive years of service:

- ❖ **Dr. Mark Chupp**, Associate Professor and Director of International Programs, [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#)
- ❖ **Dr. Scott Fine**, Professor, [Weatherhead School of Management](#)
- ❖ **Dr. Jonathan Gordon**, Professor of Law and Associate Director, [LLM Lawyering Skills Program](#)
- ❖ **Dennis “Coach” Harris**, Director of the [National Youth Sports Program Camp](#), Division of Student Affairs
- ❖ **Dr. Patricia McDonald**, Assistant Professor, [Frances Payne Bolton School of Nursing](#)

## Critical Thinking and Writing Essay

This annual activity is a requirement for each of the scholars. A specific book is selected for the 8<sup>th</sup> and 9<sup>th</sup> grade scholars and another book is chosen for the 10<sup>th</sup> through 12<sup>th</sup> graders. Scholars are provided with a description of the predetermined criteria, a template for constructing an essay, and the rubric for evaluating the essays, which are also available to the committee that determines the best essays from each of the grade levels (see Appendix B). These requirements are supported by the chairperson and faculty of the English Department at CWRU, who are available for consultation. Within each grade category, there are two awards: first prize and second prize. Monetary awards are provided for the winners in each grade category.



## The Intensive Summer Learning Institute

The Provost Scholars Intensive Summer Learning Institute is a four-week program that is available to all of our rising ninth grade scholars. The intensive has two components:



(1) Strengthening knowledge and skills with a focus on [ACT](#) and [SAT](#) test preparation, math skills, writing, and critical thinking.

(2) Enhancing social and emotional learning skills, which focused this year on *advocacy*. The component includes community-based learning projects that stress leadership development with scholars concentrating on topics of

personal interest. At the end of the Intensive Summer Learning Institute, the scholars present a webinar featuring themselves as the primary speakers.

The institute coincides with the summer school programs and convenes at the designated participating school. Lunch and breakfast are provided for all scholars who participate in this initiative. 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. They also receive a Certificate of Excellence.



Section Three

# Sustaining

In the Relentless Pursuit of Excellence

## Maintaining Intellectual and Financial Capital



Sustainability, in any programming effort, relates to the input of continuous intellectual and financial capital for the initiative (see Appendix E). Ongoing efforts continue to be made to assure the growth and development of the Provost Scholars Program for years to come. It involves many components.

This toolkit features the critical areas of organizational alignments and support, engaged partnerships, community awareness and participation, and continued training for program team members, mentors, tutors, volunteers, parents/guardians, and others. This section highlights the importance of maintaining long-term relationships with the school, community organizations, stakeholders, and academic units within the university, and the development of new partnerships for the expansion of the Provost Scholars Program. Efforts to secure funding from external private funding sources, including foundations, federal, and state resources are discussed. Also included are training and sharing of resources, document templates, and information about best-practices activities that are designed to support and expand systems sustainability between the school and the university, and among local, national, and global communities.



My mentee is a young man who is a skillful chef and baker at a very young age. I marvel at his talents and his capacity to help his family. We talk about his diligence, his future, and how he can utilize his skills to become a world-famous pastry chef one day. We talk about going to culinary school and becoming a great chef.

— Mentor Janice Eatman-Williams of Provost Scholar Leandre Smith

## Strengthening Leadership

The focus during the first six years, or Phase One of the Provost Scholars Program, has been on academic performance. As the program enters into Phase Two, opportunities are cultivated to expand how scholars will continue to improve their academic achievement and to integrate the development of leadership capacity. The programming activities include 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.

One approach to effective and culturally-sensitive mentoring involves orienting and sharing resources about mentoring and the socio-economic conditions of the individuals who are being mentored (see Appendix F). To be effective, mentors must become well-informed about current issues that might resonate among the mentees in order to understand their responses to these issues. It also requires that mentors, tutors, school administrators, parents/guardians, and Provost Scholars Program team members collaborate and share common and overlapping goals and objectives.

The success of the Provost Scholars Program is based on the combined efforts and dedication of the scholars, parents/guardians, teachers, mentors, tutors, and community stakeholders. Collectively, through our long-term productive collaborations and partnerships, our goals are coming to fruition. In Phase Two, and as a major component of our sustainability focus, we have embedded social and emotional learning ([SEL](#)) into the program, making it a significant part of our overall programming efforts.



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

— Provost Scholar Chantal Brown  
— Mentors Ruqaiijah Yearby and Raymond Ku



## Academic Excellence Through Social-Emotional Learning

Phase Two of the program will include an emphasis on building leadership capacity by creating an intersection consisting of the current academic focus and a concentrated focus on social-emotional learning, which includes:

- ❖ 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

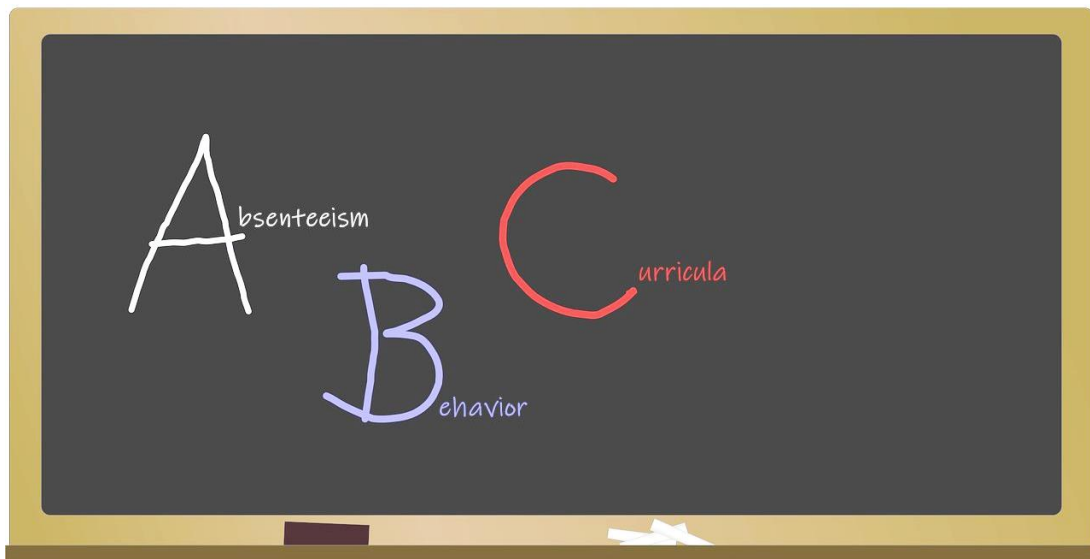


I have a very good mentor and tutor. He checks with me and makes sure that I have completed my homework and that I understand all of my assignments.

— Provost Scholar Jason Sanders of Mentor Kenneth Johnson

## What Are the ABCs?

The Provost Scholars Program was explicitly designed to address the conditions that exist in the East Cleveland community and which are manifest in many of our schools. Similar situations play out in under-resourced communities across the nation and around the world. Primary among the challenges that must not be ignored are what had been described in the ECCS as the ABCs: **A**bsenteeism, **B**ehavior regulation, and **C**urricula (grades).



These challenges form the original matrix that will be used to assess the progress in all of the participating schools. The Provost Scholars Program tracks some additional patterns among each of the scholars including (1) participation in extracurricular activities; (2) parent's/guardian's involvement in the [Parents' College at Case](#) monthly sessions; (3) [ACT](#) or [SAT](#) (college entrance exams) scores; (4) suspensions and expulsions; (5) level of complexity of courses enrolled in during high school years; (6) engagement in 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.

All of the ABCs are important (absenteeism, behavior, and curricula). However, if the Provost Scholar or any other student is not in school, the other two factors cannot be addressed, and the person compromises their academic, social, and emotional learning. Therefore, primary emphasis is placed on eliminating absenteeism

## A: Addressing Absenteeism

Absenteeism, a key topic in the [Provost Scholars Code of Conduct](#) (see Appendix B), is a significant value and expectation that is stressed at every level of our programming. Conversations about the devastating impact absenteeism can produce is one aspect of the discussions. Emphasis is placed on the positive outcomes that are associated with regular school attendance.

Detailed information is shared with the scholars and their parents about the importance of the scholars attending school—*every day!* Our discussions are based on national data that reveals the following noteworthy trends that are used to guide our daily activities and interactions:

- ❖ Students need to attend school every day to be successful.
- ❖ Being in school is linked to being successful in school.
- ❖ Competence in math, especially, is dependent on regular attendance and concentration.
- ❖ Absence for two weeks—10 school days during the school year—makes a measurable difference in performance.
- ❖ School attendance is a strong predictor of outcomes on standardized tests such as the [ACT](#) and the [SAT](#), graduation rates, and dropout numbers.<sup>15</sup>



Until regular attendance is understood and adequately addressed, it is unlikely that educators, parents, researchers, and other stakeholders will be able to unravel the forces that create and maintain the achievement gap. Unless chronic absenteeism is considered, educators will be unable to implement programs that focus on closing these gaps. Missing school days has always been discussed in the Provost Scholars Program, but will have even more emphasis in the subsequent years. Steps to improve attendance is a prominent component of the conversation with all stakeholders.

## A: Missing School Days is Dangerous Business: Stop It!

- ✓ Nationally, chronic absence among kindergarten children was linked to poor academic performance the following year in first grade. The negative impact is twice as great among children from under-resourced families. It is important to note that one basic reason why young children miss school days is health-related problems. Concerted efforts must be made to improve children's health and provide access to adequate care.
- ✓ Chronic absenteeism widens achievement gaps at every level of education during the formative years, including the elementary, middle, and high school grades.
- ✓ Children who live in under-resourced communities and experience poverty benefit more from being in school than their more affluent counterparts.<sup>15</sup>

Hence, one of the most powerful approaches to reducing and eliminating poverty is through increasing school attendance and having students engaged every day in the learning process. This single improvement will increase the three levels of education—academic, social, and emotional learning, increase high school graduation rates, and improve college learning ability.<sup>16</sup>



For several years, I have served as a mentor and a lecturer for the University Seminars. I have been proud to support the program through sharing new ideas and opportunities.

— Mentor Marilyn Sanders Mobley, Vice President for Inclusion, Diversity, and Equal Opportunity, and Professor of English

## A: Expectations for School Attendance

Expectations for school attendance are made explicit to the Provost Scholars through the following steps taken by the Provost Scholars Program team members, tutors, and mentors:

- ✓ Make the expectations about daily attendance a major component of the initial interview with the potential Provost Scholar, parent/guardian, and teacher.
- ✓ Explain the attendance requirements in the [Parent/Guardian and Scholar Handbook](#).
- ✓ Review these expectations with the parents and guardians at every [Parents' College at Case](#) session.
- ✓ Take attendance at all Provost Scholars-related activities and post the data in the scholars' e-Portfolios.
- ✓ Provide weekly and monthly attendance data to the school administrators and to each parent/guardian. Have conversations about attendance with school administrators and parents/guardians in conjoint meetings.
- ✓ Visit the schools twice each week to assure that the Provost Scholars are on track and engaged with teachers and peers. Identify and address barriers that the scholars might be experiencing.



I enjoy working with the Provost Scholars Program. Over the years I have served as a mentor, a tutor, and a lecturer at the University Seminars and at the Parent's College at Case.

— Mentor Rosalyn Ruzica Conic, MD

## B: Behavior Self-Regulation and Control of Drives



Self-regulation is associated with the capacity to reduce the frequency, intensity, and duration of impulses through a more effective approach to managing stress. This includes recovering from stressors in an appropriate and timely manner. Self-regulation allows for self-control to become evident and possible. Within the Provost Scholars Program, we emphasize thinking as “trial action.” That is, thinking through events should be the first step before one speaks or acts. This process also allows for pause and “cooling down.”<sup>17,18</sup>

The Provost Scholars Program team members are mindful of the importance of appropriate behavior. Embedded in all activities of the program is a strong emphasis on integration of social and emotional learning. In addition, a clear and concise [code of conduct](#) is given to each Provost Scholar, their parents/guardians, mentors, tutors,

volunteers, and other stakeholders who interact with the Provost Scholars. The code of conduct is included in each of the [Handbooks](#), available on the website, and discussed in detail during orientation sessions with the scholars, parents/guardians, mentors, tutors, and the team members. This code helps provide an up-front understanding about the expectations of the program and to assure that all persons are physically, emotionally, and psychologically safe at all times. It clearly outlines expected behaviors, potential consequences, and persons to contact if there are any concerns or questions.<sup>19</sup>

The Provost Scholars Program has been a part of my academic work here at the university. I have served as a mentor because of my aspiration to work with and guide the next generation of thinkers and activists.

— Mentor and Tutor Brandon Vu, Mentee Jefferson Adjeta



## B: Systemic Social and Emotional Learning

The Provost Scholars Program is dedicated to uniting the aspirations of scholars, mentors, educators, parents/guardians, and community into a multi-dimensional force behind the common goal of benefiting the future careers of youth. A valuable tool that has been expanded and adapted by the Provost Scholars Program is the social and emotional learning ([SEL](#)) framework, which has been utilized in schools and communities for more than two decades. The integration of SEL enables parents/guardians, youth, and other adults to improve their capacity to understand and manage their emotions, manifest empathy for others, achieve personal and career goals, and make informed decisions in the here-and-now and across the course of their lives.<sup>20</sup>

The SEL program has five essential components that are evident across settings including communities, school districts, families, political and policy leadership organizations, and local, national, and global communities:

- ❖ **Self-Awareness:** An awareness of one's strengths and limitations, and the continuing effort to build confidence, self-assurance, and a sense of becoming. This is a never-ending process that is expressed when communicating with others.
- ❖ **Self-Management:** Effectively recognizing and managing stress and anxiety. It is the mastery, control, and regulation of drives and impulses that helps to facilitate personal and professional goals.
- ❖ **Social Awareness:** Listening to and understanding the perspective and world-view of others. It involves strengthening the ability to empathize with people from a variety of cultures, geographical regions, socioeconomic backgrounds, health conditions, and life experiences.
- ❖ **Relationship Skills:** Communicating with others through listening, cooperating, negotiating, and employing effective conflict-resolution skills. One must learn to seek help when needed from the appropriate source.
- ❖ **Responsible Decision-Making:** Developing the knowledge and skills to make informed decisions about personal behaviors and interpersonal relationships. It is essential to recognize immediate and long-term consequences that are grounded in universally accepted ethical standards, safety for self and others, and healthy social norms.

## B: Value of SEL

[SEL](#) helps youth to better navigate the barriers and obstacles that they will encounter in their daily lives and during their adult years. This approach helps to prepare them for successful completion of college and university degrees as well as technical and vocational certificates. But it does even more—because chronic absence from school is a major issue in many school systems in urban and rural communities, curricular and other activities that include SEL exemplify the best practices that can be used to “nip this chronic and devastating problem in the bud!”<sup>21</sup> As a complement to the transformative life skills approach described in [Teaching Transformative Life Skills to Students](#) (see more on p. 93), the five key components of SEL (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) are encompassed within other factors that support school-based activities, as illustrated in the figure below:

- ❖ **Curricula and instruction:** The classroom and a myriad of related school activities make up the first layer.
- ❖ **School-wide or district-wide policies and practices:** This involves, at some level, administrators, teachers, parents, and other stakeholders.
- ❖ **Family and community partnerships:** Encompassing the entire model are the partnerships between and among organizations and academic institutions.<sup>20</sup>





## B: SEL Outcome Data

- ✓ **Academic Performance:** Research has indicated that [SEL](#) helps to improve the academic performance of students as evidenced from research based on more than 213 studies representing a sample of more than 270,000 students. The results indicate that there was an 11% gain in academic performance among the SEL-trained students.
- ✓ **Self-Regulation and Improved Behaviors:** Evidence supports that youth who are involved in SEL programs demonstrate improved classroom behavior. They also experience a decrease in school dropout rates, mental health problems, substance use and abuse, and early sexual activity.
- ✓ **Return on Investments:** A review of six SEL program interventions showed that, for every dollar spent, there was an economic return of eleven dollars on the investment.<sup>20</sup>



## C: Curricula



The curricula at the inaugural school partner meets the [standards](#) as outlined by the Board of Education of the State of Ohio. The Provost Scholars Program acknowledges these requirements and helps the scholars to meet their personal learning goals while meeting the Ohio State [graduation requirements](#).

A few guidelines help to inform the work that occurs with the school administrative team, the school principals, counselors, coaches, teachers, parents/guardians, and others. The Provost Scholars team carefully assesses each scholar's academic, social, and emotional needs through interactions, structured interviews, and conversations with the

parent/guardian and scholar. These data are used to match the scholars with mentors and tutors who could best help them to acquire the knowledge and skill sets needed for the here-and-now and in the long term.



Dr. Gary always encouraged me to look to the future and dream of the amazing things I will accomplish if I stayed with the Provost Scholars Program and work hard. Someday I am going to be the best mechanic in the state of Ohio! I have a group of clients now through Shaw High School's automotive technology program. They all say I do excellent work! I also want to be a teacher and mentor just like Dr. Gary. A few months ago, I enrolled in a college. I want to make her proud and to make my mother and my grandmother proud.

— Provost Scholar Jamir Claytor of Provost Scholars Director Faye Gary

## C: Curricula Enhancement Strategies

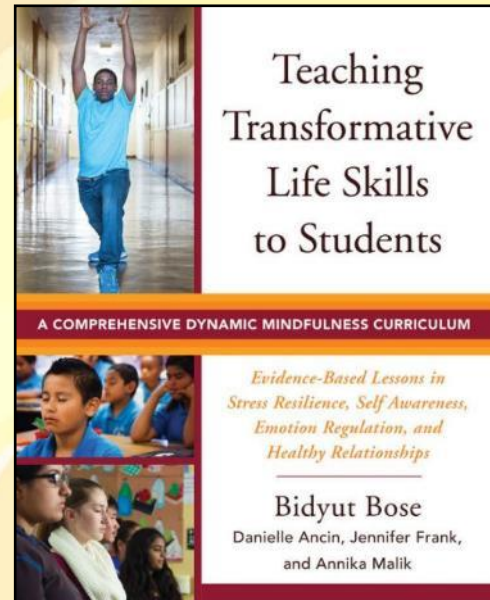
- ❖ Assist with developing personalized academic and social-emotional plans that address the scholars' strengths as well as their areas of deficit.
- ❖ Connect with the school principals, teachers, and counselors to help ensure that the scholars are completing home-work, engaging in the teaching/learning process, and manifesting leadership among their peers.
- ❖ Conduct special [Intensive Seminars](#) for the scholars and their parents/guardians that feature administrators from college admissions offices, including CWRU. They carefully explain college and university requirements and the high school courses that would best prepare the scholars for success on the [ACT](#) and [SAT](#) tests and when enrolling in institutions of higher learning.<sup>22</sup>
- ❖ Engage the scholars in challenging and inspiring interactive learning activities with mentors, tutors, and members of the Provost Scholars team.<sup>23</sup>
- ❖ Encourage the scholars' presence and enthusiasm in planning local field trips and social activities, including banquets that are sponsored by CWRU. This helps them to connect with new ideas, opportunities, and other professionals.
- ❖ Participate in the annual [Grand Field Trips](#) that include an academic component—a visit to a college, university, or museum, followed by recreation in the afternoon.
- ❖ Emphasize improved scores on the ACT and SAT tests, math homework, and in-school problem solving when working with mentors and tutors, at the Summer Institute, and with the on-line learning resource for improving math proficiencies.<sup>24</sup>
- ❖ Focus on critical thinking and writing through required note-taking during the [Intensive Seminars](#) and oral presentations, when with mentors and tutors, and at celebrations, during informal dialogue, and while completing the Critical Thinking and Writing Awards essay (see Appendix B).
- ❖ Utilize a combination of resources with the scholars including math worksheets, rehearsals with [Kahn Academy](#), flash cards, mock tests, Chromebooks applications, and special projects that occur when working with mentors.

## Incorporating Evidence-Based Programs

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, and the continued commitment of dedicated individuals who have invested in the program and the outcomes that it produces.

By integrating aspects of evidence-based programs, such as social and emotional learning ([SEL](#)), and implementing the train-the-trainer approach, several kinds of interactions are applied to develop and strengthen leadership knowledge and skill sets among the scholars and the parents/guardians. By working collaboratively to empower leadership among the Provost Scholars, dedicated organizations at CWRU and the school community work towards this goal. Sensitivities to cultural appropriateness as manifested within these partnerships are recognized and addressed at all levels in the program.

Utilizing the expertise of faculty and team members at CWRU and the [Question, Persuade, Refer](#) (QPR) approach, all participants are trained to 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.



Guidance is provided to those working with scholars through evidence-based programs, such as those described in [Teaching Transformative Life Skills to Students](#) by Bose, Ancin, Frank and Malik.



Whatever you do, strive to do it so well that no man living and no man dead and no man yet to be born could do it better.

— The Late Dr. Benjamin E. Mays, President, Morehouse College

## Six Steps to Critical Thinking



All learners are confronted with understanding and solving problems every day. Typically, individuals use previous learning to provide the base for solving current problems. But critical thinking is also helpful and can be applied in most situations, cultures, and disciplines. Critical thinking tends to foster a rational, open approach that utilizes robust data and empirical evidence.<sup>25</sup> The [National Council for Excellence in Critical Thinking](#) defines critical thinking as an “intellectually disciplined process of actively and skillfully conceptualizing,

applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.”<sup>26</sup> It is evident that data, reliable scholarship, and a clear understanding of the issue could best be used to solve problems and make cogent recommendations. This process can also help to build self-esteem, self-motivation, self-confidence, and mastery competency.<sup>27,28</sup>

My mentor helped me with my homework, my grades, and my study habits. She encouraged me to apply to some of the best colleges and universities in the United States.

— Provost Scholar Monae Harris of Mentor Annie Pécastaings



## Sustaining Excellence Through Five Levels of Support

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, informed by five vital groups of individuals: scholars, mentors, educators/teachers, parents/guardians, and community:

**Provost Scholars:** Being a leader involves learning how to be an example of positive behavior to others. The principles of [SEL](#), as applied in Phase Two of the program, show scholars how they can positively influence those around them through regulation of their behavior. Also, scholars are assisted with the creation and development of their own initiatives to help younger students in the community. Through these efforts, they can promote positive outcomes for themselves and future Provost Scholars.



**Mentors:** Mentors can help to build the capacity of the Provost Scholars to become better leaders now and in the future. In a [train-the-trainer](#) approach, we assist mentors in understanding the needs and challenges of the mentees and their families, schools, and communities. 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](#), are integrated into the leadership component of the program.

**Educators/Teachers:** Being mindful of how scholars 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.

**Parents/Guardians:** During our collaboration with parents/guardians, mental and emotional health issues have been voiced as a concern. Our ongoing work includes a variety of approaches designed to address the core mission of Phase Two of the program, which helps 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](#) are designed to help develop this relationship and enhance the well-being of the scholars and their families.

**Community:** Collaborations with community-based agencies such as the [Salvation Army](#) and the Concerned Ministers of East Cleveland have helped to assure that the mission of the Provost Scholars Program is addressed. Town hall meetings are held to share program outcomes and plan for future programming. These meetings are based on the principles of community-based participatory research where parents/guardians, Provost Scholars, team members, mentors, stakeholders, and interested CWRU community members meet to determine the needs of the Provost Scholars from a holistic approach.

## Financial Capital

Financial resources are needed to support and sustain the Provost Scholars Program. Partnerships typically help to achieve this mission. A brief discussion about the contributions of the two partners, CWRU and the partner school, are delineated below. A sample budget with the identified categories of personnel and other services are available to the reader in Appendix E, which delineates all of the expenses that have been associated with sustaining the program.

### Case Western Reserve University

The majority of the funds for the Provost Scholars Program are provided through the office of the provost. Additional funds are also attained through grants (2) and special donations from faculty and other stakeholders which are designated for specific activities.

**Space:** The university provides a central location for the Provost Scholars Program. Space for the operation is allocated through the office of the provost, and, since it is an academic program, it could be housed in a number of places. The coordinator's office is currently located in the Health Research Center on the main campus of the university. The provost provides this space at no charge to the program.



The program activities, however, occur on the university campus in the Guilford House. This is the permanent location for all programming activities. There is no charge to the program for the use of this space.

**Program Coordinator:** The Provost Scholars Program coordinator is a salaried, full-time university employee who is supported by the provost's office. This individual receives all of the benefits and supports that are normally provided to university employees.

**Director and Associate Director:** No financial remuneration is associated with these positions. Release time from teaching a class may be approved.

## Donated Services

The following team members are volunteers who are affiliates of CWRU, or interested and qualified community members:

**Mentors:** All of our mentors are volunteers who agree to work in the program. They receive recognition for their contributions through their deans, department chairs, and the provost. Individualized and group orientations occur at the beginning of each semester and as needed when additional mentors are added to the roster. See page ii for a list of the mentors.

**Tutors:** Students who are enrolled at CWRU may volunteer to serve as tutors. They are recruited through special outreach programs and student organizations that are sponsored by the university such as the [Center for Civic Engagement and Learning](#), clubs, and informal contacts. The [FOCUS Group](#) School-Based Outreach program in the Student Services Department also provides tutors for the program, and its director is a mentor in the Provost Scholars Program. Many of the tutors are honor students and represent numerous countries from around the globe. They do not receive any financial remunerations for tutoring. They do, however, receive certificates of appreciation from the Provost Scholars Program, and they are recognized at the Winter and Spring Celebrations.



**Graduate Work-Study Students:** These individuals are recruited through the university's [work-study programs](#) which are jointly funded by the federal government and the university. Typically, these are individuals who are interested in careers in the liberal arts and sciences, social work, and health professions.

**Volunteers:** The university provides parking and other privileges, such as library access to volunteers who participate in the program. They may also attend events that are available for the Provost Scholars, and other activities that are open to the public. The

volunteers receive special recognition at the Winter and Spring Celebrations. They also receive plaques and certificates for their services



**Lecturers and Seminar Leaders:** No financial remunerations are provided. The program always acknowledges their participation with notes of thanks and they are guests at the Winter and Spring Celebrations each year.

**Parking for Parents:** Once per month, parents are required to attend the [Parents' College at Case](#) on Saturdays from 10:30 am to 12:00 pm. The cost of their parking is donated by CWRU. A continental breakfast is provided through the Provost Scholars Program budget.

### Participating Schools Contributions

**Transportation:** A school district bus transports the Provost Scholars to and from local field trips, to the activities at the university, and to their homes.

**Bus Attendant:** The bus attendant is employed by the school, but, for activities related to the Provost Scholars Program, the bus attendant's salary is paid by CWRU.

**Parents/Guardians:** Parents/guardians and other relatives are not asked to contribute any financial support for the operation of the program. Instead, they are requested to concentrate on investing their time and support toward the scholars' academic, social, and emotional growth and development.

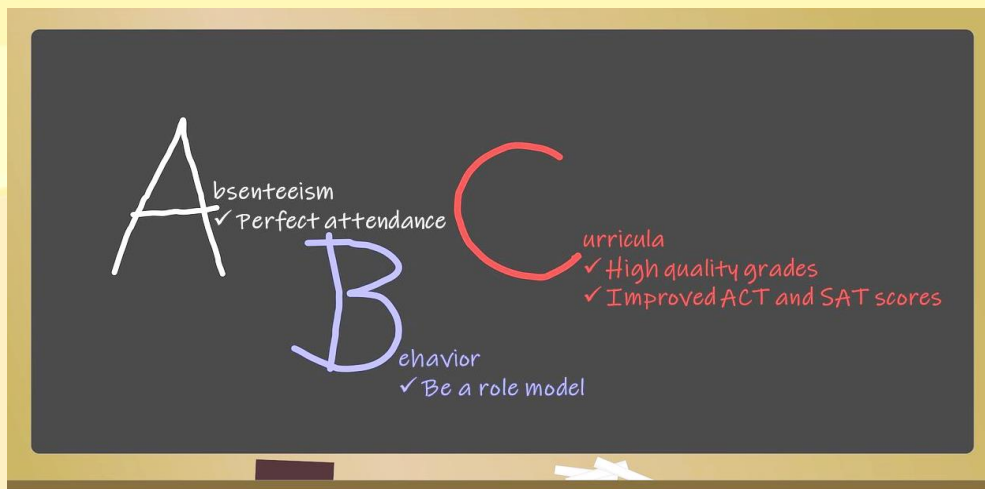


## Sustaining the Provost Scholars Program

### Leadership

The leadership at CWRU and the Provost Scholars Program team members, mentors, tutors, and stakeholders are all committed to sustaining and enhancing the program. Efforts to maintain the program have been centered on continuing to engage the university community and our inaugural partner school, ECCS. Other community partners are being cultivated, and funds from private, state, and federal sources are being explored. The two components of the initiative—academic and social-emotional learning—are critical areas that will be continuously refined and embedded into the program. Leadership among the scholars will remain an expectation, and scholars will be given a variety of opportunities to learn and practice their leadership knowledge and skills.

A measure of leadership is the ABCs that were generated by the ECCS, our inaugural partner school:



### Programming

Regarding culturally-sensitive programming across all activities, the Provost Scholars Program team members will continue to orient and train the mentors, tutors, and volunteers about the lived experiences of the scholars. Long-term collaborations between and among partners will help to strengthen our knowledge about various cultures and the different groups that reside in the nation. This aspect of the program is one of the serendipitous outcomes that serves as powerful lessons learned for all stakeholders and community leaders.

## Investment Measures

The Provost Scholars Program is a high impact, low-cost program (see Appendix E). The mentors and the tutors create the cornerstone for the program, and they are all volunteers. The program director and the associate director are also volunteers. All of these services are delivered without financial remunerations. The university continues to find creative and low-cost approaches for recognizing and rewarding these committed volunteers. Other in-kind contributions include high-quality space for meetings, training, seminars, the coordinator's office, and other essentials. Recall that, except for the program coordinator and the two graduate research assistants (part-time), all other personnel services are donated. Our partner, the participating school, provides the bus for weekly transportation to and from the university and to the scholars' homes. Safety remains a high priority in all of our work. Altogether, we have every reason to believe that this program will continue to have a mighty rejuvenative influence in our school communities. Ultimately, we hope it will reverberate all around the world, representing a return on investment beyond measure.

## Summary of Success

- ❖ 95 scholars have participated in the Provost Scholars Program.
- ❖ 32 Provost Scholars were enrolled from 2018–2019.
- ❖ 76 CWRU affiliates representing all 8 schools within CWRU have participated as mentors.
- ❖ 52 CWRU undergraduate and graduate students have participated as tutors.
- ❖ Over 20 departments, offices, and programs, and all 8 schools at CWRU have contributed mentors, tutors, or programming assistance.



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



## Rationale for Developing an Evaluation Plan



Evaluating any program is a critical component of the overall process. The Provost Scholars Program is embedded in outcomes that were created through collaborating with the participating school, parents/guardians, mentors, tutors, and stakeholders. In addition, the program team members reviewed pertinent literature about mentoring, community-based collaboration, developing and maintaining partnerships, and other related topics. Appendix F contains literature that can be useful when considering evaluating programs such as this partnership, the Provost Scholars Program.

### Why do you need an evaluation plan?

- ❖ It brings focus to a step-wise plan of action.
- ❖ Thought is given to the types of data that need to be generated and information that might be useful for stakeholders and funding agents and agencies.
- ❖ The plan provides a focused approach to the evaluation which facilitates avoidance of collecting information that is not useful for the project.
- ❖ It facilitates organization of thought and action plans and clarification of goals and objectives. It links activities to a timeline and work plan that can extend over a period of months or years.
- ❖ Data generated from the evaluation will help to enhance the program and continue to improve the initiative that is driven by data.<sup>29</sup>



## Purpose of Program Evaluation

Program evaluation is conducted according to a set of well-established guidelines. Program evaluation is a methodical approach to collecting information about the activities, characteristics, attributes, and outcomes of a particular initiative to make informed decisions about the program, improve its effectiveness, determine its impact, and guide the decision-making process about future programming.<sup>30</sup>

Program evaluation occurs in real time, and it is influenced by events that occur in the here-and-now. Organization and community values should be considered when planning for program evaluation. Resources—human and material—are essential considerations, along with reasonable timelines and well-articulated purpose statements.

Ethical principles should be integrated into all aspects of the evaluation process:

- ❖ Respect
- ❖ Truthfulness
- ❖ Autonomy
- ❖ Non-maleficence



### The Twofold Purpose of an Evaluation:

1. To make decisions about program implementation.
2. To improve the robustness of the initiative.<sup>31,32</sup>

## Planning a Program Evaluation

Planning and conducting a program evaluation are essential processes and should be informed by best practices and a method that helps guide decision-making. Four concepts that should assure that an evaluation plan is useful and helps to consistently improve all aspects of programming should be considered:

**Utility:** Who will benefit from the evaluation? Will the evaluation outcome produce data/information in a timely manner for the stakeholders?

**Feasibility:** Given the human and material resources that are available and on hand, are the program goals and planned evaluation activities realistic within a given timeline?

**Propriety:** To what extent does the evaluation plan protect the rights, privacy, confidentiality, and well-being of all individuals who are proximally or distally associated with the program evaluation plan? Are individuals who are directly affected by the program and its current or proposed changes considered in the evaluation process? How will scholars, parents/guardians, administrators, mentors, tutors, and communities be affected? Would the impact be positive or negative?

**Accuracy:** Will the evaluation program produce findings that are valid, reliable, and have practical utility for the stakeholders? Does the program evaluation address the needs of those who intend to use the results for enhancing and sustaining the initiative?<sup>33</sup>



## Attributes of an Effective Program Evaluator

- ✓ Has experience in the type of evaluation process that is needed for the project.
- ✓ Has expertise in quantitative data analysis.
- ✓ Possesses the ability to communicate with a diverse group of stakeholders in various settings and at different levels of responsibility.
- ✓ Is knowledgeable about the target population.
- ✓ Is an innovative thinker regarding evaluation while considering the real-world situations that can impact the program.
- ✓ Incorporates evaluation into all program activities and shares its importance with stakeholders.
- ✓ Understands the potential benefits and risks of evaluation and has plans to address each potential outcome.
- ✓ Assists with educating personnel in designing and conducting the evaluation and interpreting its findings.
- ✓ Provides team members with accurate findings about the evaluation data.<sup>33</sup>



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



## The Provost Scholars ePortfolio

The ePortfolio is an essential component of the program as it provides a mechanism for several partner groups to document information about the Provost Scholars Program. The ePortfolio is powered by a university-wide software program, [CampusGroups](#), which provides a platform for connecting the program to other university-based initiatives. This feature enhances communications between and among all members of the academic community. This connection has also been extended to the participating school, thereby facilitating the transmission of information that has been pre-approved by the school. For example, the Provost Scholars [Administrative Calendar](#) is published through CampusGroups and is displayed on the Provost Scholars Program website (see Appendix E). Each scholar has a personalized ePortfolio. The ePortfolio can be accessed by the Provost Scholar, their parent/guardian, their mentor, public school administrators, and the Provost Scholars team.

### Contents of the Scholars' ePortfolios

- ❖ Provost Scholars data form
- ❖ Posted report cards
- ❖ Attendance data form
- ❖ [ACT](#) and [SAT](#) test scores
- ❖ Documents from the Provost Scholars Critical Thinking and Writing Awards essay
- ❖ Creative and innovative projects that the scholar wishes to post
- ❖ Documents that the school administrators and families might wish to post
- ❖ Information about colleges, universities, and technical/vocational schools
- ❖ Scholarship opportunities
- ❖ Other data as determined by those who have the authority to post information



## Components of the Evaluation Process

The evaluation process has numerous components. The program employs one full-time team member and two graduate student assistants who work part-time (less than 20 hours each week) to assist with this and other processes vital to the operation of the program. All other participants are volunteers and serve as mentors, tutors, lecturers, seminar leaders, or community-based volunteers. Data from the Provost Scholars and their parents/guardians are also elicited and used to improve the robustness of the program. For access to all of the survey and evaluation forms, see Appendix D. A statement about each of the components follows:

### Salaried Personnel

**Program Coordinator:** The program coordinator is evaluated with a standard [evaluation template](#) that is provided by the university. A face-to-face interaction with the coordinator occurs before the evaluation is completed and submitted to the personnel office. Evaluations occur once per year.

**Graduate Student Work-Study:** The graduate students are recruited based on program needs through a [work-study program](#). A job description for this position and the evaluation that is used to document their performance are available in Appendix D. Evaluation occurs once per year.

**Bus Attendant:** The bus attendant, whose primary responsibility is to ensure that the scholars arrive home safely, is an employee of the school but whose activities with the Provost Scholars Program are supported by CWRU. A job description and the template for her evaluation are available in Appendix D. The evaluation is conducted by the program director and the associate program director and is shared with the school. Evaluation occurs once per year.



### Volunteers

The program is energized by numerous volunteers who generously commit their time and expertise to the program, making the Provost Scholars Program one of the most cost-effective and high-impact initiatives at the university (see Appendix E).

**Mentors:** The program is strengthened through the services that the mentors offer. They are a critical resource in this program. The program director and the associate director are in weekly face-to-face communications with the mentors as they interact with the scholars. Also, the mentors are requested to evaluate the program at the end of each semester. The program survey measure, mentor's survey, and the mentor's monthly log are computer-accessible

documents that are used to evaluate the program (see Appendix D). Their responses are presented as aggregated data and used to enhance the quality and logistics of the program. Data are included in newsletters and annual reports. The mentors also have opportunities to share their experiences and make programmatic recommendations during the Annual Fall and Spring Provost Scholars Mentors Appreciation Luncheons at which time the program goals and activities are reviewed and recognized.



**Tutors:** The Provost Scholars Program gains additional robustness through the tutoring services that are provided by full-time students at CWRU. Many of the tutors are studying medicine, computer science, engineering, and the social sciences (see p. 35 for a complete list). All of them are outstanding scholars who help to enhance learning, boost self-esteem, reinforce mastery-competency, and instill hope among the scholars. The tutor’s survey measure is a computer-based document and is administered once each semester (see Appendix D).

**School Administrators:** The program director and the associate director have scheduled monthly meetings with the school administrative team. These meetings focus on advances that have been made over the past month and barriers that were encountered. Remedies that could help to alleviate the problems are proposed and discussed. Also, encrypted notes from the meetings are stored in [Box](#) and are available to program administrators.

A formative and dynamic type of evaluation is used during the meetings, which focuses on areas that might need improvement. The team carefully tracks the issues/concerns that are highlighted and continuously works toward resolving them. This form of evaluation has proven to be useful for this work as it helps to solve current problems and “nip in the bud” potential barriers and difficulties.<sup>34,35</sup>

## Parents/Guardians

As critical partners in the program, parents/guardians are invited to provide evaluation data about the program. At the Parents’ College at Case, a formative evaluation is completed. Fundamental questions are also asked, and a more structured format is used to elicit the parents’/guardians’ responses to the program. The Parent and Guardian Survey is available electronically; it is administered with hard copies as well at the end of each semester at the [Parents’ College at Case](#) (see Appendix D). These data are analyzed and displayed in aggregate format. Care is taken that no individual responses are identifiable.

## Data Collection Among the Provost Scholars

The central focus of the program is the Provost Scholars. Their experiences are elicited in numerous ways, and occur through a variety of modalities such as:

- ❖ Conversations/feedback with them twice-weekly at the beginning of each session
- ❖ During the evening bus rides through the community en route to their homes
- ❖ Formative and summative [data collection](#)
- ❖ School visits
- ❖ [Socio-emotional assessments](#)
- ❖ Provost Scholar assessments (see Appendix D)



### The Talking Circle

One example of the formative data collection process is the “[talking circle](#),” where the scholars are placed in small groups with a designated leader (e.g., a team member or a mentor). A brief history of the talking circle is provided as an additional effort to assist the scholars with gaining understanding and respect for different cultures and ways of knowing. Then, the specific topics that will be used to guide the discussion are introduced.



#### Talking Circle Guidelines

- ❖ Listen respectfully to the person holding the talking stick.
- ❖ You can pass if you need to.
- ❖ Speak your truth from your heart. Be open to hearing others' truths.
- ❖ Do not provide advice or argue with others.<sup>36</sup>

## Note-taking

Scholars take structured notes during the talking circle and the seminars (see Appendix B). These are useful in determining the impact of the program and lessons learned. Concerns about barriers, logistical issues related to scheduling conflicts, transportation, and other topics may emerge.

## Formative and Summative Questions

On-going formative and summative (end point) questions are presented to the scholars in surveys and performance evaluations to provide summative data (see Appendix D). These questions might include such questions as the following:

- ✓ What do you think are the most helpful activities in the Provost Scholars Program that help you with your academic work (e.g., math, [ACT](#) and [SAT](#) tests, writing, science, reading)?
- ✓ Does the Provost Scholars Program assist you in networking and meeting people who can help you in your career planning and assist you with better understanding of the opportunities that are available to you for your own growth and development?
- ✓ How would you describe the social and emotional expectations and challenges for learning that occur in the program?
- ✓ What would you like to add to the existing activities that occur on Tuesdays and Thursdays, and during the school visits that happen twice each week?

## School Visits by Team Members

Two Provost Scholars Program team members visit the schools each week to check in with the principals, teachers, guidance counselors, and teachers about the scholars' overall progress. These visits strengthen alignment between the activities that occur in the Provost Scholars Program and the requirements at their schools. Report cards are posted in the ePortfolios and available for review by the team members. Observation notes are shared with the team, discussed with the school administrators, and posted in an encrypted space in [Box](#). These data are reviewed and used to enhance future programming.



My bright and very capable young scholar reads a book every week. We enjoy going to the campus library where we check out yet another book.  
— Mentor Dennis Rupert of Provost Scholar Kevin Oliver

## Role of Stakeholders in Program Evaluation

The Provost Scholars Program's evaluation process carefully considers the development and maintenance of relationships with other agents and agencies, as they are essential components of our work and future planning. In many communities, resources are not easily obtained, and the communities might be increasingly under-resourced while the needs of the youth continue to expand in critical proportions. The Provost Scholars Program team members bear the responsibility of identifying new stakeholders. At the same time, we must strengthen our capacity to continue to grow and develop, seek new and novel innovations, and remain focused and beneficial to our partner schools. The advantages of sustaining partnerships, linkages, and collaborations are briefly enumerated below:

### The Four Cs of Successful Partnerships

**Connecting:** Opportunities for exchanging information that is beneficial to all parties; enhancing prospects for the Provost Scholars across a variety of domains (e.g., work-study, summer employment, scholarships, internships, and other events that might not otherwise occur). Developing and sustaining networking groups that reflect diversity in thought, culture, race/ethnicity, professional expertise, and career interests—including academic, vocational, and technical career programs.

**Coordination:** The continuous and bi-directional exchange of selected information and aligning program goals and objectives to address the mission and purpose of the initiative as it overlaps with the shared purposes between and among organizations. Technology is one of the most powerful tools available that will help to facilitate coordination with the other three Cs.

**Cooperation:** A clear trajectory about how and when the information will be shared, the articulation of collective and overlapping purposes and goals of public and private organizations and all stakeholders.

**Collaboration:** Enhancing the capacity of all participating organizations through the mutual exchange and sharing of information. Pooling data with selected variables (e.g., attendance, behavioral reports, and cumulative satisfactory grades for each participating year). Aligning activities to meet common goals that are the foci among the partnership. Evaluating the facilitating and mitigating factors that are embedded in the program initiative.



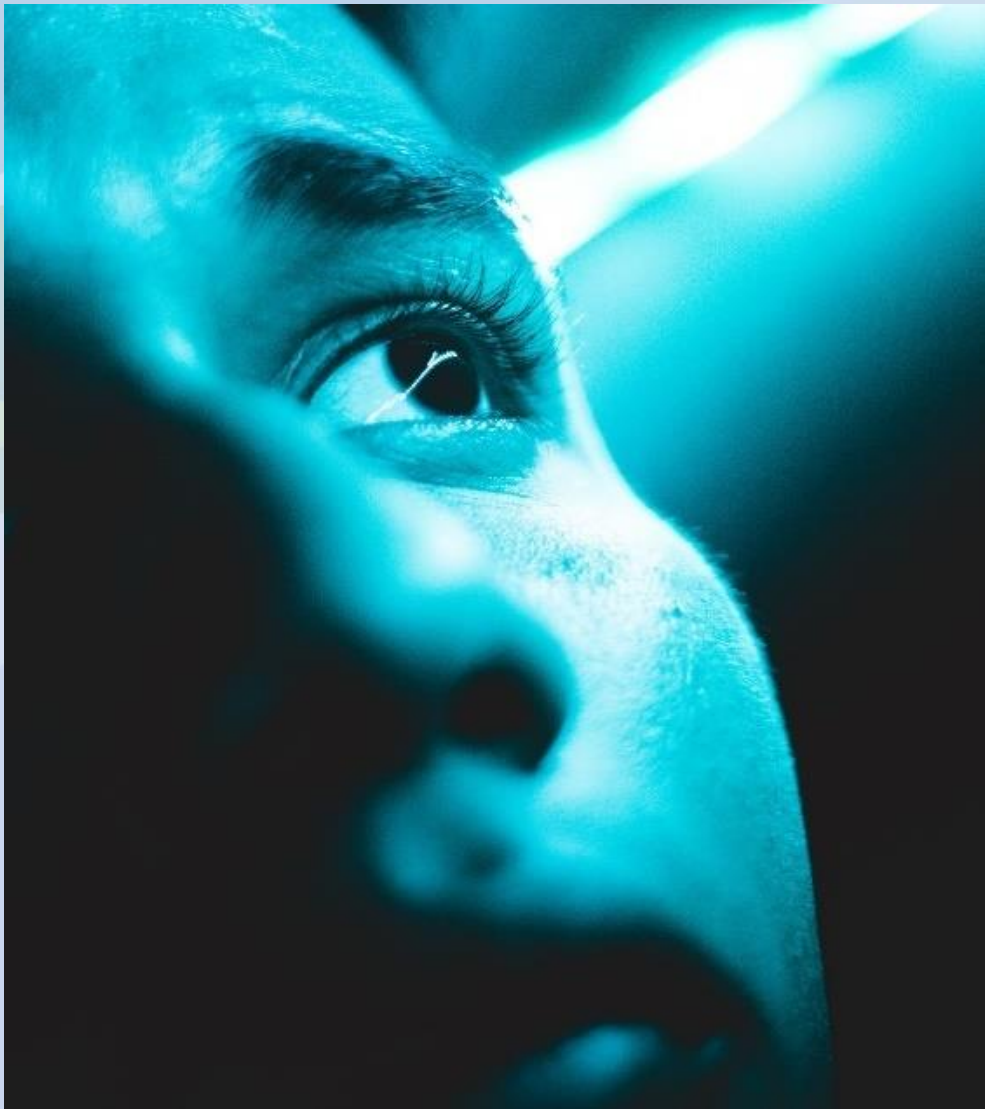
**Section Five**

**Visioning**

In the Relentless Pursuit of Excellence

## Visioning

The youth of today, worldwide, will be confronted with numerous challenges that could impact their overall well-being in the here-and-now and in the future. Such problems could compromise their ability to achieve at their fullest potential, become energetic scholars, appreciate excellence, and prosper in local, national, and global communities. Visioning about the future provides a golden opportunity for all stakeholders to pause and contemplate the future from the perspective of the needs of youth in a specific community.





## Keeping Challenges in Perspective

Some of the challenges that are evident in schools include:

- ❖ Poverty
- ❖ Family dynamics
  - Lack of parental involvement
  - Limited parent-school partnerships
  - Single parent homes
- ❖ Technology—which can be a help and a hinderance
- ❖ Bullying and other strained interpersonal relationships
- ❖ Student attitudes and behaviors
  - Absenteeism
  - Apathy
  - Disrespect for others
- ❖ Testing without remediation
- ❖ Health conditions
  - Asthma
  - Depression
  - Diabetes
  - Obesity
- ❖ Behavioral health issues



Given this backdrop of challenges facing the scholars, the Provost Scholars Program team members and stakeholders maintain a forward focus on promising initiatives that could be used to enhance, strengthen, and ensure the continued relevance and success of the project. This toolkit is designed for use in any education system in the global education community. Some of the initiatives we are currently exploring for future development of our program are covered in this section. Many of these could, with sufficient content adaptation to address local cultural and policy issues, serve to inspire and guide others in the designing of similar programs for the future benefit of scholars worldwide.

## New and Ongoing Developments

We look forward to expanding guidelines to help identify Provost Scholars who are at risk for not fully participating in the program. We intend to coordinate these findings with administrators at the school, the scholars, and their parents/guardians to collaboratively design and evaluate culturally appropriate and personalized education plans.

We are establishing a mechanism for ongoing program evaluation and sharing of data with the parents/guardians, teachers, mentors, scholars, and stakeholders. Protocols are being developed for research studies and other community-based projects that involve the scholars, mentors, and other appropriate stakeholders (e.g., local businesses, selected colleges and universities, and health systems).



We are utilizing human and material resources available at the schools and university for the enhancement of the scholars' academic and social-emotional learning through the following program initiatives:

- ❖ Expanding enhanced program for tracking absenteeism and flagging students in need of intervention and making this part of the program more robust. Adding these data to the scholar's ePortfolio will facilitate more personalization of mentoring and tutoring.<sup>37</sup>
- ❖ Improving [ACT](#) and [SAT](#) test scores through engaging the scholars in intensive individual and small-group learning with experts during the academic year and summer intensive institutes.
- ❖ Reinforcing learning with the CWRU student tutors through the use of standardized materials such as flashcards, books, and computer programs.
- ❖ Providing hands-on learning with technology by utilizing computer tablets for scholars to strengthen their knowledge and skills, enhance opportunities for discovery, access tutoring, and facilitate homework completion and independent study.

## Collaboration with the Schools of Medicine, Dentistry, and Nursing

We are collaborating with the CWRU Schools of [Medicine](#), [Dental Medicine](#), and [Nursing](#) to expanded discussions about personal health, wellness, sexuality, and self-care. These efforts will continue to be focused on engaging the parents/guardians in a series of learning and feedback sessions about health conditions that most frequently affect individuals and families of African descent which are evidenced in the Greater Cleveland Area. Formats that are useful include:

- ❖ Lectures and [Intensive Seminars](#).
- ❖ Small group discussions led by medical and nursing students.
- ❖ Demonstrations of technologies, such as the [HoloLens](#), that introduce exposure to cutting-edge developments and their use in teaching about health and well-being.
- ❖ Site visits to selected community organizations. These must be carefully planned with predetermined mission and purpose statements.
- ❖ Mini-discussion groups about personal and community safety and well-being, including their roles and responsibilities for helping to assure healthy and vibrant families and neighborhoods—this could even include instructions on how to save a life!

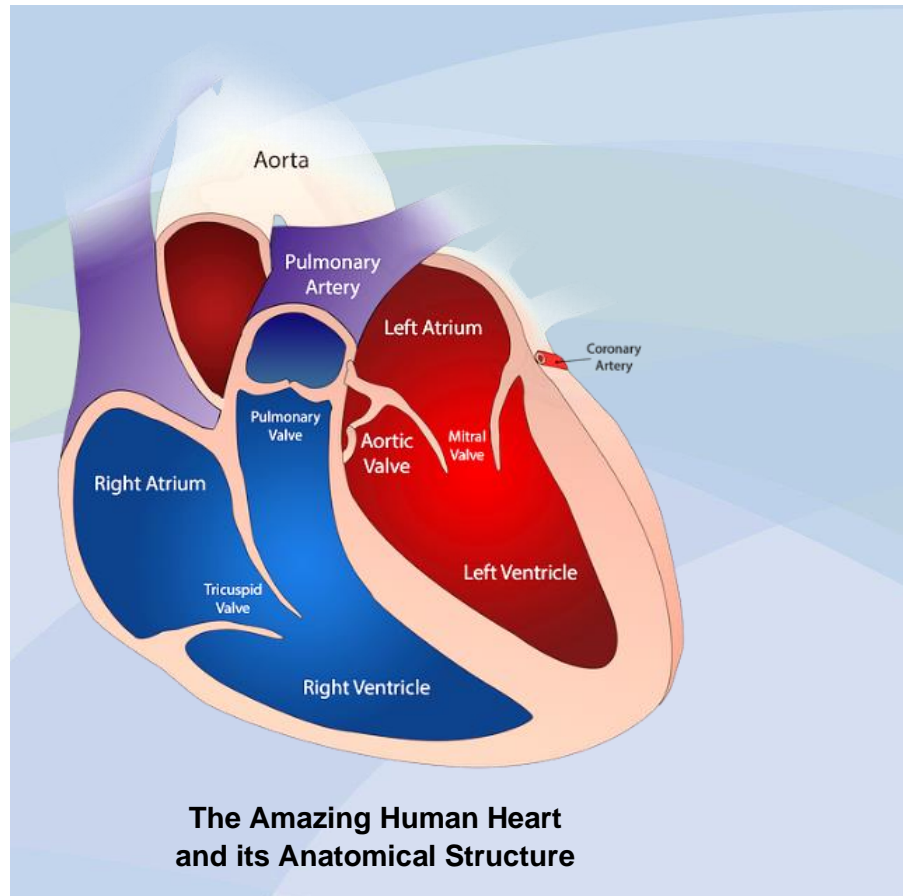


## Cardiopulmonary Resuscitation (CPR)

Emphasis is placed on [cardiopulmonary resuscitation](#) (CPR) training for Provost Scholars because youth who live, learn, work, and play in under-resourced, isolated, and rural communities may be confronted with events that require immediate action.

CPR is a technique that can be used to save lives when people are experiencing a heart attack, near-drowning, or other sudden stoppage of the heartbeat. When accidents occur, CPR can be used to aid people until emergency medical personnel are available. Officials at the [American Heart Association](#) recommend that all people should be taught to begin CPR chest compressions—an action that could be the difference between life and death.

CPR certification will be added to the scholars' activities. This life-saving training begins with a basic overview of the fantastic human heart, and the learning process will be facilitated by the use of the most up-to-date technology, including the [HoloLens](#).



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

## Swimming Lessons



Research from the [Centers of Disease Control and Prevention](#) reveals that deaths from drowning are the second leading cause of unintentional deaths among those aged 1–14. Many young people who have been raised in under-resourced environments, such as the inner city, do not have access to places at which to learn and practice swimming. The lack of mastery of swimming puts them at a significant disadvantage when, in the course of life, they may find themselves in a social situation that involves swimming pools, lakes, oceans, or rivers. Such conditions can quickly become dangerous when combined with social pressure or substances that impair judgment, such as drugs or alcohol. We hope that affiliation

with the Provost Scholars Program will have had enough of a positive influence to help our scholars avoid the latter, but the former, social pressure, is an unavoidable obstacle they will face. Our responsibility is to give them the tools to meet the challenges life holds for them. Therefore, much like CPR, swimming lessons will be integrated into the program initiatives.



Last year, I worked with the Provost Scholars Program during the University Seminars where I engaged in dialogue about the Provost Scholars' future and their career plans. This year, I will serve as a mentor and as a lecturer at the seminars.

— Mentor James Eller, Associate Director for Academic Resources, Department of Educational Services for Students

## The Choking Game: Unintentional Death by Strangulation

Of significant concern is the “choking game,” also known as the “blackout game,” “space monkey,” “scarf game,” or “pass-out,” which involves strangulation—whether by oneself or with assistance—using the hands or a noose. This practice creates a fleeting state of euphoria caused by cerebral hypoxia, or interrupted oxygen supply to the brain. Neurological damage or death can occur from this practice. Between 1995 and 2007, the [Centers for Disease Control](#) reported 82 deaths resulting from this practice among youth aged 6–19 years.<sup>38</sup> The majority of the victims—nearly 87%—were males, and their average age was 13.3 years. Most deaths occurred when the youth was alone. As a rule, parents and other caregivers were unaware that their child was engaging in this practice.<sup>38</sup> In Ohio, one of the first states to report statistics on this preventable health problem, 11% of youth between the ages of 12–18 and 19% of youth aged 17–18 in Williams County reported participating in the choking game (see Appendix F).<sup>39</sup>



It is helpful to know the warning signs that may indicate participation in the choking game and take immediate action: These signs include, but are not limited to: marks on the neck; red eyes; raspy breath; belts, ties, or ropes found in the youth's room or around the home, and an unusual demand for privacy. Health professionals, teachers, and parents/guardians can help to prevent these untimely deaths by (1) teaching youth the dangers of these practices, (2) stressing that this method of getting high is a high-risk and deadly game that should never be played, (3) educate the general public about this practice and teach them about the warning signs and symptoms that are associated with it.<sup>40,41</sup>

- ❖ Choking is the fourth leading cause of unintentional deaths.
- ❖ Choking causes a death to occur every two hours.
- ❖ More people die of choking than die due to fire, carbon monoxide poisoning, drowning, or accidental shootings.
- ❖ Most choking incidents are caused by foods, such as hard candies.
- ❖ The [Heimlich Maneuver](#) will be integrated into the CPR training for the Provost Scholars. It is a life-saving procedure that does not require any special devices, but basic training is required and mastery is essential.

## Home Visits to Include Graduate Social Work Students

Social work students from the CWRU [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#) will be partnering with the Provost Scholars Program team members to conduct scholars' home visits (see Appendix B). The home visits are designed to help develop relationships and enhance the well-being of the scholars and their families. These visits, as well as other selected components of the Provost Scholars Program, will be incorporated into the social work student's program of study to satisfy specific coursework and clinical requirements for graduate students. They will work under the supervision of faculty members in the Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Provost Scholars Program team members. Monthly collaborative supervisory sessions will occur to assure that mutual goals are met, that safety remains a centerpiece in the program, and that innovations resulting from this partnership are encouraged and nurtured.



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

## Spring and Fall Connections with Walt Disney World



On May 9, 2019, our first connection with Walt Disney World, Orlando, FL, happened—Jeff Hickman, Disney Campus Recruitment Manager, was featured in an inaugural webinar, *Presenting A Professional Image*. Plans are being made for a 2019 Fall Connections presentation, to be conducted by selected Disney team members. The Provost scholars enjoy a bit of Disney magic: at graduation, they receive Mickey Mouse hats with tassels. Pencils and other memorabilia are shared with the scholars at the time of the webinar.

The scholars are informed about a multitude of multifaceted career opportunities involved in imagining, creating, and maintaining the Disney experience. These include the [Disney Professional Internship Program](#); [Disney Parks Management Internships](#); [Adventures by Disney](#); work aboard the Disney Cruise Line ships, and other prospects.



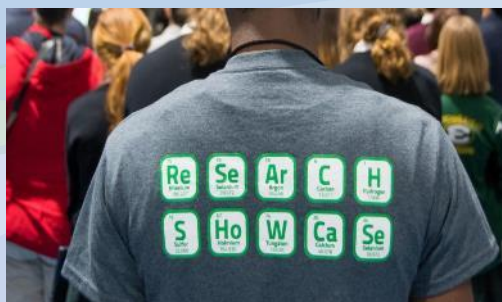
Somehow I can't believe there are any heights that can't be scaled by a man who knows the secret of making dreams come true. This special secret can be summarized in four C's. They are Curiosity, Confidence, Courage, and Constancy—and the greatest of these is Confidence. When you believe a thing, believe it all the way, implicitly and unquestionably.

— Walt Disney



## Research Showcase at CWRU

Additional effort will be made to involve more of the Provost Scholars in various research and service-learning projects, with the annual [Research ShowCase](#) at CWRU being one of the targeted venues. Several scholars have benefited from involvement in this initiative in the past; consequently, the opportunity for collaborative research partnerships will be expanded. These activities/projects demonstrate how research and scholarship can add value to local, national, and global communities.



## Expanding Opportunities for Youth with Disabilities



Too often, youth with physical disabilities are not included in programs that might enhance their learning and future career opportunities. The Provost Scholars Program team members, in conjunction with the parents/guardians, counselors, teachers, and principals in the participating schools, are expanding efforts to invite and accommodate youth with disabilities. Our goal has always been to include all youths who could benefit from our program. We will continue to make a concerted effort to address this goal. Careful consideration will be given to the personalized needs of the youth and the services that are available through the program and community organizations (see Appendix F for more information about adolescent health and disabilities).

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



## The Intensive Summer Learning Institute

The [Intensive Summer Learning Institute](#) has two components:

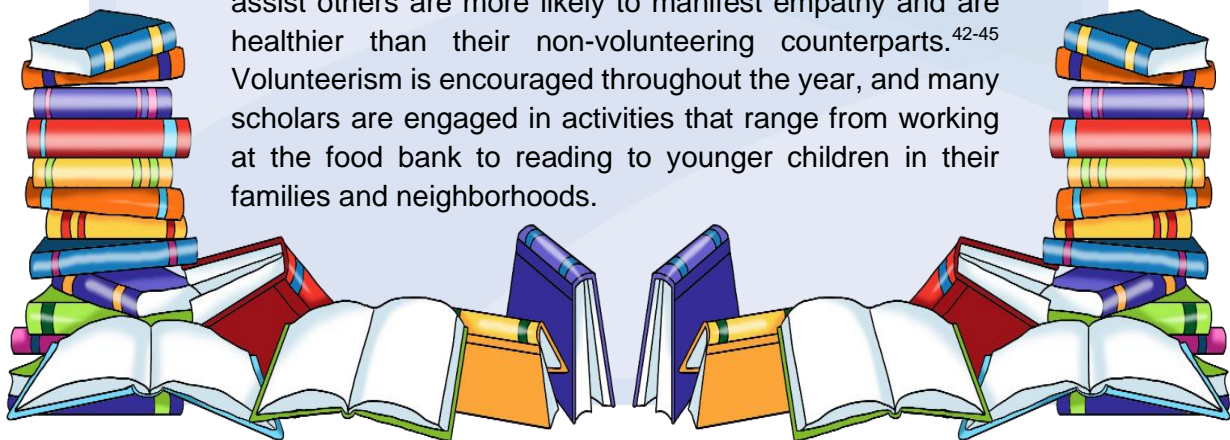
### (1) Academic Knowledge and Skills

Academic knowledge and skills constitute the first component of the Intensive Summer Learning Institute, and it is conducted under the supervision of the Provost Scholars Program team. The purpose of this program is to strengthen knowledge and skills in English and math proficiencies, and improve the scholars' [ACT](#) and [SAT](#) test scores. Emphasis is also placed on mastering technical/vocational school-related assessments and tests.

### (2) Community-Based Service-Learning/Volunteerism

An additional component was added as an Intensive Summer Learning Institute requirement: community-based service-learning/volunteerism. Scholars document their activities via the [Student Service Verification](#) form.

Research suggests that individuals who volunteer and assist others are more likely to manifest empathy and are healthier than their non-volunteering counterparts.<sup>42-45</sup> Volunteerism is encouraged throughout the year, and many scholars are engaged in activities that range from working at the food bank to reading to younger children in their families and neighborhoods.



## Evaluation, Research Protocol, Protection of Human Subjects



Research provides numerous opportunities for exploring phenomena in the world, developing questions and methods that are designed to resolve curiosities, and discovering artistic and literary skills and talents.

Research is beneficial for the Provost Scholars Program in that various components of the initiative can be examined, disseminated, and discussed. A proposed [template for conducting research](#) involving the Provost Scholars Program is available on the

CWRU website and can be used as presented or modified according to the particular purpose and intent desired. When research is approved by [institutional review boards](#) for research, it has undergone a level of scrutiny and approval that meets local and national standards for the protection of human subjects (see Appendix B for an example of a template that follows the outline as promulgated by CWRU).

The Provost Scholars will have the opportunity to participate in research projects with their mentors. In preparation for this experience, they will be mentored through [CITI Training](#), a web-based program that must be completed before they can have active roles in research and writing for publication. The CITI focuses on topics such as the use and care of animals in research, the protection of human subjects, and the responsible conduct of research. The training also emphasizes data security, privacy, confidentiality, and the professional use of data to inform the public and to improve the human condition. At the end of the training, the Provost Scholar receives a certificate of completion for the course.

Scholars in middle and high school can derive several benefits from research as it opens up their prospects for working in science laboratories, community-based participatory research, or with scholars who are systematically examining a particular topic, such as what a historian, poet, or painter might pursue. In all instances, the scholar can learn the scientific method to acquire the knowledge and skills that are inherent in creating researchable questions, collecting and analyzing data, and presenting the results.

It is vital for the project team members to be cognizant about when an IRB proposal must be approved and when an approach is primarily for program evaluation purposes. The Provost Scholars Program provides opportunities for both perspectives to occur.



## Circle of Excellence



[Circle of Excellence](#) is an initiative that involves linking a volunteer alumnus of CWRU or other academic institutions in the community with a Provost Scholar to strengthen the scholar's knowledge and skills in mathematics, critical thinking, logic, and writing. That said, the primary focus will be on preparations to master the [ACT](#) and [SAT](#) tests. The program will be designed as an online initiative with specific guidelines and supportive materials for each of the domains.

## Deep Learning at Heritage and Shaw

Provost Scholars Program team members and graduate students work with the scholars and their teachers within the school environment to embrace activities that are based on critical thinking and logic. This initiative began with an increased presence at the two schools to enhance [deep learning](#). Once each week, the program coordinator and the graduate assistant work in the schools with the scholars and engage the teachers, administrators, counselors, and team members around activities that will help to enhance the scholars' overall performance.



Another intent is to link the tutoring and intensive seminars to selected core curricula that are being stressed in the Heritage and Shaw classrooms. This effort underscores the use of various teaching modalities that could help to improve the overall academic, social, and emotional learning for the scholars (see Appendix F).



Adoniya is an excellent and avid reader; she is always reading a book. Her devotion to reading will help her to have a brilliant career. As her mentor, I will work to strengthen all her academic skills.

— Mentor Amy Zhang of Provost Scholar Adoniya Lakes

## Managing Money and Learning How Financial Institutions Work

An emphasis will be placed on increasing the scholars' understanding about financial programs such as the stock market, annuities, IRAs, compound interest, savings accounts, and pensions. Bankers, investors, stock market managers, and other experts will be invited to lecture at the [University Seminars](#) and the [Parents' College at Case](#). Homework assignments will be recommended, along with computer-based simulations. Financial literacy is a core life skill and will be integrated into the Provost Scholars Program (see Appendix F).



## Spreading the Word



Scholars, parents/guardians, mentors, tutors, volunteers, team members, and stakeholders will be invited to brainstorm for creative methods of getting the word out about our efforts to pioneer an innovative method of inspiring youth to aim high and supporting them to achieve fulfillment, success, and greatness in their lives. Possibilities might include producing a scholar-produced vlog or social media forum, creating business cards for scholars and all stakeholders to disseminate, designing and painting murals, hosting webinars, etc.



Dr. Tracy is a professor in the school of social work at CWRU, and she is my mentor and my best friend. I want to be a social worker just like Dr. Tracy.

— Provost Scholar Jiara Sanders of Mentor Elizabeth Tracy

## Strengthening Home, School, and Community Connections

When the home, school and community are closely linked, scholars have enhanced opportunities for academic, social, and emotional learning. Creating a circular-type response pattern provides a motivator for the scholars. Parents and community stakeholders may become more invested in their learning as well. Based on the writings of Fritzgerald,<sup>46</sup> the Provost Scholars could pilot test some additional strategies during the 2019–2020 academic year, such as:

- ❖ Inviting parents and a community leader to assist with planning and conducting formative and summative evaluations for the program.
- ❖ Offering online virtual chats on different days and times during the month. The online chats could provide scholars and parents/guardians with additional opportunities to resolve questions regarding the Provost Scholars Program. They could share specific concerns that they might have, or they might request academic help for their scholars.
- ❖ Selected YouTube videos may be uploaded and used as the backdrop for discussion regarding particular topics, i.e., how to write a better essay, or depressive symptoms among youth.<sup>46</sup>



My mentor is really there for me and is like a father to me. He's still helping me, even though I have completed the program. To this day, I can talk to him about anything.

— Provost Scholar Jamar Allen, Allegheny University, PA, of Mentor Scott Fine

## Global Citizenship

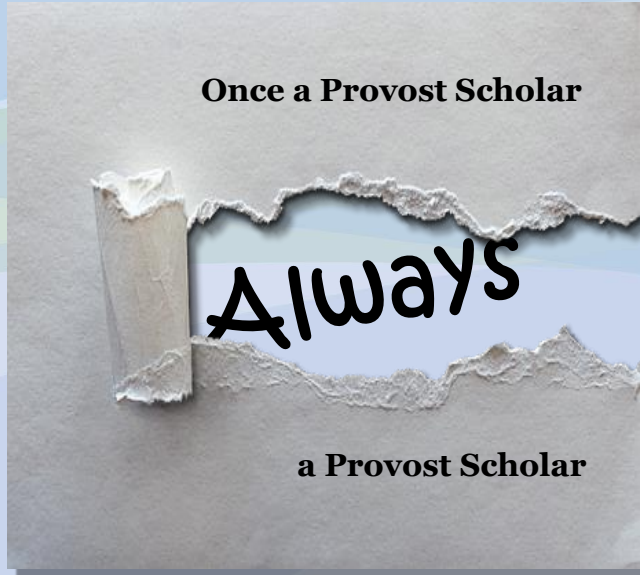
As opportunities for global communications increase, the Provost Scholars will discover how technology and businesses have helped to bridge cultural gaps and bring people from around the world closer together. Through a variety of communication technologies, the Provost Scholars will connect with youth and thought leaders across the globe. Discussions about public education in China, South Africa, England, Ireland, and other countries will comprise the first part of the citizenship initiative. The second part of the action will focus on the country's culture—food, dance, literature, health practices, and family and community life. These efforts will expand the scholars' exposure to different world perspectives, provoke critical thinking, instill appreciation of the commonalities that all people share, help them articulate ways that they can connect with people in other cultures, and enhance their dreams for the future.



Even though I have to work, I make sure that I am at the Provost Scholars Program every Tuesday so that I can meet with my mentor. She is excellent in helping me with my critical thinking and writing.

— Provost Scholar Janae Braxton of Mentor Mary Assad

## Provost Scholars Alumni Association



The Provost Scholars Alumni Association will meet annually during homecoming week at CWRU. This will enable us to maintain connections and to provide support for the alumni as they continue to develop their careers and make contributions to local, national, and global communities.





## The Provost Scholars International Network

We envision the development of an international network where colleges and universities, businesses, corporations, and other community-based organizations can share data, stories, and a variety of innovations. Space will be provided where network members will be able to share barriers that threaten or interfere with program advances. An annual report will be electronically produced for global dissemination.

Two links will be established where these activities can be shared and stored:



- ❖ One link will create a space where public information will be shared with the world community. Feedback will be encouraged.
- ❖ The second link will be password-protected and available only to network members, thus allowing freedom for more candid discussions.

As a first step toward this end of developing an international network, Provost Vinson has introduced the Provost Scholars Program at several national education leadership conferences during the recent months. For example, in September of 2019, at the [10U/Association of American Universities Provost Meeting](#) in Orange City, California, he discussed the current and potential impact that the program can have on communities in local and global communities.

A team of knowledgeable professionals associated with the Provost Scholars Program are willing to act as consultants and assist others. These individuals are members of the CWRU faculties and support team members. They will help universities, businesses, and community-based organizations with conceptualizing, implementing, and sustaining a Provost Scholars-type program in their communities, which would be personalized to their specific needs.

## Closing Words of the Author, Dr. Faye Gary

In the pages of this treatise, it has been my hope to provide you with enough information to take inspiration and begin the development of your own program for the relentless pursuit of excellence among youth in your own community. In some instances, particularly in the appendixes, some of you may feel I have included too much information. There will be those who may wish I had gone into more detail in other cases. Please let me know, as there will be ongoing and regular revisions and updates, and I will gratefully accept suggestions from you. Already, it has been recommended that some future edition include a section recounting your successes as well as your frustrations. With your input, new and better methods will evolve, enabling us all to work together to ensure a brighter future for youth everywhere. The goal is for this concept for hope-empowered education to catch fire all across the nation and, ultimately, all around the globe. By exposing young scholars to intellectual and cultural diversity we endeavor to open up their world, to nurture their dreams, and to concretize them that they might be able to build a better world for themselves and for us all.



Please feel free to contact me. I eagerly await your feedback.

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We should try to leave the world a better place than when we entered it. As individuals, we can make a difference, whether it is to probe the secrets of Nature, to clean up the environment and work for peace and social justice, or to nurture the inquisitive, vibrant spirit of the young by being a mentor and a guide.

— Theoretical physicist, Michio Kaku, PhD



In the Relentless Pursuit of Excellence

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**Section Six**

**Appendixes**

In the Relentless Pursuit of Excellence

## Appendix A: Mentors, Tutors, and Volunteers

This appendix contains the following:

- ❖ **Mentor and Tutor Code of Conduct**
- ❖ **Minors in Workplace Guidelines**
- ❖ **Mentor Application Form**
- ❖ **Mentor Monthly Log**
- ❖ **Tutor Application Form**
- ❖ **Tutor Contact Form**
- ❖ **Tutor Roles and Responsibilities**
- ❖ **Volunteer Job Description**
- ❖ **Volunteer Application Form**
- ❖ **Volunteer Orientation Sign-Off**
- ❖ **Letter to Mentors, Tutors, and Stakeholders**

*The Provost Scholars Program website provides additional information of interest:*

<https://case.edu/provostscholars/>



## **Mentor and Tutor Code of Conduct**



## **Mentor and Tutor Code of Conduct**

CWRU faculty and Provost Scholars Program team members should not behave in a way that could cause harm or be misinterpreted. It is expected that they will adhere to the following conduct best practices:

- Do not be alone with a single minor. If one-on-one interaction is required, meet in open, well-illuminated spaces or rooms with windows observable by other authorized adult or program team members, unless the one-on-one interaction is expressly authorized by the program administrator or is being undertaken by a health care provider.
- Do not meet with minors outside of established times for the program or activity. Any exceptions require written parental authorization and must include more than one authorized adult or program team member. Do not invite individual minors to your home or other private locations.
- Do not provide gifts to minors or their families independent of items provided by the program.
- Do not touch minors in a manner that a reasonable person could interpret as inappropriate. Touching should generally only be in the open and in response to the minor's needs, for a purpose that is consistent with the Program's mission and culture, or for a clear educational, developmental, or health-related purpose (i.e., treatment of an injury). Any resistance from the minor should be respected.
- Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material with minors or assist in any way to provide access to such material to minors. Do not use profanity, vulgarity, or harassing language.
- Do not engage—or allow minors to engage you in—romantic or sexual conversations, or related matters, unless required in the role of resident advisors, counselors, or health care providers, and in those cases only as consistent with the proper duties of that role.

- Do not communicate with minors through email, text messages, social networking websites, phone, Internet chat rooms, multiplayer online games, or other forms of social media at any time except and unless there is an educational or programmatic purpose and the content of the communication is consistent with the mission of the program and the university.
- Do not use, possess, or be under the influence of alcohol or illegal drugs while on duty, or in the presence of minors involved in a program, or when responsible for a minor's welfare.
- Do not provide medication to a minor unless authorized by the program's medication management guidelines. Do not provide alcohol or illegal drugs to a minor.
- When transporting minors, more than one authorized adult or program team member must be present in the vehicle, except when multiple minors will be in the vehicle at all times through the transportation. Avoid using personal vehicles if possible.
- Photographing, videotaping, and all other image-capturing of youth is prohibited unless consistent with the program or activity and advance written consent of the minor's parents or guardian is obtained, specifying the location, times, and purposes of the record.

Updated: 10.13.19

## **Minors in Workplace Guidelines**

**Case Western Reserve University**  
**Department of Environment Health & Safety**  
**Minors, Volunteers, and Visitors in Workplace Guidelines**

Date:1/22/2018

To: Provost, Deans, Graduate and Professional Schools, Department Chairs

From:Felice T. Porter, Asst. Dir., Q/A Manager for EHS

Re: **Minors, Volunteers, and Visitors in University Laboratories**

Case Western Reserve University has developed guidelines and procedures that have impact on the presence and participation of minors, volunteers, and visitors in laboratories. The University adopted these guidelines in order to meet obligations imposed by state, federal, and local regulations. The University's procedures are intended to assure compliance with the guidelines while optimizing students' laboratory experiences and minimizing disruption in the University's research laboratories, facilities, and clinics.

Please note that these guidelines pertain only to the presence of minors, volunteers, and visitors in all University-based research laboratory settings. While the participation of these individuals in fieldwork falls outside the scope of these guidelines, investigators are responsible for their safety in fieldwork settings and are therefore, encouraged to consult the EHS if they have questions regarding the appropriate participation of minors, volunteers, and visitors in these University activities.

❖ 1/22/2018

**EFFECTIVE DATE:**1/2018

**APPROVED BY:**Department of Environmental Health & Safety (EHS)

**CONTACT:**Department of Environmental Health & Safety

Case Western Reserve University (CASE)

Service Building 1<sup>st</sup> floor, 2220 Circle Drive, Cleveland, OH 44106

**PHONE:**216.368.2907

**EMAIL:**<https://case.edu/ehs/>

**SUBJECT:**Minors, Volunteers, and Visitors in Case Western Reserve University Laboratories

#### **AUTHORITY**

- 29 CFR 1910.1450 – Occupational Safety & Health Administration – Occupational Exposure to Hazardous Chemicals in Laboratories
- CASE Human Resources Policy
- CASE EHS Laboratory Safety Manual

#### **APPLICABILITY**

- These guidelines apply to all facilities involved in laboratory operations that must follow the requirements of the OSHA Laboratory Standard (29 CFR 1910.1450), US Department of Labor, and Ohio Department of Commerce or have biological, radiological, or physical hazards. These guidelines will become effective in October 2008 and will not be retroactive. Any notifications or other actions associated with these guidelines must be reviewed and approved before implementation.

#### **DEFINITIONS**

- **Collaborator** - any person employed by an outside company or research institution who has been given permission by their employer and the CASE department to perform laboratory work at CASE. They are usually scientists or their staff members who come to carry out specific experiments.
- **Guest** - a participant in a special program or tour who is not a student of or employed by the University that enters a laboratory on campus to observe laboratory work.
- **Hazards** - Chemicals, Bloodborne pathogens, radioactive materials, animals, laboratory equipment (to include electrical, mechanical, and/ or hydraulic equipment) or any other potentially harmful apparatus, procedure, or environment (chemical fume hoods, storage rooms, etc.) that could cause injury.
- **Laboratory/ Facility/ Clinic** - Any area where chemical, radioactive, biological, or physical research (ex. Lasers) or service manipulations are being conducted.
- **Minor** - Any person under the age of eighteen (18) years who is not a Case Western Reserve University student.
- **Responsible Person** – any person approved by a Principal Investigator (PI)/ Laboratory Manager to oversee and/or directly supervise the activities of a visitor/volunteer/ minor/ contractor while in the research facility.
- **Visitor** - Any collaborator or guest who enters a laboratory, facility, or clinic upon the express or implied invitation of the host department. This shall include interns working on a stipend, spouses, or unpaid post-doctoral researchers.
- **Volunteer** - any person, who of his/ her own free will, provides services to the host department with no monetary or material compensation.

## **PURPOSE**

The EHS works in the interest of the university by supporting compliance and service programs for research. The structure of the program is continually refined to minimize restrictions on research activities while ensuring compliance with the requirements of all regulatory Federal, State, and Local agencies.

Compliance with EHS programs on the part of faculty, staff and students is generally excellent and members of our Community have generally demonstrated a good understanding of the broad areas of safety covered by University safety programs. Nonetheless, both perceived real risks associated with participation or visitation of minors, volunteers, and visitors in laboratories with chemicals, biologicals, radioactive materials and potentially dangerous equipment has raised a number of questions that has required development of general guidelines for visiting by and/or participation of these individuals in our laboratories. Therefore, the following guidelines have been developed to assure compliance with Federal, State and local laws and regulations while optimizing the laboratory experiences of interested individuals who visit or volunteer in our laboratories.

Rationale: These guidelines have been developed to prevent exposure of minors, volunteers, or visitors to hazards or other potential dangers found in research laboratories and/ or research facilities. The University workplace is a diverse environment of classrooms, offices, clinics, facilities, and laboratories where many different activities are performed. Visitors to the workplace are generally welcome, and in some settings encouraged to participate. However, appropriate precautions and limitations on visitation are necessary to protect health and safety, and to maintain productivity and regulatory compliance. These guidelines will ensure that all visitors entering laboratories have been informed of potential hazards and receive appropriate safety training. Adherence to these guidelines will limit both personal and Institutional liabilities that may accrue if safety of visitors and volunteers is not ensured at a programmatic level.

These guidelines allow us to effectively inform those who, albeit unintentionally, jeopardize safety or the continued favorable relationship between the university and the regulatory agencies. They are designed to encourage the participation and cooperation of researchers and to ensure safety of minors, volunteers, and visitors while in the University workplace in a manner consistent with the Federal, State, and Local rules and regulations as interpreted by the Department of Environmental Health & Safety.

## **POLICY**

The responsibility for safe use of chemical and biological materials is placed on the researchers as well as on the Department of Environmental Health & Safety. A system of consequences for violations of regulations concerning the safety of minors, volunteers, and visitors will be used for educating and alerting the researcher, motivating the research staff, and determining future participation in any programs involving minors, volunteers, and visitors.

For the purpose of these guidelines, hazardous areas are defined as any university operation or space where any of the following are present:

- Chemicals or radioactive materials in use or storage
- Biological or infectious hazards
- Live animals
- Construction or renovation activities
- Utility equipment spaces, tunnels, rooftops, mechanical rooms, heavy machinery, cranes high noise levels, electrical hazards,
- Other areas deemed hazardous by the host department

Those who are not matriculating students and who work for one week or more in laboratories or other hazardous areas must receive safety training equivalent to that required for employees in the same environment. These individuals must also have safety measures and emergency procedures explained

to them, and must be provided with personal protective equipment appropriate to the environment being visited. Minors must be escorted and/ or directly supervised by an adult (18 years of age or older) from the host department at all times during the visit.

- No person under the age of fourteen (14) may work or volunteer at CASE.
- No person under the age of 18 may enter a CASE laboratory unless he/she is participating in an organized educational program sponsored by his/ her school or municipality and approved by the EHS or by invitation of a faculty member, chair of a department, or dean of a school.
- No person between the ages of 14 and 18 may enter a CASE laboratory except:
  - As part of a group or individual educational program approved in advance by the EHS.

Or

- As part of a relationship in which a CASE faculty member or researcher is acting as a mentor to the young person, the young person will not be present in a CASE laboratory for more than three hours a day on any school day, and the young person's activities in the laboratory have been approved by the EHS.
- All persons under the age of 18 who enter a CASE laboratory must complete all required safety training, must adhere to all restrictions imposed by the EHS, and must have direct adult supervision at all times.
- Participants in the educational and mentoring programs between the ages of 16 and 18 may not be paid according to an hourly, weekly, or monthly rate, but they may receive a lump sum stipend approved, in advance, by the Department of Human Resources. Persons under the age of 16 may not receive any type of payment in connection with their presence in a CASE laboratory.
- CASE faculty members sponsoring minors shall be responsible for obtaining all authorizations required under these rules. These materials can be obtained through EHS and are included in this document.
- Prior to beginning as a volunteer, a waiver must be signed by the parent/ guardian and a copy of the high school certificate of insurance which covers the volunteer must be provided to the EHS.
- No minor should work or volunteer in a capacity that is determined to be hazardous or detrimental to the minor's health or well-being including, but not limited to the following:
  - A task that would increase risk of exposure to infectious diseases transmitted via aerosol.
  - A task that would potentially expose the minor to blood or body fluids, infectious diseases, or hazardous chemicals, which are included in the [Laboratory Safety Manual Hazardous Substance List](#).
  - Any area where there is a potential exposure to radiation, which does not meet state and federal regulations regarding allowable exposures for the public.
  - Prior to the assignment of minor in an area where such exposure potential exists, contact EHS to make the determination as the appropriateness of the assignment.

Unless enrolled as a Case Western Reserve University student, minors, volunteers, and visitors are not allowed to work or conduct research in CASE laboratories, clinic areas, or animal facilities except as identified specifically below. In addition, minors, volunteers, and visitors are prohibited from operating University vehicles and from working in machine shops.



- All Minors are prohibited from working or conducting research in the following:
  - Any laboratory or facility designated as BSL-3, ABSL-3 or higher for recombinant or infectious organisms.
  - Any laboratory or facility where select agents or explosives are used or stored.
- Minors are prohibited from working with any of the following materials
  - Radioactive materials (29 CFR 570.120) or radiation (X-rays, open bench lasers)
  - Cytotoxic levels of Acute Toxins
- Minors are allowed to work or conduct research in laboratories/facilities if the following requirements are met in full:
  - The Case Western Reserve University EHS Minors, Volunteer, and Visitors in Workplace Guidelines has been agreed to in writing.
  - Proof of Hepatitis B vaccination (Within 10 days from the start of work)
  - Certificate of Insurance from high school or municipality.
  - A MINORS REGISTRATION FORM is submitted to and approved by the EHS. Included in this form is The Potential Hazards Information sheet which requires a parental /guardian signature indicating he/she has read of potential risks. (Volunteer Orientation Form and Volunteer Waiver)
  - Hazard specific safety training is completed by the Principal Investigator/Sponsor with the minor as approved by EHS.
  - Personal protective equipment, specific to the hazard, is provided to the minor with instructions for use and disposal.
  - The minor is directly supervised at all times while in the facility and never left alone.
  - Hours of work comply with Federal Regulation 29 CFR 570.35.
    - Employment shall be confined to the following periods:
      - Outside school hours
      - Not more than 40 hours in any 1 week when school is not in session
      - Not more than 18 hours in any 1 week when school is in session
      - Not more than 8 hours in any 1 day when school is not in session
      - Not more than 3 hours in any 1 day when school is in session
      - Between 7 am and 7 pm in any 1 day, except during the summer (June 1 through Labor Day) when the evening hour will be 9 pm.
  - The laboratory/facility is in full compliance with all applicable EHS safety programs and regulations.
- MANAGEMENT OVERSIGHT:
  - All services within Case Western Reserve University, which utilize individuals under the age of 18, shall notify the EHS.
  - Any person under the age of 18 shall be assigned to tasks where there will be direct and continuous adult supervision.
  - If there is a question as to the appropriateness of the individual's assignment, contact the EHS.

## PROCEDURES

The University's procedures are intended to assure compliance with the policy while optimizing students' laboratory experiences and minimizing disruption in the University's research activities.

Minors, Volunteers, and Visitors must complete and return the following to EHS before beginning their laboratory experience:

- If between the ages of 14 and 18
  - Before they attend safety training you must have the following:
    - Provide a copy of the high school Certificate of Insurance
    - Provide verification of Hepatitis B vaccination or waiver signed by parent or guardian
    - Complete the waiver form, which must be signed by the parent/ guardian
    - Laboratory Use Agreement & Waiver of Liability
    - Potential Hazard Information
  - Before starting any work in the laboratory:
    - Complete all required training
    - Complete and sign the Registration form.
- No minor will be allowed in any research building, facility, laboratory, or any other area where hazards associated with research might exist unless the parent/ guardian has obtained the specific written approval of the Department of Environmental Health & Safety (EHS).
- The EHS may grant exceptions to the policy in those cases where:
  - The minor is participating in a supervised program at CASE and working in the laboratory is required as part of the course.
  - The minor is part of a supervised tour through the building as a guest of CASE.

If an individual faculty member or Chair of a Department wishes to bring a minor between the ages of 16 and 18 into his/ her laboratory or department for an educational program, the faculty member must submit a request that provides the name and age of the student and describes the educational intent of the proposed experience. EHS will review the request for educational appropriateness. The EHS will make sure that appropriate laboratory inspections are performed and that the faculty member is alerted to any measures that must be taken to assure the safety of minors in the laboratory.

If the Chair of a Department or the Dean of a School wishes to bring a minor between the ages of 16 and 18 into his/ her laboratory for an educational program or wishes to implement a department- or school-wide program that includes educational opportunities for minors between the ages of 16 and 18, he/she should submit a request that provides the name(s) and age(s) of the student(s) and the educational intent of the proposed program to the EHS. The EHS will provide guidelines and contact information to facilitate any necessary approvals, review and approve these requests within two weeks.

If a faculty member, Chair, or Dean wishes to mentor a student under the age of 18, he/she should follow the guidelines and require the student to be present in the laboratory no more than three hours per day. The EHS will review and approve these requests.

#### General

- Colleagues, prospective students, and others may be invited into laboratories for academic and research purposes. Non-work-related visitors are discouraged unless part of an approved event or University program.
- The laboratory must be in full compliance with all safety regulations and programs (Chemical Hygiene and Exposure Control Plans, Radiation Safety Program, Animal Care Committee, Institutional Biosafety Committee (IBC), etc.) All personnel must also be current in the applicable trainings. Violations found during internal laboratory inspections or by external agencies must be corrected or resolved prior to visitors entering the laboratories.
- Each individual working in a laboratory should prudently consider the risks of their work to visitors.
- No visitors are allowed in a laboratory actively conducting work with materials that are infectious to humans or indigenous animals.
- Investigators must consult with the EHS Biosafety Specialist if an exception is necessary.

- No visitors are permitted in a select agent laboratory or storage area, except Centers for Disease Control (CDC) inspectors or authorized facility maintenance individuals.
- Visitors must wear appropriate personal protective equipment as outlined in the Laboratory Safety Manual, based on the hazards and level of visitor's activities in the laboratory.

#### Process

- Anyone who wishes to bring a visitor into a laboratory must first obtain the approval of the PI/laboratory manager and Department. Unauthorized persons will be reported to the PI/laboratory manager.
- If the area does not meet the definition of laboratory, general rules for visitors to campus apply.
- The PI/laboratory manager is responsible for ensuring that a visitor or volunteer has appropriate training and is aware of emergency response, waste handling, and other relevant procedures. They visitor or volunteer must provide confirmation that they have appropriate training from their institutions and they take the EHS Hazard Awareness Training.
  - The visitor/ volunteer should inform their employer of his/her planned activities prior to commencing work at CASE.
- Laboratory observations and tours
  - Guests are not allowed in laboratories unless accompanied and directly supervised by the PI/ laboratory manager or tour guide (only CASE laboratory personnel over the age of 18)
  - School-aged students occasionally may enter laboratories as part of educational programs under carefully controlled and directly supervised conditions for a walk-through or tour (only CASE laboratory personnel over the age of 18). Approval for these programs must be obtained in writing from EHS.
  - Before bringing visitors into a laboratory, a briefing should be provided regarding the location of eyewash stations and safety showers, activities currently underway in the laboratory, what not to touch, what to do in case of an emergency, and building exit routes.
  - For the Laboratory Observations and Tours, the following is needed:
    - Certificate of Insurance
    - Laboratory Use Agreement & Waiver of Liability
    - Documentation listing the names of the individuals/ schools, date of event, duration of event, location, PI name, and Direct Supervisor.
- Volunteers
  - All volunteers must sign an Acceptance of Risk, Waiver and Release. The department in charge of the laboratory or facility must maintain a signed copy of the form.
  - Volunteers must complete appropriate safety training equivalent to that required for employees involved in similar tasks in the same environment prior to entering the laboratory.
  - Volunteers working in laboratories must undergo activity/area specific training provided by PI/laboratory manager or Chemical Hygiene Officer.
  - Volunteers must be aware of basic institutional life safety policies and must be familiar with the EHS Laboratory Safety Manual.
  - Volunteers who will use radioactive material or ionizing radiation must have approval from Radiation Safety (368-2906).
- Minors
  - The minor and parent/legal guardian must sign an Acceptance of Risk, Waiver and Release prior to working in a laboratory. A signed copy of the form must be submitted to EHS for approval prior to commencement of work.
  - Hours of participation shall be limited per Federal Regulation 29 CFR 570.35. Less than 20 hours per week is recommended.
  - The minor must complete safety training equivalent to that required for employees in the same environment prior to working in the laboratory. The PI/laboratory manager must provide hazard specific training to the minor.

- No volunteer under the age of eighteen may handle radioactive materials or be alone in a laboratory.
- No volunteer under the age of eighteen can handle human blood, human cell lines, or other material defined as “other potentially infectious materials” by OSHA (Bloodborne Pathogens Standard 29 CFR 1910.1030).
- No one under the age of fourteen (14) shall be allowed in any University laboratory, except as per the Laboratory Observations and Tours Section.
- Children who are not CASE students, CASE employees, part of a program, or volunteers are not allowed in laboratories.

## ENFORCEMENT

- A violation will result in:
  - Immediate verbal notification of the researcher by the EHS.
  - Written notification sent to the researcher by the EHS with copies sent to the researcher’s Department chair and to both the Laboratory Safety & Radiation Safety Committee chairpersons stating that the researcher is precluded from allowing minors or volunteers from working in his or her laboratory until cleared by EHS and the Department Chairperson.

## APPEAL PROCESS

- Researchers will have the opportunity to appeal a decision made either by the EHS or by the Safety Committees. The appeal will be a formal written response from the researcher to the EHS, which will consult with the investigator, the Department chairperson and the investigator. Unresolved issues can also be brought to the Chairpersons of the Laboratory Safety or Radiation Safety Committees as appropriate for resolution. Until the matter is resolved, minors, volunteers, and visitors will be precluded from participation in laboratory activities and their parents or sponsors notified. Violation of this restriction will be considered a major violation of general University safety guidelines.

## REFERENCES

- CASE EHS Laboratory Safety Manual
- CASE EHS Radiation Safety Manual
- **29 CFR 1910.1450** – Occupational Exposure to Hazardous Chemicals in Laboratories
- **29 CFR 1910.1030** – Bloodborne Pathogens Standard
- **29 CFR 570.34** – CFR Title 29, Chapter V, Part 570, Subpart C, Section 34 – Permitted Occupations for minors 14 and 15 years of age
- **29 CFR 570.35** – CFR Title 29, Chapter V, Part 570, Subpart C, Section 35 – Hours of Work and conditions of employment permitted for minors 14 and 15 years of age
- **29 CFR 570.120** - CFR Title 29, Chapter V, Part 570, Subpart G, Section 120 - Eighteen Year Minimum
  - To protect young workers from hazardous employment, the Act provides for a minimum age of 18 years in occupations found and declared by the Secretary to be particularly hazardous or detrimental to health or wellbeing for minors 16 or 17 years of age.
- **42 CFR 73** – Centers for Disease Control – Possession, Use and Transfer of Select Agents and Toxins
- **10 CFR 1207** – Federal Guidelines for Radiation Use

- **ODH 3701.138.12G** – State Radiation Guidelines
- **US Department of Labor** – Fair Labor Standard Act (FLSA) Advisor – Prohibited Occupations for Non-Agricultural Employees
  - <http://www.dol.gov/elaws/esa/flsa/docs/haznonag.asp>
  - A youth 18 years or older may perform any job, whether hazardous or not
  - A youth 16 or 17 years old may perform any non-hazardous job
  - A youth 14 and 15 years old may not work in the manufacturing or mining industries, or in any hazardous job.
- **US Department of Labor** – FLSA – Child Labor Rules Advisor – Exemptions from Child Labor Rules in Non-Agriculture
  - <http://www.dol.gov/elaws/esa/flsa/cl/exemptions.asp>
    - There are no similar exemptions from the hazardous-occupations rules for youth younger than 16 years. 14- and 15-year-old youth, however, may be employed in approved school-administered and school supervised Work Experience and Career Exploration Programs. Such programs allow variations in the rules and permit employment during school hours, for as many as 23 hours in school weeks, and in otherwise prohibited occupations for which an official exception has been authorized by the Department of Labor.
    - Note: All states have child labor rules and mandatory school attendance laws.
- **Ohio Department of Commerce** – Division of Labor & Worker Safety – Ohio Minor Labor Law – ORC Chapter 4109: Employment of Minors (ORC 4109.10)
  - Minor – Any person less than 18 years of age who has not obtained a high school diploma or its equivalence and/or individuals subject to the exemptions contained within section 4109.06.
  - Minor Wage Agreement – An agreement, prepared in duplicate, as to the wages and or compensation the minor shall receive for each day, week, month, year, or per piece.
  - Break Requirement – All minors are required to have a 30-minute uninterrupted break when working more than 5 consecutive hours, which must be documented.
  - When school is IN session minors 14 & 15 years cannot:
    - Be employed before 7 am or after 7 pm
    - Work more than 3 hours on any School Day
    - Work more than 18 hours in any School Week
    - Work during school hours, unless employment is incidental to bona fide vocational training program
  - When school is NOT in session minors 14 & 15 years cannot:
    - Be employed before 7 am or after 9 pm
    - Work more than 8 hours per day
    - Work more than 40 hours per week
  - When school is IN session minors 16 & 17 years cannot:
    - Be employed before 7 am or 6 am if not employed after 8 pm the previous night or after 11 pm Sunday through Thursday
    - There is no limitation in hours per day or week
  - When school is NOT in session minors 16 & 17 years have no limitation as to the starting and ending time and no limitation in hours per day or week.
- **Ohio Department of Commerce** – Division of Labor & Worker Safety – Prohibited Occupations for Minors – ORC Chapter 4109: Employment of Minors (OAC 4101:9-2-01)
  - To prevent the employment of minors, ‘individuals under 18’, in any occupations found hazardous or detrimental to the health and well-being of minors, the director of the Ohio Department of Commerce is authorized to issue rules pursuant to Section 4109.05 of the Ohio Revised Code prohibiting the employment of minors in occupations determined to be hazardous.

## References regarding Minors

- Federal OSHA requirements prohibit minors 16 years and under from working in hazardous areas.
- NIH-CDC BSL2 and BL3 Special Practices.
  - **BSL2** - Animals not involved in the work being performed are not permitted in the lab.
  - **BSL3** - Animals and plants not related to the work being conducted are not permitted in the laboratory.
- NIH Guidelines for Research Involving DNA Molecules, prohibition against persons under the age of 16 entering a BSL-3 laboratory.
- National Cancer Institute guidelines - Prohibit children under 14 years of age from labs that work with cancer/ oncogene agents.
- International Basic Safety Standards IAEA Safety Series 115, 1996 –
  - No person under the age of 18 can be unsupervised (direct/eye contact type supervision).
  - No person under the age of 16 shall be subjected to occupational exposure
  - No person under the age of 18 years shall be allowed to work in a controlled area unless supervised and then only for the purpose of training.

Approved: Felice Thornton Porter, Asst. Dir., Q/A Manager, EHS Date: 1/22/2018

## School Certificate of Insurance

Field trip insurance is strongly recommended for all minors, volunteers, and visitors registered to volunteer at the University. Students must have regular school insurance or adequate personal coverage. A field trip is a journey by a group of people to a place away from their normal environment. The purpose of the trip is usually observation for education or non-experimental research. The aim of this research is to observe the subject in its natural state and possibly collect samples. Field trips are extracurricular educational field studies a class makes. The duration of the field trip can vary.

There is a controversy as to whether or not it is appropriate to do field trips. Some people believe they are unnecessary because the liability increases when students are taken off school property, requiring extra insurance. To mitigate these risks and expenses, most school systems now have formalized field trip procedures.

Field trip insurance must be paid for before the date of the trip. The insurance policy requires that the event be sponsored and supervised. The policy does not provide coverage for any injuries or sickness related to personal side trips before, during, or after the university-related trip, nor related to any athletic game, event, or tournament.

### Coverage:

- Accidental Medical Expenses: \$10,000; Accidental Death and Dismemberment: \$10,000; There is some coverage for expenses related to dental injury and sickness; Deductible: \$0.
- Covered Activities:
  - Activities that are sponsored and supervised by the University during the field trip specified.

### Important Notice:

This summary is designed to give you a general overview of the insurance coverage. It should be construed as a representation or legal interpretation of insurance coverage.

These forms must be completed before a minor, volunteer or visitor has access to any Case Western Reserve University laboratory, facility, clinic, and equipment. Please complete all forms in ink, no pencil please!

**MINORS, VOLUNTEER, & VISITORS REGISTRATION FORM**

(Minor & sponsors/ supervisors fill this out together)

Return this form to the EHS for approval BEFORE you begin hands-on work in the laboratory/ facility/ clinic, etc. You will need the following: Proof of Hepatitis B vaccination, School Certificate of Liability Insurance, CASE Volunteer Waiver and Release Form, and the Waiver of Liability Form.

Minor/ Volunteer/ Visitor Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Name of School: \_\_\_\_\_  
Department: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Faculty Sponsor Name/ Title: \_\_\_\_\_  
Direct Supervisor Name/ Title of Minor/ Volunteer/ Visitor: \_\_\_\_\_  
Number of Work Hours per Week: \_\_\_\_\_ Duration of Work: \_\_\_\_\_  
This work will be performed in what location (Building/ Room): \_\_\_\_\_

Is this for (check one):

Science Fair Project  Volunteering  Employment  Internship  Other

Project Title (if applicable): \_\_\_\_\_

Materials and Equipment to be used – Check and list all that apply:

Chemicals Biological Material Equipment

Flammables  Recombinant DNA  Chemical Fume Hood

Reactive  Bacteria  Biosafety Cabinet

Carcinogenic  Viruses  Laminar Clean Benches

Toxic  Fungi  Autoclave

Corrosive  Parasites  Centrifuge

Oxidizer  Human source material  Analytical Instruments

Oxidizer  Insects  Industrial Machinery

Cryogen  Plants  Noise Producing Equipment

Pharmaceuticals  Animals  Laser Equipment

X-Ray Equipment

UV Equipment

Other Equipment

Describe what you will be doing:

\_\_\_\_\_  
\_\_\_\_\_



**MINORS, VOLUNTEER, & VISITORS REGISTRATION FORM**

(Minor & sponsors/ supervisors fill this out together)

**SPONSOR**

I agree to sponsor (volunteer's name) \_\_\_\_\_, and by my signature below, agree that:

- I have read, understand, and will adhere to the Case Western Reserve University "Minors, Volunteers, and Visitors Guidelines." The potential hazard information signature sheet is included.
- Individual completed safety training equivalent to that required for employees in the same environment.
- I have completed this Volunteers, Minors, and/or Visitors Hazard Specific Safety Training. Training was conducted by doing the following \_\_\_\_\_  
\_\_\_\_\_
- Personal protective equipment appropriate for, and specific to, laboratory hazards will be provided.
- This individual will be directly supervised at all times while in the laboratory and never left alone.
- The hours of work will comply with Federal Regulation 29 CFR 570.35
- My laboratory is in full compliance with all applicable Case Western Reserve University safety programs and regulations.
- If radioactive materials used in laboratory, the individual may observe only and must be trained and wear a body badge while in the laboratory. The student is prohibited from working directly with the radiation materials and/or equipment.
- If Animals are used in the laboratory, the individual must be trained and must have direct supervision.

Name of Faculty Sponsor \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

I have read, understand, and will adhere to the Case Western Reserve University Minors, Volunteers, and/or Visitors Guidelines.

Name of Volunteer \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

Department of Environmental Health & Safety (EHS) Approval \_\_\_\_\_

Date \_\_\_\_\_

**RETURN THIS FORM AND THE PAGE WITH THE PARENT'S SIGNATURE TO:**

DEPARTMENT OF ENVIRONMENTAL HEALTH & SAFETY  
1<sup>ST</sup> FLOOR SERVICE BUILDING  
2220 CIRCLE DRIVE, CLEVELAND, OH 44106  
OFFICE: 216.368.2907 FAX: 216.368.2236

## POTENTIAL HAZARD INFORMATION

Scientific research involves exposure to various hazards. When deciding to allow your child to participate in research projects conducted in Case Western Reserve University laboratories, you need to be aware of the potential hazards he or she may encounter. The following information provides the most common potential hazards, but is not intended to be an exhaustive list of all potential hazards. Questions may be addressed to the minor's specific sponsor. If you have any further questions or concerns regarding this information please contact the Department of Environmental Health & Safety at 216.368.2907.

### Definitions

- Allergens – substances capable of producing an allergic reaction
- Asphyxiant – a substance such as a gas or a toxin that causes a decrease in oxygen concentration or an increase of carbon dioxide concentration within the body
- Carcinogens – substances capable of producing cancer
- Mutagenic – agent (chemical or physical) capable of inducing genetic mutation
- Pathogens – bacteria, viruses, prions, fungi, and parasites capable of causing diseases
- Recombinant materials – DNA that has been genetically engineered (altered), usually incorporating DNA from more than one species of an organism
- Transgenic – an organism that has had genes from another organism inserted into its genes
- Toxins – poisonous substances produced by living organisms, plants, and animals
- Zoonotic diseases – diseases that can be passed from animals to human

### Potential Hazards

The research project may involve one or more of the following potential hazards. A table is attached with examples.

- Chemicals – can be unstable, making them reactive and prone to explosion. Potential injuries include skin and eye burns, respiratory problems, allergic reactions, skin, eye, and mucous membrane irritation, and illnesses.
- Pathogens – found in human, animal, and plant tissue can cause infections and acute or chronic illnesses.
- Recombinant materials/ technology – can interact with the human body and its cells and produce potentially hazardous results.
- Mechanical/electrical equipment and instrumentation – can cause electrocution, burns, cuts, scrapes, and injuries from pinch points. High noise levels can cause hearing loss.
- Radiation/ irradiation – can cause skin and eye damage, cellular damage and long-term health problems.
- Animals – can bite, scratch, and transmit zoonotic diseases, such as rabies, toxoplasmosis, pox virus, cat bite fever, rat bite fever, and various parasitic infections or release allergens.
- Gas cylinders/ compressed gases – gas cylinders with compressed gases can explode, causing injury from high-speed projectiles. Released gases can cause eye and skin irritations, respiratory problems, light-headedness, asphyxiation, and fainting.

## POTENTIAL HAZARD INFORMATION

|                                  | <b>Definition</b>  | <b>Hazards</b>  | <b>Examples</b>   |
|----------------------------------|--|---|---|
| Chemicals                        | Refined compound that could be in the form of a solid, liquid, or gas. These may or may not be hazardous. Some compounds may have numerous hazard classifications (flammable, toxin & carcinogen). | <p>Carcinogens: may cause some sort of cancer with long-term exposure – usually many years in the future.</p> <p>Teratogen: shown to affect the reproductive system of males &amp; females. May cause birth defects in the developing fetus.</p> <p>Neurotoxins: may affect the nervous system.</p> <p>Flammables: will burn or explode</p> <p>Reactives: will react explosively</p> <p>Corrosives: will cause tissue damage with contact through inhalation, eye, skin, etc.</p> <p>Toxins: may cause illness or death upon exposure</p> | <p>Benzene, acrylamide</p> <p>Alcohol, thalidomide, X-Rays, acrylamide</p> <p>Ethidium Bromide, snake venom</p> <p>Alcohol, acetone, xylene</p> <p>Peroxides, acrylamides</p> <p>Acids &amp; Bases</p> <p>Cyanide</p> |
| Compressed Gases                 | High-pressure cylinders that hold gases. These are usually large and heavy. Gas may be harmless, toxic, corrosive, or flammable.   | Physical hazard: Explosion hazard if they rupture. Asphyxiant hazard if they vent the gas to the workplace and it displaces oxygen.   | Asphyxiant: Nitrogen, helium, any other non-oxygen gas. Flammable: Hydrogen. Toxic: Ammonia   |
| Radiation/ Radioactive Materials | High energy particles (alpha & beta) or waves (x-rays)   | Tissue & Organ damage with high doses   | Uranium, Phosphorus 32, Sodium 35, X-Rays   |
| Physical Hazards                 | Hazards from noise, machinery, heat, cold, etc.  | Tissue damage, hearing loss   | Scrapes, cuts<br>Cold: Liquid nitrogen, dry ice<br>Heat: Burners  |
| Biological Agents                | Living organisms or products of living organisms such as Viruses, Bacteria, Fungi, Prions & Parasites  | <p>Level 1 – No hazard</p> <p>Level 2 – Mild to severe illness</p>  | <p>Baker's Yeast &amp; E. Coli K12</p> <p>Influenza, Polio &amp; Salmonella</p>   |

|  |  |  |   |
|--|--|--|---|
|  | <p>Hazards from infection with these agents are organism dependent &amp; can range from mild treatable to severe untreatable.</p> <p>Classification of hazard in four groups called biological safety levels with Level 1 as the least hazard &amp; Level 4 as the extreme hazard.</p> | <p>Level 3 – Severe illness &amp; possible death</p> <p>Level 4 – Not allowed at Case Western Reserve University</p> | <p>Tuberculosis &amp; AIDS</p> <p>Hepatitis B</p> <p>Hemorrhagic Fever</p>              |
| Recombinant DNA                        | Genetically modified organisms with variations in genes within the organism.   | Often unknown consequences once introduced to the human body.  | Viral vectors like Adeno & Adeno-associated viruses used to transfect or express genes. |
| Toxins–<br>Microbial,<br>Plant, Animal | Poisons produced by plants, living organisms or animals.   | Tissue & organ damage or death.  | Plant–Ricin<br>Animal–Fish/Snake venom<br>Microbial–Staph, Tetanus                      |

I HAVE READ AND UNDERSTAND the Potential Hazard Information Sheet describing the potential risks and dangers associated with my child’s research project.

I AGREE AND UNDERSTAND that my child’s research project may be suspended at any time, at the discretion of Case Western Reserve University and its officers, agents, and employees, if the safety of my child, the employees and other volunteers of Case Western Reserve University become a concern.

Name of Child \_\_\_\_\_

Signature of Parent or Legal Guardian \_\_\_\_\_

Phone \_\_\_\_\_

Date \_\_\_\_\_

**RETURN THIS FORM AND THE PAGE WITH THE PARENT’S SIGNATURE TO:**

DEPARTMENT OF ENVIRONMENTAL HEALTH & SAFETY  
 1<sup>ST</sup> FLOOR SERVICE BUILDING  
 2220 CIRCLE DRIVE, CLEVELAND, OH 44106  
 OFFICE: 216.368.2907 FAX: 216.368.2236

**MINORS/ VOLUNTEERS/ VISITORS LABORATORY USE AGREEMENT AND WAIVER OF LIABILITY**

These forms must be completed before a volunteer or visitor has access to any Case Western Reserve University laboratory, facility, clinic, and equipment. Please complete all forms in ink, no pencil please!

**IF AT LEAST 18 YEARS OLD, PLEASE COMPLETE THIS SECTION.**

I plan \_\_\_\_\_ to participate in (name of educational program) \_\_\_\_\_ offered by \_\_\_\_\_ and held at Case Western Reserve University. Because I am not a University student or employee, I understand that I will not be covered by any health and/or accident insurance while I am volunteering or visiting these facilities. I anticipate being at the University facilities for the period \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_; however, I understand that the University has made no commitment to make the laboratory/ office facilities available for any specific time period and I will leave and remove my personal property when asked to do so.

I agree to review any applicable laboratory safety procedures and protocols prior to participating in any laboratory activity and to follow all rules and directions from University personnel regarding use of the facilities and equipment. I understand, appreciate, and acknowledge there is a risk of injury from using the University facilities and equipment, including the potential for serious injury. I voluntarily assume the risk of any injuries I may incur due to negligence or accidental occurrences while I am using University facilities and equipment. I agree that if I am personally injured or suffer any loss of or damage to personal property, I will not attempt to claim coverage under any University insurance policy. Further, in consideration of the opportunity to use University facilities and equipment, I, on behalf of myself, my agents, heirs and next of kin, hereby release Case Western Reserve University and its trustees, officers, employees and agents from any responsibility or liability for personal injury, including death, and damage to or loss of personal property, that I may incur due to negligence or accidental occurrences while I am using University facilities and equipment.

I certify that I have health and/or accident insurance coverage that will cover any personal injury that I may sustain while using University facilities and equipment, regardless of cause, and I agree to provide proof of such insurance upon request. The University may seek to recover, and I agree to pay, the costs to replace or repair any equipment or other University property I damage while using the facilities, and I otherwise agree to be personally responsible for my own acts and for any medical care that may be rendered to me. I voluntarily assume the risk of damage to or loss of my personal property that may occur during my use of the facilities and equipment.

I, the undersigned, am at least eighteen (18) years of age and am competent to sign this release. I have read carefully and understand and agree to the terms and conditions of this release.

**VOLUNTEER/ VISITOR SIGNATURE**

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_

**MINORS/ VOLUNTEERS/ VISITORS LABORATORY USE AGREEMENT AND WAIVER OF LIABILITY**

**IF UNDER 18 YEARS OF AGE, PLEASE COMPLETE THIS SECTION.**

NOTICE: Volunteers and Visitors under eighteen (18) years of age must have this agreement signed by their parent or guardian.

I grant permission for my son/ daughter \_\_\_\_\_ to participate in (name of educational program) \_\_\_\_\_ offered by \_\_\_\_\_ and held at Case Western Reserve University. I understand my child will walk to and from various destinations while on this visit. I realize there are hazards inherent in any travel, including risk of personal injury and death and damage to property and thereby give consent for my child to travel to and from this education facility I understand that my child is expected to be on his/ her best behavior and orderly conduct while present at the University.

In consideration of the free educational experience which my child will enjoy, I hereby release Case Western Reserve University, and their respective officers, trustees, employees, agents, and volunteers, from all claims, costs, liabilities, expenses, or judgments, including attorney's fees and court costs, which may arise out of or be connected in any way with my child's participation. Further, I release Case Western Reserve University from any liability resulting from my child's refusal to conduct him/ herself in a proper and responsible manner. This release shall bind my heirs and personal representatives and hold harmless the University from any and all liabilities incident to my minor child's involvement as a Volunteer/ Visitor, EVEN IF ARISING FROM THE NEGLIGENCE OF THE UNIVERSITY, to the fullest extent permitted by law. I acknowledge that my child's participation and my consent are entirely voluntary.

By my signature and permission below, I also assume total responsibility for payment of all medical expenses should the staff have to seek medical attention for my child during this activity.

**PARENT/ GUARDIAN SIGNATURE**

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_  
Work Phone \_\_\_\_\_ Emergency Phone \_\_\_\_\_  
Print Student's Name \_\_\_\_\_ Student's Age \_\_\_\_\_

**MINORS/ VOLUNTEERS/ VISITORS LABORATORY USE AGREEMENT AND WAIVER OF LIABILITY**

**NOTE: THIS PAGE IS FOR INTERNAL USE ONLY**

LABORATORY SUPERVISOR, PI, AND/OR DEPARTMENT HEAD:

Please sign below to indicate your approval of the Minors/Volunteer/Visitor (named on the attached Laboratory Use Assumption of Risk and Release of Liability for Minor/ Volunteers/ Visitors) to use your laboratory facilities.

Recommended:

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Date: \_\_\_\_\_  
Department \_\_\_\_\_ Phone: \_\_\_\_\_

Approved:

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Date: \_\_\_\_\_  
Department \_\_\_\_\_ Phone: \_\_\_\_\_

## **RULES FOR MINORS, VOLUNTEERS, VISITORS WORKING IN LABORATORIES, FACILITIES, AND CLINICS**

- Never work alone in any laboratory environment without direct, adult supervision from the sponsor or someone designated by the sponsor.
- Always follow the instructions of the sponsor or laboratory supervisor.
- Always report any accident (regardless of severity) immediately to the sponsor or laboratory supervisor.
- Always wear the personal protective equipment as directed and dispose of it appropriately. This personal protective equipment includes glasses, appropriate gloves, laboratory coats/ gowns, and other face/ body protection as dictated by the hazard being worked with or around.
- Always keep your hands away from your face and wash them well with soap and water prior to leaving any laboratory area.
- Never eat, drink, chew gum, apply cosmetics or lip balm, or touch contact lenses while in any laboratory area.
- Always wear close-toed shoes while in any laboratory and buttoned laboratory coat.
- Always tie back hair to keep it out of all the hazards listed above.
- Always wear clothing that reduces the amount of exposed skin (no shorts, tanks).
- Always ask questions if you don't understand the safety requirements.

### Key Points to Finding Hazards

- Every job has health and safety hazards
- You should always be aware of these hazards
- Find out about chemicals at work by checking labels, reading MSDSs, and getting training

### Controlling Hazards

- First Choice: Remove the Hazard
  - Use safer chemicals
  - Put guards around hot surfaces
- Next Choice: Improve Work Policies and Procedures
  - Give workers safety training
  - Assign enough people to do the job safely
- Last Choice: Use Protective Clothing & Equipment
  - Wear buttoned laboratory coat, appropriate gloves, goggles, covered legs, closed-toe shoes
  - If needed, use a respirator

### Key Points to Make the Job Safer

- OSHA requires employers to provide a safe workplace
- It's best to get rid of a hazard completely, if possible
- If your employer cannot get rid of the hazard, there must be a way to protect you from it
- Your employer must have both the Chemical Hygiene and Exposure Control Plans for the laboratory

### Key Points for Emergencies at Work

- Every workplace should have an emergency action plan
- The plan should cover:
  - What to do in different emergencies
  - Where shelters and meeting places are
  - Evacuation routes
  - Emergency equipment and alert systems
  - Who's in charge
  - Procedures to follow when someone is injured
- The workplace should have practice drills



- Workers should be trained on everything in the plan

#### Key Points to Know Your Rights

- Federal and State Labor Laws
  - Set minimum age for some tasks and dangerous work
  - Protect teens from working too long, too late or too early
- OSHA says every employer must provide:
  - A safe workplace
  - Safety training on certain hazards
  - Safety equipment
- By law, your employer is not allowed to fire or punish you for reporting a safety problem.

## Mentor Application Form



## CWRU Provost Scholars - Mentor Application \_\_\_\_\_ School Year

We thank you for your interest in becoming a Provost Scholars Mentor. Mentors play a major role in making a difference in the lives of these vulnerable youth. Please provide the information requested to begin the process.

\* Required

1. **First Name \*** \_\_\_\_\_

2. **Last Name \*** \_\_\_\_\_

3. **Affiliation \***

How are you affiliated with Case Western Reserve University? *Mark only one oval.*

- CWRU Alumni
- Faculty Member
- Staff Member
- Student

4. **Rank/Title** (e.g., Professor, Graduate Student, Director, etc.)

\_\_\_\_\_

5. **Department \***

\_\_\_\_\_

6. **Campus Address \*** (include location code)

\_\_\_\_\_

7. **Daytime Telephone Number \*** XXX-XXX-XXXX

\_\_\_\_\_

8. **Cellphone Number** XXX-XXX-XXXX (if different from above)

\_\_\_\_\_

9. **Email Address** \* \_\_\_\_\_

10. **Experience mentoring youth?** \* *Mark only one oval.*

Yes

No

11. **Experience mentoring inner-city youth?** \* *Mark only one oval.*

Yes

No

12. **Mentoring in Three Dimensions** \*

Select the areas for which you are willing to mentor our youth. *Check all that apply.*

Academic Goals

Career Exploration Goals

Personal Goals

Other: \_\_\_\_\_

13. **Mentoring Plan** \*

Are you willing to collaboratively develop a mentoring plan with the youth based upon the three dimensions?

*Mark only one oval.*

Yes

No

14. **Mentor Strengths and Interest** \* Please discuss your specific strengths and interests relevant to becoming a Provost Scholars mentor.

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15. **Hobbies**

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[https://docs.google.com/forms/d/1UVzEfC1\\_4vvA\\_sKiWfXG8VByNbhG9pX\\_xTkCErJImZY/edit?ts=5cc35839](https://docs.google.com/forms/d/1UVzEfC1_4vvA_sKiWfXG8VByNbhG9pX_xTkCErJImZY/edit?ts=5cc35839)

Updated: 10.13.19

## Mentor Monthly Log



## Provost Scholars Mentor Monthly Log

Dear Mentor,

We are sending you this survey as part of our annual review of the Provost Scholars Program. The surveys will provide data to assess and improve the overall mission of the program.

After reviewing your responses, we will aggregate and publish them in our annual report. No information that could identify you will be used in the publication. However, we would like to publish any quotes and testimonials that you may provide in the comments section of this survey. The annual report will be widely distributed to all stakeholders of the program, including the Provost Scholars, their mentors, parents/guardians, teachers, and principals, the CWRU community, and the participating school community. We thank you for your support in completing this feedback survey.

If you have any questions, please contact 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.

1. **Date:** \_\_\_\_\_

2. **Mentor Name:** \_\_\_\_\_

3. **Mentee Name:** \_\_\_\_\_

4. **Were the number of contacts between you and your mentee(s) sufficient for a successful mentoring relationship?**

*Mark only one oval.*

Yes

No

**5. Please explain your answer above.**

---

---

---

**6. By what method have you made contact with each other this month?**

*Please check all that apply.*

- Face-to-face
- E-mail
- Phone
- Other: \_\_\_\_\_

**7. During these meetings, what did you discuss?**

*Please check all that apply.*

- Assessment of current skills and strengths
- Identification of mentoring needs and expectations
- Definition and clarification of goals
- Development of action steps to attain goals
- Discussion of progress since last meeting, including constructive feedback
- Discussion of specific concerns
- Assignment of activities/professional development opportunities
- Updates on homework assignments, activities, and/or professional development
- Opportunities to participate in cultural or social events
- Other: \_\_\_\_\_



8. **As a mentor, are you satisfied with your mentor/mentee relationship?**

*Mark only one oval.*

Yes

No

Other: \_\_\_\_\_

9. **If no, please indicate how your relationship could be improved:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. **Are you satisfied with your role in this program?**

*Mark only one oval.*

Yes

No

Other: \_\_\_\_\_

11. **What exciting activity have you and your mentee completed this month?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. **Describe your plan for your mentee in the coming months.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. **Have you achieved any goals with your mentee? If so, what?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. **As a mentor, what benefits have you received by participating in this program?**

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15. **Questions/Comments?**

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Updated: 10.13.19

## Tutor Application Form



## Provost Scholar Program Tutor Application

The Provost Scholars Program is a partnership between Case Western Reserve University and \_\_\_\_\_ Schools. The program matches middle and high school Provost Scholars with CWRU faculty and Provost Scholars Program team members to improve the scholars' academic and career outcomes.

The scholars are also paired with a tutor (that's where you come in!) with whom they meet every Thursday afternoon from 2:30–4:00 PM in Guilford House. We realize that there are times when you will be unable to attend due to illness or exams/course requirements. Unforeseen circumstances that occur are also understood. If you would like to share tutoring responsibilities with a colleague, please indicate that below. If this is a commitment you would be interested in making for the 2019–2020 academic year, your help would be greatly appreciated! Please simply fill out this form, and we will pair you with a Provost Scholar very soon! If you have worked with a scholar or scholars in the past, please kindly inform me of their name(s). I will provide additional materials such as our calendar of events and handbook upon confirming your commitment for the upcoming year. Please do not hesitate to contact me with any questions or concerns at [kak121@case.edu](mailto:kak121@case.edu) or phone 216-368-0709.

Gratefully,

Kate Klonowski, Provost Scholars Program Coordinator

\* Required

1. **Full Name \*** \_\_\_\_\_

2. **Area of Study \*** \_\_\_\_\_

3. **Are you available to tutor at Guildford House Thursdays from 2:30–4:00?**

4. \* *Mark only one oval.*

- Yes
- No
- Depends (please explain below)

\_\_\_\_\_  
\_\_\_\_\_

5. **Comments (extra things you want us to know)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

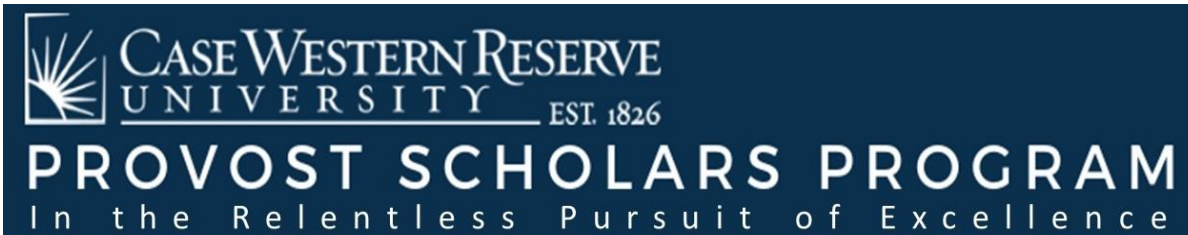
6. **Expected graduation date \*** \_\_\_\_\_

7. **Have you worked with students before?**

*Mark only one oval.*

- Yes
- No

## Tutor Contact Form



## Provost Scholars Tutor Contact Form \_\_\_\_\_ School Year

Please complete this brief survey to indicate your availability for tutoring, which is held on Thursdays beginning \_\_\_\_\_ from \_\_\_\_\_ PM at \_\_\_\_\_.

If you have any questions or concerns, please contact 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.

### Tutor Information

Please indicate your availability for tutoring [*Required*]

- Fall Semester, Thursdays, \_\_\_\_\_ PM
- Spring Semester, Thursdays, \_\_\_\_\_ PM
- I am presently unavailable at during the tutoring time, but please keep me on the mailing list to receive updates.

**Student Year** [*Required*]

*Select only one choice.*

- Freshman or 1st Year Undergraduate
- Sophomore or 2nd Year Undergraduate
- Junior or 3rd Year Undergraduate
- Senior or 4th Year Undergraduate
- 5th Year Undergraduate
- Other Undergraduate
- 1st Year Graduate
- 2nd Year Graduate
- 3rd Year Graduate
- Other \_\_\_\_\_

**Major** (*Describe or type "NA" if you are not a student.*) \_\_\_\_\_

If you selected "Other" for the previous question, please describe: \_\_\_\_\_

\_\_\_\_\_

**Minor** (*Leave blank if does not apply.*) \_\_\_\_\_

**CWRU Email Address** [*Required*] *Valid input: [name@case.edu](mailto:name@case.edu)*

\_\_\_\_\_

**Best Contact Telephone Number** [*Required*]

*Valid input: must be 10–15 digits long and may include only numbers, hyphens, and spaces.*

\_\_\_\_\_

**Indicate the tutor type:**

- Student Volunteer
- Team Member Volunteer
- Student Work Study
- Student Employment (non-work study)

**Indicate through which program you were referred to the Provost Scholars Program:**

- Office of Civic Engagement and Learning (CCEL) Scholars Program
- Other CCEL Volunteer Program
- Project STEP-UP/ FOCUS
- Other Work Study/ Student Employment Program
- Self-Referred Volunteer
- Other



If you selected "Other" for the previous question, please explain your referral source below:

---

**Please indicate all subject areas you are most comfortable tutoring. [Required]**

*Note: AP = Advanced Placement (Collegiate level course)*

- Algebra I / II
- Biology
- Chemistry
- Chinese (Mandarin)
- English Language Arts / Writing
- Geometry
- Pre-Calculus / Calculus
- Statistics
- Trigonometry
- World History
- World Literature
- U.S. Government
- U.S. History
- AP Biology
- AP English Language Arts / Writing
- AP Statistics
- AP U.S. Government
- AP U.S. History
- AP World History

- AP World Literature
- ACT/ SAT Preparation
- Music/ Music Theory
- Spanish
- French
- Other Subject / Area

If you indicated "Other" in the previous question, please list other subject areas in which you are comfortable tutoring.

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### Questions/ Comments for Program Team Members

*Valid input: must contain at most 200 characters.*

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### Tutor Contact Information

Please indicate your primary email address. [**Required**] *Valid input: [name@case.edu](#)*

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Thank you! A program team member will contact you shortly with the next steps. If anything changes with your availability, please contact 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.

Updated: 10.13.19

## Tutor Roles and Responsibilities



## **CWRU Provost Scholars Program Tutor Roles and Responsibilities**

The Provost Scholars Program is an educational enrichment program dedicated to supporting participating middle and high school scholars by expanding and strengthening their academic and career goals. Tutors are a critical component of the program as they assist the Provost Scholars, particularly in mathematics, reading, critical thinking, and writing. Tutoring sessions are scheduled for Thursdays from 2:30- 4:00 PM at Guilford House during the academic year. All tutors should be:

- ✓ CONSISTENT with their commitment by attending tutoring sessions every Thursday.
- ✓ DEDICATED AND MOTIVATED to ensuring that their tutee's academic needs are met and goals are attained.
- ✓ PATIENT with their tutee's challenges and understanding of tutee's strengths and weaknesses, while focusing on their potential.
- ✓ RESOURCEFUL in finding solutions to improve their tutee's academic skills.
- ✓ EFFECTIVE AS A ROLE MODEL for all scholars in demeanor, attire, and integrity.
- ✓ FRIENDLY AND COURTEOUS to all Provost Scholars and team members.

### **Tutor Responsibilities**

- Provide one-on-one or small group assistance with homework assignments, the Scholastic Aptitude Test (SAT) and/or the American College Testing (ACT).
- Identify which scholars need additional assistance with their academic work. Aid the program team members to construct and monitor a plan of action.
- Ensure that the Provost Scholars remain focused and on-task.
- Communicate orally and in writing with the program team members about the Provost Scholar's academic progress.
- Inform the program team members of your absences or schedule changes in a timely manner.
- Sign in and out at each session.

### **Code of Conduct for Tutors**

- Please read the University Code of Conduct for additional requirements and expectations that are associated with tutoring the Provost Scholars. The University Code of Conduct can be found at this link:  
<https://students.case.edu/handbook/policy/conduct/>

### **Cell Phones and Technology Use**

- Provost Scholars should not use their cell phones during programming except when directed by the tutors for the purpose of completing academic work.

We wish to thank each of you for sharing your knowledge, skills, and time with the Provost Scholars.

For additional information or concerns, please contact the 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.

Updated: 10.13.19

## Volunteer Job Description



## Community Volunteer Job Description

**Position Title:** Provost Scholars Community Volunteers

**Responsibilities:** The community volunteers assist with a variety of activities that occur on Tuesdays and Thursdays. They help the Provost Scholars with a variety of activities such as assisting with homework, resolving immediate concerns that the scholars might share, helping them to refine time management issues, and providing emotional and academic support for their career plans and aspirations. Heavy emphasis is placed on critical thinking, writing, and math computations. The volunteers also help to enhance the scholars' self-esteem, strengthen their sense of mastery and competency, and enrich their confidence. The volunteers may be involved in other community-based activities that directly or indirectly support the Provost Scholars Program. The overall time commitment to the program varies but ranges from six to ten hours each week.

Volunteers are requested to notify the program director, the associate program director, or the program coordinator in advance if they are expecting to be absent and or cannot commit to a scheduled activity.

**Qualifications:** The volunteers must be proficient in reading and writing in English. Proficiency in other languages such as Spanish, Chinese, French, Hindi, Arabic, and German are welcomed. Several of the scholars are enrolled in various foreign language classes. Previous work with youth is helpful but not required. The community volunteer participates in the same program orientation that is necessary for the mentors. Background and fingerprinting checks and approval are needed before the community volunteer can have any contact with the youth. The orientation occurs each year during September. Details will be provided.

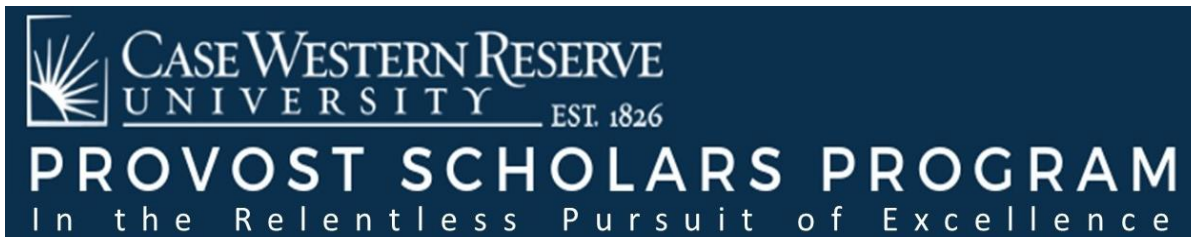
**Benefits for the Community Volunteer:** The community volunteer will have opportunities to develop and maintain healthy long-term relationships with the scholars, program team members, mentors, and tutors. They may also enjoy participating in local and grand field trips with the youth and their parents. Free parking on campus is also available to them. They gain satisfaction in knowing that they are helping to advance the overall well-being of youth in under-resourced communities and positively impacting their futures.

**Contact Information:** For additional information about volunteering with the Provost Scholars Program, the individual or group representative should contact 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.

Updated: 10.13.19

## Volunteer Application Form





## Community Volunteer Application Form

The Provost Scholars Program is a joint partnership between Case Western Reserve University and the \_\_\_\_\_ School. The partnership encourages volunteer participation from individuals who support our program goals and objectives. If you agree with our goals and objectives, are willing to participate in an orientation, and complete a background and fingerprinting check, we hope that you will complete this application. The information that you provide on this form will be shared with program team members and kept confidential in an encrypted file. It will also help us to design the most appropriate and satisfying volunteer activities for you. Thank you for your interest in the Provost Scholars Program.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Employer: \_\_\_\_\_ Position: \_\_\_\_\_

Please list any special talents or skills you have that could benefit the Provost Scholars Program.

\_\_\_\_\_

**Interests:** Please check the areas that interest you as a volunteer: \_\_\_ Mentoring; \_\_\_ Tutoring; \_\_\_ Program Planning; \_\_\_ Others (Please specify \_\_\_\_\_)

**Time Availability:** Please indicate days available: Mon (any time); \_\_\_ Tues \_\_\_ 2:30–5:00pm; Thurs 2:30–5:00pm; \_\_\_; Sat \_\_\_ (fourth week of every month from 10:30–12:00pm); Other \_\_\_\_\_

Please list any physical limitations \_\_\_\_\_

In case of emergency contact: \_\_\_\_\_

As a volunteer with the Provost Scholars Program, I agree to complete an orientation and abide by all of the program policies and practices. I understand that I will be volunteering, and that the partnership cannot assume responsibility or liability for any accident, injury, or health-related problem that could arise while working as a volunteer with the Provost Scholars Program. I agree that all work performed is on a volunteer basis. I also understand that I can request free parking privileges.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Updated: 10.13.19

## Volunteer Orientation Sign-Off



## Community Volunteer Orientation Sign-Off

The Provost Scholars Program volunteers provide an essential service that covers numerous activities. They could have a variety of backgrounds, including experiences in business and investments, public and private K–12 education, research, community-based organizations, health care systems, politics, and numerous other fields.

### Potential Roles for the Provost Scholars Volunteer(s) include:

- Assist with programs and activities that are organized by the Provost Scholars team, or in collaboration with other partners and stakeholders.
- Collaborate with team members and partners. Complete all specific tasks as assigned.
- Understand legal, ethical, and policy responsibilities and values that are involved with providing services to youth and their families. This includes maintaining confidentiality about scholar records, team meeting content, and interactions with youth, mentors, parents, and other stakeholders.
- Be familiar with the culture, geographical, and socio-economic challenges that the youth encounter.
- Become familiar with the university and the public school program partners, and how they interact to address the academic, social, and emotional learning needs of the scholars.
- Know the scope of boundaries of the role; understand when specific incidents and concerns should or must be shared with the program director or other team members.

### Planning

- Volunteers will complete an application form, be interviewed by the program director and other team members, and complete an orientation to the program.
- A background and fingerprinting check must be approved by the State and on file in the program office before any interaction with the Provost Scholars can occur.
- Volunteers must agree to be reliable, punctual, and able to complete the assigned tasks.

### Working

- Become familiar with all aspects of the program and identify the areas of expertise and interest of the volunteer and then make a plan about how activities and services will occur.
- Be flexible and willing to assist where needed.
- After training and becoming familiar with the handbooks, be prepared to assist with tutoring, mentoring, and supervising the scholars in different spaces such as the library, the student center, skills laboratory, local site visits, museum visits, and special meals at local restaurants and diners.

After the orientation and planning phases, the volunteer will sign the document:

Name (Printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Letter to Mentors, Tutors, and Stakeholders



Provost Scholars Program 2019-2020  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, Ohio 44106

Mentors, Tutors, and Stakeholders:

I write to share with you some of the academic support services that are available to students who are matriculating in two East Cleveland City Schools, Shaw High School and Heritage Middle School. Please encourage your Provost Scholar to use these services to strengthen their academic performance and improve their test scores, including the American College Testing (ACT). Better grades and higher test scores will provide them with additional opportunities for scholarships and grants as they prepare for careers in various professions and occupations. This information is also useful as we continue to develop and refine our “deep learning” approach. It is designed to combine the work that is done with mentors and tutors at Case Western Reserve University, and the daily efforts that are manifested at the East Cleveland City Schools. The latter is addressed in this document.

### **A Delineation of the Services that are Available**

Academic services that are available to students at Shaw High School and Heritage Middle school, including the Provost Scholars, are listed below:

#### **Shaw High School**

- Tutoring by TRIO personnel: Typically, 3–5 tutors from 8:30 am–2:30 pm, two days per week. The primary focus is on math and science. Snacks are available in the tutoring space.
- Tutoring in math by a retired teacher: Services are from 8:30 am–2:30 pm, three days per week.
  - Students who are not performing well are “red flagged” and offered tutoring services.
- College Now: A college access program that assists students with applying for scholarships, grants, and submitting applications to colleges/universities and vocational/technical institutes. ACT tutoring is also available Tuesdays–Thursdays from 2:40–4:30 pm.
- After School Tutoring: This service is offered from 2:40 pm–5:30 pm by teachers who are available to assist students in all academic areas.
- Saturday School: Two teachers and one principal are available to assist students who seek academic tutoring.

- American College Testing (ACT) Preparation Classes: Any student at Shaw High School can enroll through the guidance counselor’s office to participate in the ACT preparation course; this is a regular class, built into the curricula, and is offered within the structured school day.

Dinner is served in the cafeteria at the school in the afternoons and lunch is served on Saturdays. Since most of the students walk or use public transport to school, transportation is not provided. This is the general rule that applies to all after-school activities including band and football practice.

In addition, free breakfast and lunch are served at the school every day. Snacks will be provided if a student requests food during the day.

### Heritage Middle School

- Tutoring by TRIO personnel: Typically, 3–4 tutors from 8:30 am–2:30 pm, two days per week. The primary focus is on math and science. Snacks are available in the tutoring space.
  - Students typically come to the tutoring sessions in groups from one particular class; at other times, they come to the sessions alone.
- After School Tutoring: This service is available from 4:40 pm–5:30 pm by teachers who are designated to assist students in all academic areas.
- A full course dinner is served.
- In addition, free breakfast and lunch are served at the school every day. Snacks will be provided if a student requests food during the day.

We wish to thank the mentors for their dedicated services to the Provost Scholars Program. Again, we are requesting that you and your Provost Scholar commit a minimum of one hour to intensive academic work during the mentoring session. Together, we will be able to assist the Provost Scholars with realizing their dreams and planning for their career goals.

Enjoy your well-earned spring break! We will see you again after your spring break at Guilford House.

With sincere gratitude,

*Faye Gary and Lee Thompson*

Contact Information:

|  |  |
|--|--|
| Faye Gary, Director                                      | Lee Thompson, Associate Director                     |
| Email <a href="mailto:fgary@case.edu">fgary@case.edu</a> | Email <a href="mailto:lat@case.edu">lat@case.edu</a> |
| Phone 216-368-5240                                       | Phone 216-368-6477                                   |

## Appendix B: Parents/Guardians and Scholars

This appendix contains the following:

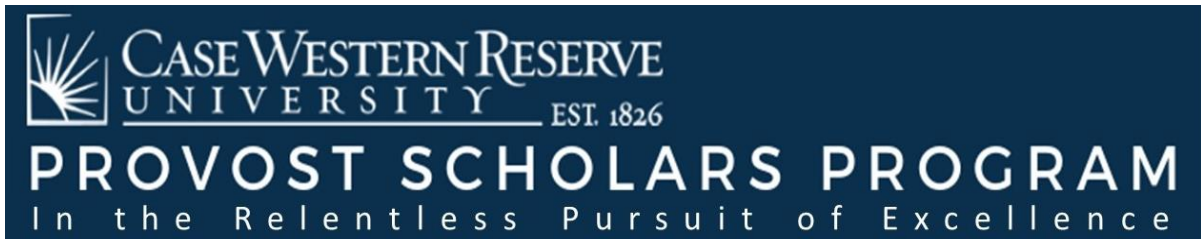
- ❖ **Provost Scholars Code of Conduct**
- ❖ **Provost Scholar Program Recruitment Letter**
- ❖ **Provost Scholar Program Student Application**
- ❖ **Teacher Referrals**
- ❖ **Parent/Guardian Acceptance Letter**
- ❖ **Parent/Guardian Letter of Agreement**
- ❖ **Parent/Guardian Permission for Program Evaluation**
- ❖ **Provost Scholar Data Form**
- ❖ **Parent/Guardian Permission Form**
- ❖ **Parent/Guardian Contact Information**
- ❖ **Media Release**
- ❖ **Waiver for All Field Trips and Other Academic Activities**
- ❖ **Provost Scholar Emergency Contact Information Form**
- ❖ **Chaperone Agreement and Emergency Contact Information**
- ❖ **Grand Field Trip Permission Slip and Itinerary**
- ❖ **Critical Thinking and Writing Awards: Information and Examples**
- ❖ **Essay Evaluation Criteria**
- ❖ **Note-taking Template**
- ❖ **Summer Learning Institute Scholar Contract**
- ❖ **Summer Learning Institute Program Calendar**
- ❖ **Walt Disney Intensive University Seminar**
- ❖ **IRB (CWRU) Short Form**

*The Provost Scholars Program website provides additional information of interest:*

<https://case.edu/provostscholars/>

## Provost Scholars Code of Conduct





## **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 principal 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 provide validation from their parent/guardian or 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 dress code at your school for guidance.
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 team members;
  - 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, the program director, or the associate 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 school district 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 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

1. First offense: Verbal warning to the Provost Scholar and written warning to be filed in their portfolio by Provost Scholars team members. Parent/guardian and school administration may 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 \_\_\_\_\_ Date \_\_\_\_\_

Provost Scholar Signature \_\_\_\_\_ Date \_\_\_\_\_

Updated: 10.13.19

## Provost Scholar Program Recruitment Letter



## Provost Scholars Program Recruitment Letter

Provost Scholars Program  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, OH 44106

**DATE:** \_\_\_\_\_

**FROM:** Dr. Faye Gary, Provost Scholars Program Director

**TO:** Students at \_\_\_\_\_ Middle School and \_\_\_\_\_ High School

**RE: An Invitation to Apply for Admission to the Provost Scholars Program**

The Provost Scholars Program team members at Case Western Reserve University (CWRU) and the administrators of \_\_\_\_\_ school would like to invite you to apply to the Provost Scholars Program. This excellent initiative is an academic and personal development program that is a partnership between CWRU and your school. The Provost Scholars Program is dedicated to supporting middle and high school scholars by strengthening their academic and career goals through personal mentoring, individualized tutorial sessions, and university-based lectures. The program helps the Provost Scholars to:

- ❖ Expand creative and critical thinking, writing, mathematics, and problem-solving abilities;
- ❖ Enhance study practices;
- ❖ Outline clear goals for academic progress;
- ❖ Improve interpersonal proficiencies;
- ❖ Explore educational and career pathways through mentoring and relationship-building with CWRU faculty and team members.

Beginning in September, the Provost Scholars will meet on Tuesdays and Thursdays on the CWRU campus from 2:30–5:00 p.m. Healthy snacks and heavy hors d'oeuvres are served on Tuesdays and Thursdays, respectively.

To be eligible for the Provost Scholars Program, a student must:

- ❖ Be enrolled in middle or high school and be a rising 8<sup>th</sup> through 10<sup>th</sup> grade student.
- ❖ Have a record of excellent school attendance and punctuality.
- ❖ Have a 2.5 minimum overall grade point average.
- ❖ Have the capacity to self-regulate and control behaviors.
- ❖ Be a volunteer in a school/community program or have specific plans for becoming involved in these activities.
- ❖ Have two outstanding recommendations from school administrators or teachers at your school.
- ❖ Participate in the home visit each year with Provost Scholars Program team members, and complete documents providing parent/guardian approval. These documents include signed consent forms, which will be placed on file as documentation of approval for participation in all program activities, including photographs and audio recordings. Copies of the documents will be provided to the parent/guardian, administrators at your school, and the Provost Scholars Program team members at CWRU.

If you are selected to become a Provost Scholar, you will be matched with a CWRU mentor. From among a variety of learner-centered academic activities, you will participate in weekly personal mentoring activities, individualized tutoring, and university-based lectures. All of these activities are designed to help you reach your personal, academic, and professional short- and long-term goals.

- ❖ To apply, you must submit the application, which includes a 500–600-word essay, and two online teacher recommendation forms.
- ❖ All of the application forms and instructions for submission may 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, or a paper-and-pencil application may be obtained from the administrative personnel at your school.
- ❖ The submission deadline for all materials is 11:59 p.m. on April 1<sup>st</sup> of each academic year.

For additional information, please contact 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. You may also contact the administrators and personnel at your school by phone at \_\_\_\_\_. Thank you for your interest in the Provost Scholars Program.

Sincerely,

*Dr. Faye Gary*, Provost Scholars Program Director

*Dr. Lee Thompson*, Provost Scholars Program Associate Director

## Provost Scholar Program Student Application



CASE WESTERN RESERVE  
UNIVERSITY EST. 1826

# PROVOST SCHOLARS PROGRAM

In the Relentless Pursuit of Excellence

## Provost Scholar Program Student Application

Name

Contact email address

### Potential Scholar Information

Potential Scholar Contact Information **REQUIRED**

Please submit the most recent information on file at your school

First Name

Middle Initial

Last Name

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

Email Address

Phone Number

Address

City

State

Zip

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

### Validation

Valid input must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Grade Level **REQUIRED**



## Parent/ Guardian Information

Parent/ Guardian Contact Information **REQUIRED**

Please submit the most recent information for your parent(s)/ guardian(s).

First Name Middle Initial Last Name

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Email Address



Phone Number



Address

City

State

Zip

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

### Validation

Valid input must be 10-15 digits long and may include only numbers, hyphens, and spaces.

In the event of an emergency, please contact (First/Last Name) **REQUIRED**

Emergency Contact Relationship

Emergency Contact Telephone Number **REQUIRED**

Example: 216-000-0000

## Potential Provost Scholar Essay

In order to be considered for the Provost Scholars Program, **your essay must be between 3200–3700 characters (approximately 500–600 words)**, and answer the following questions:

1. How do you think the Provost Scholars Program could help you with your academic, career, and personal development?
2. List two career interests. What attracts you to these careers?
3. What courses are you currently enrolled in that might enhance these careers?
4. What volunteer activities are you involved in or planning to participate in this year? Include organization names, your responsibilities, and the hours of service.
5. List your extracurricular activities. Describe your leadership roles and responsibilities.
6. Describe four specific types of program activities that would help you most as a Provost Scholar.

Please type the final draft of your essay below. **REQUIRED**

### Validation

Character count must be between 3200 and 3700.

### You're Almost Done

To review or change any of your answers, use the "Previous" button. To submit your form, click "Finish." This form is not submitted until you press "Finish."

## Teacher Referrals



## CWRU Provost Scholars - Student Referral Form

We welcome your referral of a student to the Provost Scholars Program.

\* Required

### Teacher Information

1. Your Name \* \_\_\_\_\_
2. Referring School \* \_\_\_\_\_
3. Daytime Phone Number \* XXX-XXX-XXXX \_\_\_\_\_
4. Email \_\_\_\_\_

### Student Information

5. Student First Name \* \_\_\_\_\_
6. Student Last Name \* \_\_\_\_\_
7. Student's Age \* \_\_\_\_\_
8. Current Grade Level \* *Mark only one oval.*
  - 7th
  - 8th
  - 9th
  - 10th
  - 11th
  - 12<sup>th</sup>

9. **Strengths** \* *Check all that apply.*

- Math
- Reading
- Writing
- Study Habits
- Special Talents
- Attendance
- Social & Emotional (SEL) Skills
- Motivation
- Enhanced Interest in Learning
- Career Planning
- Other: \_\_\_\_\_

10. **Interests** \*

What are his/her interests in school?

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11. **Community Interests** \*

What are her/his interests in the community?

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12. **Assistance Needed** \* What area(s) does the scholar most need assistance?

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13. **Effective Methods** What methods work best with the scholar?

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14. **Learning Styles \*** What learning or tutoring approaches would work best for this student?

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15. **Additional Comments**

Provide any additional information that would help us better understand this student.

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16. **Recommendations**

Please provide suggestions for how you feel we can improve our programming efforts for the Provost Scholars Program.

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## Parent/Guardian Acceptance Letter



## Parent/Guardian Acceptance Letter

Dear Parent(s) or Guardian(s):

Case Western Reserve University (CWRU) and \_\_\_\_\_ School are happy to inform you that your child, \_\_\_\_\_ has been selected to become a Provost Scholar for the \_\_\_\_\_ Academic Year. The Provost Scholars Program is a partnership between CWRU and your school. The mission of the Provost Scholars Program is to improve the academic outcomes of middle and high school scholars. The program is designed to engage volunteer CWRU faculty and program team members in community-building with scholars by embracing education, academic achievement, skill development, hard work, emotional intelligence, and perseverance as the centerpiece of their future. Through mentoring, tutoring, networking, and relationship building with CWRU faculty, your scholar will have the opportunity to explore educational pathways and career options.

The Provost Scholars visit the CWRU campus twice each week where they engage in one-to-one mentoring, university seminars, tutoring, workshops, and other creative learning activities, such as field trips in local and regional geographical areas.

Your son/daughter will also be matched with one faculty member at CWRU. Twice weekly, your scholar will interact with program team members, mentors, and tutors for the duration of the afternoon. At the end of the day, the school bus will transport the Provost Scholars to their homes. A transportation attendant will help to assure that each Provost Scholar safely enters the home and that an adult is present at the time that the scholar arrives at his/her abode. Twitter, Facebook, Instagram, LinkedIn, and email will be used to communicate between and among the scholars, parents/guardians, program team members, mentors, tutors, and stakeholders. You will receive a profile of your scholar's mentor. You will be expected to meet your scholar's mentor during planned activities, and other program-based opportunities to interact with team members, mentors, and tutors.



In addition, to help facilitate the academic and social/emotional development of your Provost Scholar, we are requesting that you give permission to program team members and mentors at CWRU to have access to your scholar's academic grades, attendance data, teacher/counselor comments, and other documents. These data will be confidential and private and used exclusively to assist your Provost Scholar. Also, the data will be stored in an electronic medium that is encrypted and password protected. Before mentors can have access to these records, they will have completed an orientation and training program conducted by the Provost Scholars team members.

Furthermore, we are requesting that you participate in the [Parents' College at Case](#), which convenes on the fourth Saturday of every month, September through May, from 10:30 am to 12:30 pm. The meetings are held at Guilford House, located at 1112 Euclid Avenue, 44106, on the CWRU campus. The purpose of the Parents' College at Case is to provide opportunities for parents/guardians to learn about additional information that is important for enhancing the academic and social/emotional aspects of the Provost Scholars. Parents/guardians will help to determine the content that will be featured at the College.

The Kick-Off Celebration for the Academic year will occur on \_\_\_\_\_, at \_\_\_\_\_ school. The first sessions will include a detailed orientation about the program and its requirements. If you agree that your son/daughter has your permission to participate in the Provost Scholars Program, please read, sign, and return the attached form.

Sincerely,

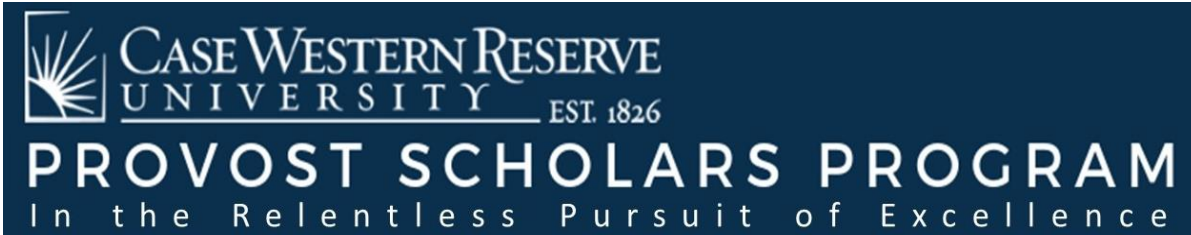
Dr. Faye Gary, Professor, Provost Scholars Program Director

Dr. Lee Thompson, Professor, Provost Scholars Program Associate Director

**The Provost Scholars are in the Relentless Pursuit of Excellence.**

Updated: 10.13.19

## Parent/Guardian Letter of Agreement



## Parent/Guardian Letter of Agreement

Dear Provost Scholar Parent/Guardian,

Thank you for taking the time to read the Provost Scholars Program Letter of Agreement! After reading the agreement, please be sure to sign and date at the bottom. We will provide a copy of this agreement for your records. The program expectations are as follows:

### Program Participation and Attendance

- The Provost Scholar is expected to attend and fully participate in each program session; these are held every Tuesday and Thursday from 2:30–5:00 p.m.
- The parent/guardian and scholar are encouraged to communicate with the Provost Scholars Program team members via email or phone, at least 24 hours in advance of the event if the scholar will not be attending a session.
- If a Provost Scholar misses a session without communicating with the program team members, for any reason, a program team member will contact the parent/guardian to discuss consequences and a contingency plan.
- During the seminars and weekly mentee-mentor meetings, the Provost Scholar will be expected to refrain from using a mobile phone or any other electronic devices.
- If the parent/guardian is attempting to contact their scholar, they are encouraged to contact the school principal or one of the Provost Scholars Program team members. This action will help the Provost Scholar to remain focused on their learning objectives.

### Provost Scholars Academic Learning

- The Provost Scholar is encouraged to read and study for all of their academic lessons and fully participate in their school classroom activities.
- In order for the scholar to be able to fully participate in school and the Provost Scholars Program, as well as derive all of the necessary benefits for academic learning, it is imperative they obtain an adequate night's rest.
- Limiting television, non-essential internet activity, and video games can help to improve the scholar's learning and attention. We ask the parent/guardian to work with their scholar to reduce these activities during the week.

**Parent/Guardian Engagement and Involvement**

- The Provost Scholars Program will hold the [Parents' College at Case](#) monthly for the parents and guardians of our Provost Scholars. These college sessions have been scheduled for the fourth Saturday of every month, unless otherwise noted. The parent/guardian is expected to attend all of the sessions throughout the school year.
- The parent/guardian will provide updated contact information including, but not limited to, phone and mailing information.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Parent/Guardian Permission for Program Evaluation



## Parent/Guardian Permission for Program Evaluation

We are continually seeking to improve our program and resources and to facilitate this improvement. Periodically, we will ask you to complete surveys. These surveys will be distributed at the mid-point of the program, and again at the end of May. We will be distributing surveys to your scholar in order to solicit their feedback about the program as well.

### The Parent/Guardian of the Provost Scholar is Asked to Commit to the Following:

*Parent/guardian must initial each box to signify understanding and agreement.*

- I will ensure that my Provost Scholar attends each session.
- I will work with my Provost Scholar to eliminate their cell phone use during program sessions.
- I will communicate information about my scholar's absence from the program to the program team members and to the school principal.
- I will check regularly with my Provost Scholar to help assure that they have completed all of their homework assignments and are up-to-date on their school projects.
- I will work with my scholar to ensure they are reading and studying for at least 20 hours each week outside of the school day.
- I will encourage my scholar to pursue their desired profession by helping them to create an academic and career plan.
- I will limit the number of hours my scholar consumes television and/or plays video games.

Thank you for taking the time to read and complete this agreement. If you have any questions, you may contact 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 you may contact the administrators and personnel at your school by phone at \_\_\_\_\_.

Provost Scholar Name (please print) \_\_\_\_\_

Parent/Guardian Name (please print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Provost Scholar Data Form



**Provost Scholar Data Form**

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (C) \_\_\_\_\_

Email address \_\_\_\_\_

**Education:**

Name of School \_\_\_\_\_ Grade \_\_\_\_\_ Grade Point Average \_\_\_\_\_

Name of Principal \_\_\_\_\_ Phone \_\_\_\_\_

Activities in School \_\_\_\_\_

Activities in the Community \_\_\_\_\_

Two Favorite Classes at School \_\_\_\_\_

Two Least Favorite Classes at School \_\_\_\_\_

**Special Skills, Talents and Interests:**

Examples include reading, solving mathematics problems, playing ball, playing a musical instrument, writing short stories, fixing gadgets, singing, dancing, etc. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Volunteer Community Service:** Name and address of the organization(s)

\_\_\_\_\_

\_\_\_\_\_

Number of hours per month that you volunteer \_\_\_\_\_

Roles and duties: (Example—Hospital hospitality, read stories and play games with sick children.) \_\_\_\_\_

\_\_\_\_\_



**Special Achievements, Honors and Awards (List all)**

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What are your career goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What help would you want from your mentor? (Check all that apply.)

**Academic:**

- |   |                                  |                                       |   |
|---|----------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Mathematics    | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing      | <input type="checkbox"/> Science          |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> History | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Other (describe) |

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**Social Skills:**

- |   |   |
|---|---|
| <input type="checkbox"/> Public Speaking  | <input type="checkbox"/> Overcoming Shyness |
| <input type="checkbox"/> Behavior Control | <input type="checkbox"/> Other (describe)   |

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**Suggestions for your mentor:** List things that you would want to do with your mentor such as talking walks, talking in private, going to the museum together, completing homework assignments, help with career planning, etc. (List all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Talking While Walking | <input type="checkbox"/> Talking in Private  |
| <input type="checkbox"/> Visiting Museums      | <input type="checkbox"/> Completing Homework |
| <input type="checkbox"/> Career Planning Help  | <input type="checkbox"/> Other (describe)    |

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## Parent/Guardian Permission Form



### Parent/ Guardian Permission Form

My daughter/son has my permission to participate in the Provost Scholars Program at CWRU which will necessitate that he/she interact with a mentor once a week, participate in tutoring sessions, workshops, field trips, weekly seminars. and other activities that occur on the CWRU campus and a variety of designated sites.

The Provost Scholars are scheduled to travel to CWRU twice a week. As a rule, they will meet with faculty mentors on Tuesdays where they will participate in mentoring, tutoring, and individual career counseling and exploration. On Thursdays, they will be engaged in workshops, tutoring, and [Intensive University Seminars](#). On both days, the Provost Scholars will be on campus from 2:30 p.m. to 5:00 p.m.

I grant my scholar, \_\_\_\_\_, permission to participate in the Provost Scholars Program for the \_\_\_\_\_ academic year. I also give my scholar permission to travel with the Provost Scholars on local and regional field trips and to other educational activities that are supported by the program.

**Parent/ Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please return these completed and signed forms no later than April 1<sup>st</sup> of each academic year to:**

- CWRU Provost Scholars Program Director:
  - Dr. Faye Gary at 216-368-3542 (Fax) or
- CWRU Provost Scholars Program Associate Director:
  - Dr. Lee Thompson at 216-368-4891 (Fax)

The Provost Scholars team members will make copies of the documents you signed at the home visit or during another pre-arranged in-person visit at a designated place, such as the public library or the school and mail you a copy of the signed documents for your files.

## Parent/Guardian Contact Information



**Parent/Guardian Contact Information**

Provost Scholar Name (please print) \_\_\_\_\_

Parent/Guardian Name (please print) \_\_\_\_\_

Relationship to Scholar \_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (C) \_\_\_\_\_

(W) \_\_\_\_\_ (Other) \_\_\_\_\_

Current Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email Address \_\_\_\_\_

*Below, please list the name, phone number(s) home cell work and address of at least one, or preferably two individuals who will probably know how to contact you in case of emergency.*

Name of person #1 who knows how to contact me (please print) \_\_\_\_\_

\_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (C) \_\_\_\_\_

(W) \_\_\_\_\_ (Other) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Name of person #2 who knows how to contact me (please print) \_\_\_\_\_

\_\_\_\_\_

Phone (H) \_\_\_\_\_ Phone (C) \_\_\_\_\_

(W) \_\_\_\_\_ (Other) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

## Media Release



## Media Release and Clearance

I, \_\_\_\_\_, enter into this Release with the Case Western Reserve University (CWRU) Provost Scholars Program.

I authorize the Provost Scholars Program (“Program”) to create recordings, photographs, and films of my or my scholar’s image, likeness, and voice (“Recordings”). These activities are in connection with participation in the program including, but not limited to, mentoring, tutoring, [Intensive University Seminars](#), the [Parents' College at Case](#), and a variety of field trips. I agree that the Recordings may take the form of photographs, films, video, and audio tapes, digital files, and any other types of media. The Provost Scholars Program may use the recordings in their original or edited form for its newsletters, websites, social media, and other commercial and educational content to inform educators, parents/guardians, scholars, mentors, and stakeholders about the program in local, national, and global communities.

I also understand that use of the Recordings may include, but not necessarily be limited to, the following:

- Promoting the partnership between CWRU and your school,
- Disseminating information through the administrative offices of your school,
- Evaluating program variables for internal and external use,
- Streaming in digital format (live) on the [Provost Scholars Program website](#),
- Ensuring that the Provost Scholars and other program participants reach their professional and personal goals as articulated through this program.

I further acknowledge that I will not be compensated for any uses made of the Recordings and that the CWRU Provost Scholars Program exclusively owns all rights to these Recordings. However, except for the permissions I am granting here, I retain all rights I may otherwise hold in copyrighted materials that are incorporated into the Recordings.

I hereby waive all rights and release the CWRU Provost Scholars Program (including its officials, employees, representatives, agents, licensees, successors, and assigns) from, and shall neither sue nor bring any proceeding against any such parties for any claim or cause of action, whether now known or unknown, for defamation, invasion of right to privacy, publicity, personality, or any similar matter, or based upon or relating to the use and exploitation of the Recordings.

I agree that I have read and understood the contents thereof and that I have the right and authority to execute this Release.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Provost Scholar Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Waiver for All Field Trips and Other Academic Activities**





### Waiver for All Field Trips and Other Academic Activities

Dear Parent/Guardian:

Your son/daughter, \_\_\_\_\_, is eligible to participate in the Provost Scholars Program sponsored activities requiring bus transportation away from the Case Western Reserve University (CWRU) campus and your school. All sponsored field trips and other activities will take place under the guidance and supervision of CWRU faculty, personnel, employees, and team members of the Provost Scholars Program. Faculty from your school may also be involved in these academic-focused field trips and activities.

You, your scholar, and the administrators at your school will be informed about all upcoming academic-focused field trips and activities.

*If you would like your child to participate in these events, please complete, sign and return the following statement of consent and waiver of liability and the emergency contact information.*

#### CONSENT AND WAIVER

I hereby request the participation of my scholar, \_\_\_\_\_, in the events described above. I understand that these events will take place away from the CWRU and our school grounds, and that my scholar will be under the supervision of the designated Provost Scholars Program team members and, at times, the faculty from our school and other personnel may also be present. I further consent to the conditions stated above, including the method of transportation. Further, if my scholar misses the school bus from their school location, he/she is neither permitted to join the Provost Scholars at the field trip site nor contact a program team member to transport him/her to the field trip destination.

**Parent/Guardian Initials:** \_\_\_\_\_

I hereby agree, on behalf of the named Provost Scholar and his/her other parent/guardian, to waive any claims of liability against the Provost Scholars Program, CWRU, our school, and any Provost Scholars Program team members, faculty mentors, volunteers, agents, or employees which may arise from the participation of the named Provost Scholar in the above-described events.

**Parent/Guardian Initials:** \_\_\_\_\_

Print Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Updated: 10.13.19

## Provost Scholar Emergency Contact Information Form



### Provost Scholar Emergency Contact Information Form

Provost Scholar Name (First, Last) \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade Level \_\_\_\_\_ Male:  Female

#### PROVOST SCHOLAR EMERGENCY CONTACT PERSON #1

Contact Name (First, Last) \_\_\_\_\_

Relationship to Provost Scholar: \_\_\_\_\_

Emergency Phone Numbers (primary) \_\_\_\_\_ (secondary) \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

#### PROVOST SCHOLAR EMERGENCY CONTACT PERSON #2

Contact Name (First, Last) \_\_\_\_\_

Relationship to Provost Scholar \_\_\_\_\_

Emergency Phone Numbers (primary) \_\_\_\_\_ (secondary) \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

Please describe any medical conditions your child has and list current medications or medical devices that your child uses

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Healthcare Provider \_\_\_\_\_

Phone \_\_\_\_\_

Name of Hospital/Clinic and Address

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## Chaperone Agreement and Emergency Contact Information



## Chaperone Agreement and Emergency Contact Information

(For use with chaperoned trips ONLY)

Chaperone's Name (First, Last–Please Print) \_\_\_\_\_

Chaperone's Cell Phone Number \_\_\_\_\_

Chaperone's Landline Phone Number \_\_\_\_\_

### Person to Contact in Case of Emergency (not attending the trip)

Contact Person's Name (First, Last–Please Print) \_\_\_\_\_

Relationship to Provost Scholar \_\_\_\_\_

Relationship to Chaperone \_\_\_\_\_

Emergency Contact Phone Number(s) \_\_\_\_\_

Emergency Contact Address \_\_\_\_\_

Name of Healthcare Provider \_\_\_\_\_

Healthcare Provider Phone Number \_\_\_\_\_

Please describe any medical conditions you have and list current medications \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

As a chaperone, I understand that I must manifest responsible behaviors at all times while on the field trip while I assist the team members in keeping the youths safe. I agree that I am 21 years of age or older. I understand that no alcoholic beverages/illicit substances will be consumed at any time during Provost Scholar field trips or other activities. I understand that no weapons of any kind will be allowed at these activities. I agree to cooperate with and assist the Provost Scholars Program team members with reinforcing the mission and goals of the Provost Scholars Program.

Chaperone Signature \_\_\_\_\_ Date \_\_\_\_\_

## Grand Field Trip Permission Slip and Itinerary



## GRAND FIELD TRIP PERMISSION SLIP

### PICKUP and DROP-OFF at HIGH SCHOOL PARKING LOT

The Provost Scholars take an annual Grand Field Trip to various academic and cultural institutions at the culmination of the academic year.

The Provost Scholars and chaperones will meet in the \_\_\_\_\_ School parking lot at a designated time and we will leave PROMPTLY at \_\_\_\_\_. We will be taking a chartered bus. A tentative itinerary of the trip is on the back of this page.

Scholars will be returned to the high school parking lot around \_\_\_\_\_ (no later than \_\_\_\_\_). We will only release scholars to the parent/guardian listed below unless other arrangements have been made in advance with the 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. Breakfast, lunch, snacks, and dinner will be provided.

**Please fill out, sign, and return this permission slip no later than \_\_\_\_\_** to the program coordinator for the scholar to be able to participate. If this form is not signed, the scholar will not be permitted to board the bus for the field trip.

Thank you for your support of the Provost Scholars Program!

My Son/Daughter/Ward \_\_\_\_\_ has my permission to attend the Provost Scholars field trip \_\_\_\_\_ on \_\_\_\_\_.

Parent/Guardian Name \_\_\_\_\_ Contact Number \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ I would be interested in joining the Provost Scholars for this trip as an adult chaperone!

Updated: 10.13.19



# PROVOST SCHOLARS PROGRAM

## GRAND FIELD TRIP ITINERARY

Friday, May 31, 2019

6:45 am – Meet in Shaw High School Parking Lot.

7:00 am – Leave Shaw High School.

8:00 – 9:15 am – Breakfast at The Corner Joint (special catered breakfast for our group)  
65 East College Street, Oberlin, Ohio 44074.

9:25 – 10:30 am – Oberlin College Visit (Information Session)  
Contact: Jim Caldarise, Senior Assistant Director of Admissions  
38 E. College St. Oberlin, OH 44074 – 440-775-8411

11:00 am – 12:30 pm – *Freedom's Friends: Underground Railroad and Abolitionist History Walk*

Contact: Amanda Manahan

Oberlin Heritage Center – Tour begins @ First Church of Oberlin (106 N. Main St.)  
20 W Vine St. Oberlin, OH 44074 – 440-774-1700

12:30 pm – Lunch on bus (Dave's Cosmic Subs) Depart for Sandusky – Physics Lesson on Bus!

1:30 pm – Arrive at Cedar Point (check-in and establish groups).

Between 5:00 – 5:30 pm – Meet up at rendezvous point for dinner vouchers/check-in.

8:45 pm – Meet at rendezvous point to depart Cedar Point (snacks and water/juice on bus)

10:30 – 11:00 pm – Arrive at Shaw High School for parent/guardian pickup.

Water, juice, and healthy snacks are always available for all bus passengers.

## Critical Thinking and Writing Awards: Information and Examples

## The Myrna Loy Corley Critical Thinking and Writing Excellence Award

2016-2017 School Year

**Background:** This award has been established through the Case Western Reserve University (CWRU) and the East Cleveland City Schools (ECCS) partnership. The award will be announced during the Spring Celebration of each year, beginning in 2017.

**Purpose:** The purpose of the award is to recognize and reward Provost Scholars who have evidenced outstanding work in critical thinking and writing during the academic year. The areas of interest can be from diverse fields such as climate and environment, health, law and politics, literature, mathematics, psychology, science, and technology. This year, Scholars have been assigned to read, analyze and write about one of two literary works:

- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly (Grades 8-9)
- *Fences* by August Wilson (Grades 10-12)

**Evaluation:** The Provost Scholars will submit their documents to the program staff in January of each year. The documents will be evaluated through a blind review process (the person critiquing the document will not know the name of the writer) that has two components: Evaluators will be faculty at Heritage Middle School and Shaw High School, ECCS, and faculty at CWRU. Faculty from the two institutions will be asked to score the documents on a five-point scale ranging from 5, which indicates excellent, to 1, which indicates, needs substantial improvement.

**Presentations of the Awards will occur at the following five levels:**

- Provost Scholars at Heritage Middle School who are in eighth grade will compete for an award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the ninth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the tenth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the eleventh grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars at Shaw High School who are graduating seniors and in the twelfth grade will compete for an award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.

The Provost Scholars and their families must be present to accept these awards.

# Myrna Loy Corley Critical Thinking and Writing Excellence Award

Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Book: *Fences* by August Wilson. (1989). Albuquerque, NM: New Mexico Repertory Theatre.

**Overview:** *Fences* is a 1983 play by American playwright August Wilson. Set in the 1950s, it is the sixth in Wilson's ten-part *Pittsburgh Cycle*. Like all of the *Pittsburgh* plays, *Fences* explores the evolving African-American experience and examines race relations, among other themes. The play won the 1987 Pulitzer Prize for Drama and the 1987 Tony Award for Best Play.

**1. Character Summary Directions:** Write a one-sentence summary of each character. Indicate whether each character is a major (main) or minor character.

Alberta - \_\_\_\_\_

Bonnie - \_\_\_\_\_

Cory Maxson - \_\_\_\_\_

Gabriel Maxson - \_\_\_\_\_

Jim Bono - \_\_\_\_\_

Lyons Maxson - \_\_\_\_\_

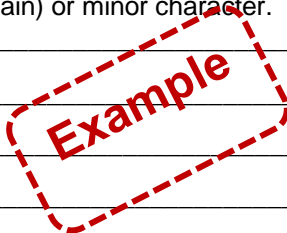
Miss Pearl - \_\_\_\_\_

Mr. Rand - \_\_\_\_\_

Mr. Stawicki - \_\_\_\_\_

Raynell Maxon - \_\_\_\_\_

Troy Maxson - \_\_\_\_\_



2. **Character Map Directions:** Complete the “Character Map Graphic Organizer” by describing essential character traits of one major character from the play, *Fences*. Please see the directions that are on the Graphic Organizer, page five. Be sure to cite examples, including chapter and page numbers, from the play.
3. **\*Essay Directions:** Select one of the following essay questions to complete. Be sure to cite specific examples using quotes with chapter and page number as references. The essay must be between 1000–1500 words.
- Is Troy Maxson a character for whom you would feel sympathy? Why or why not? Support your opinion with evidence from the play.
  - Assess whether Troy’s failures are a result of his own bad decisions or that of a flawed society.
  - Explain the role of racial prejudice, both real and imagined, in the play.
  - Describe the relationship between Troy and Cory. Do you think that Troy’s concern for his son is based on jealousy or protection? Explain your position and give examples.
  - Explain the literal (concrete) and figurative significance of the play title, *Fences*, and how it relates to specific themes of the play.
  - Do you personally relate to the challenges and feelings of any of the main characters? Compare your personal experience with one character’s experiences and describe how you relate to the character. Did you overcome your challenge? How? Please explain.

**Submission Deadline: January 26, 2016, 5:00 PM**

\*Essay questions adapted from *Prestwick House Sample Teaching Unit: Fences: A Play*  
<https://www.prestwickhouse.com/samples/200753.pdf>

## Myrna Loy Corley Critical Thinking and Writing Excellence Award 2017

must indicate which essay question you have selected for your response. Type the question on the next line after the title of the book.

### Evaluation

You will submit your documents to the Provost Scholars Program staff on January 26, 2017. The documents will be evaluated through a blind review process (the person critiquing the document will not know the name of the writer). Evaluators will be faculty at Heritage Middle and Shaw High Schools (ECCS), and faculty at CWRU. Your documents will be scored on a five-point scale ranging from 5, which indicates excellent, to 1, which indicates, needs improvement. The faculty evaluators will consider creativity, organization, accuracy of information and documentation, the appropriate use of words, mechanical and grammatical correctness, and style.

### Awards

Presentations of the Awards\* for eighth and ninth graders

- Provost Scholars who are in the eighth grade at Heritage Middle School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the ninth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.

grades will read, analyze, and write about the groundbreaking biography, *Hidden Figures: The American Dream*  
**The Myrna Loy Corley Critical Thinking and Writing Excellence Awards will be presented at the 2017 Spring Celebration on May 4<sup>th</sup>. The Provost Scholars and their families must be present at the 2017 Spring Celebration to accept these awards.**

For questions regarding The Myrna Loy Corley Critical Thinking and Excellence Award, please contact:

- Principal Gilda Roberts at [groberts@east-cleveland.k12.oh.us](mailto:groberts@east-cleveland.k12.oh.us);
- Program Coordinator Cicely Philpot at [cicely.philpot@case.edu](mailto:cicely.philpot@case.edu) / (216) 368-0709; or
- Program Director Faye Gary at [fgary@case.edu](mailto:fgary@case.edu) / (216) 368-5240.

Enjoy the reading and the Winter Holidays!

Sincerely,

The Provost Scholars Program Mentors and Stakeholders

***Provost Scholars are engaged in the relentless pursuit of excellence.***

- Essays are 1000-1500 words in length.
- Essays must be typed in size 12 Times New Roman font, and double-spaced.
- At the beginning of the essay, on the first line of the page, include your first and last name, the date, grade level, the name of the school that you attend, and the title of the book that you read. Additionally, you

~  
*Myrna Loy Corley Critical Thinking and Writing Excellence Award*

Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Book: *Shetterly, M. L. (2016). Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race. New York, NY: William Morrow.*

**Overview:** *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* is a New York Times' Best Seller that documents the phenomenal true story of the Black female mathematicians at the National Aeronautic and Space Administration (NASA) whose calculations helped fuel some of America's greatest achievements in space.

1. **Character Summary Directions:** List the major and minor characters in the story and write a one-sentence summary of each. Indicate whether each character is a major (main) or minor character. (Add more lines on an additional piece of paper if necessary).

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

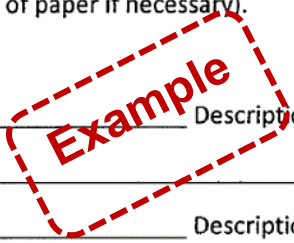
Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_

Character Name: \_\_\_\_\_ Description: \_\_\_\_\_



Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Book: Shetterly, M. L. (2016). *Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race*. New York, NY: William Morrow.

**2. *Hidden Figures* Feelings Graphic Organizer Directions:** Using the "*Hidden Figures* Feelings Graphic Organizer":

- a. Choose one major (main) character of your choice from the book, *Hidden Figures*.
- b. In the top box of the graphic organizer, describe the character you chose from the time he/she first appears in the story. Who is he/she? What are some of his/her important character traits?
- c. Describe six major events involving the character you selected. Be sure to cite each event using the chapter, page, and paragraph number from the book to support your description.
- d. In each box on the right of the "Event" boxes ("The character feels..."), identify one word (adjective) to describe how you think the character might feel at the time of each of the six events you listed.
- e. In the last box ("Describe the character at the end."), explain how the character has changed (character traits, physical changes, thoughts, feelings, etc.) by the end of the story.

**3. \*Essay Directions:** Select one of the following essay questions to complete. Be sure to cite specific examples. The essay should be between 1000-1500 words.

- a. Describe the setting of the story in detail and how it impacted the main characters. What challenges did the women scientists face due to the setting?
- b. Imagine you are a journalist who is granted the exciting opportunity to interview one of the woman scientists highlighted in *Hidden Figures*. Select one and write a dialogue between you (the journalist) and the scientist. What would you ask her about her experiences at NASA as a Black woman scientist?
- c. What major historical events led to the first Black women being able to work at NASA? How would some of the larger historical events that occurred during that time period (the 1960s) affect the experiences of Black women scientists at NASA?
- d. Do you personally relate to the challenges and feelings of any of the main characters? Compare your personal experience with one character's experiences and describe how you relate to that character. Did you overcome your challenge? How? Please explain.

**Submission Deadline: January 26, 2016, 5:00 PM**

\*Essay questions adapted from: *Lesson Plan: "When Computers Wore Skirts:" Katherine Johnson, Christine Darden, and the "West Computers"* [https://www.aip.org/sites/default/files/history/files/LessonPlan\\_JohnsonDardenandWestComputers.pdf](https://www.aip.org/sites/default/files/history/files/LessonPlan_JohnsonDardenandWestComputers.pdf)



## Hidden Figures Feelings Graphic Organizer

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Character Name: \_\_\_\_\_

Describe the character from the time he or she first appears in the story. \*



Event #1\* → The character feels...

Event #2\* → The character feels... *Example*

Event #3\* → The character feels...

Event #4\* → The character feels...

Event #5\* → The character feels...

Event #6\* → The character feels...




Describe the character at the end of the story.\*

GO.5.4

\*Remember to include chapter and page number when citing each event.

Example

**Hidden Figures Feelings Graphic Organizer**

Name:  Grade Level: 8 Date: 12/22/16

Character Name: Babar the Elephant

Describe the character from the time he or she first appears in the story.\* (Ch. 1, pp. 1-8)  
Babar is a baby elephant who was orphaned when his mother was killed by hunters. He is naive, afraid, lonely, and lost without his mother.

Event #1\* (Ch. 1, pp. 3-4) Babar runs to the city to hide from the hunters. → The character feels... terrified

Event #2\* (Ch. 2, pp. 13-14) Babar accidentally meets The old Lady, who asks him to tutor children in the city. → The character feels... encouraged

Event #3\* Babar teaches children to read and write. (Ch. 2, pp. 15-17) → The character feels... useful

Event #4\* (Ch. 3, pp. 27-30) Babar's Cousins Celeste and Arthur find him and bring him home to the forest. → The character feels... grateful but sad

Event #5\* Babar concocts a scheme to scare away the hunters, saving the forest. (Ch. 4, pp. 32-37) → The character feels... heroic

Event #6\* Babar is crowned king of Elephants because of his feats. (Ch. 5, p. 41) → The character feels... Proud

Describe the character at the end of the story.\* (Ch. 5 pp. 47-48)  
Babar's journey into the big city helped him to prepare to become king. He grew into a benevolent leader of his kingdom.

**GO.5.4** \*Remember to include chapter and page number when citing each event.

Graphic Organizer adapted from: <http://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizer.pdf> 5

## Essay Evaluation Criteria



### Essay Evaluation Criteria

| Student:                   | Title:  |  |   |
|----------------------------|---|--|---|
|                            | Strong/Exceptional  | Good/Acceptable  | Poor/Unacceptable   |
| Argument and Thesis (x2)   | Argument is compelling. Thesis is clear, limits scope of essay, and addresses the question of relevance (the so what?).   | Argument has good potential that needs more development. Thesis presents an interesting topic but doesn't clearly address the question of relevance.   | Thesis is vague or muddled. Focus and purpose are unclear.  |
| Focus and scope            | Paper is narrowly focused on one or two concepts, issues, or topics.  | Although paper makes choices about what to cover, it still tries to cover too much or doesn't have enough depth.   | Paper attempts to cover too much (or sidesteps the central issue under consideration)                   |
| Evidence and analysis (x2) | Provides sufficient specific, detailed examples and analysis, demonstrating clear development of the thesis and an understanding of the sources used.   | Gives a couple examples, with some analysis and some attention to the overall argument.  | Presents limited or vaguely mentioned examples; Or evidence mostly consists of summary and no analysis. |
| Citations                  | Summaries, paraphrases, and quotations are correctly cited. References /Works Cited is complete and correct.  | Most source material is correctly cited or minimally incorrect. References/Works Cited is complete and mostly correct.   | Source material is not cited. References/Works Cited list is missing or incorrectly written.            |
| Organization and Clarity   | Ideas are presented logically and connect to the main argument and to each other.<br><br>Paragraphs are limited in scope and have topic sentences that tell topic + purpose, followed by appropriate evidence and analysis. | Organization is mostly clear and logical<br>For the most part, paragraphs have clear topics but their relevance and the connection to overall argument is either vaguely implicit or not adequately developed. | Organizational principles are unclear and paragraphs are not developed.                                 |
| Style and Mechanics        | Clear, concise, and interesting style and very few errors or typos. Demonstrates mastery of grammar and punctuation.  | Good style--could use some editing. A few, noticeable errors in grammar and spelling.  | Confusing sentences and errors throughout, sometimes impede clarity.                                    |
| Editing and Revision       | Initial draft is submitted on time and reflects effort and thoughtfulness<br>Responds to criticism and suggestions<br>Polished and proofread  | Good initial draft submitted on time.<br>Partially responsive to feedback<br>Requires additional polishing   | Hasty, incomplete and/or late draft<br>Feedback not addressed<br>Little evidence of polish/proofreading |
| Comments:                  |   |  |   |

## Note-taking Template



## Note-Taking Template

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Presenter: \_\_\_\_\_

Topic: \_\_\_\_\_

List Significant Points (What information is being conveyed to you?)

A. \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

C. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

---

Summarize the main takeaway(s) from this presentation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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What questions do you have for the presenter(s)?:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Ask yourself: "If I remember one thing from this presentation, it will be..."

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These notes are your exit pass from the Provost Scholars Program activity today. Please return your notes to Ms. Kate Klonowski before you leave the session.

Updated: 10.13.19



## Summer Learning Institute Scholar Contract



## Summer Learning Institute Scholar Contract

Dear Families of Rising 9<sup>th</sup> Grade Provost Scholars:

Provost Scholars: Congratulations on your promotion from \_\_\_\_\_ Middle School! We at the Provost Scholars Program are delighted to offer an opportunity that is exclusively for Provost Scholars who will be entering high school as 9<sup>th</sup> graders next year. ***The Summer Learning Institute*** is a rigorous program which will include advanced academic opportunities as well as engagement in advocacy planning and activities.

**Schedule (see attached):** Dates coincide with the summer school schedule at your high school.

### Focus: Academics & Advocacy

- **ACT Preparation Course**  
Not exclusive to Provost Scholars. All Provost Scholars participating in the Summer Learning Institute must attend.
- **Advocacy Workshops**  
Rising 9<sup>th</sup> grade Provost Scholars only. Programming is based on Provost Scholar-identified concerns that have been determined by discussions during the academic year.

### Rationale: Strengthening Leadership through Social-Emotional Learning

The Provost Scholars have identified three main areas that they would like to focus their efforts on this summer and beyond:

- **Government Relations** (learning how to connect and work with local, state, and national entities)
- **Social-Emotional Intelligence Development** (violence prevention, civility, mindfulness, empathy)
- **Educational Reform** (collaborating with local school district authorities to improve outcomes)

### Expectations: Attendance & Participation

Each participant will be compensated in the amount of \$300 with a check made out to the Provost Scholar following the successful completion of the program.

### The following requirements **MUST** be met without exception to receive the \$300 honorarium:

- **Perfect Attendance** (*on-time* and *present* for the entirety of the scheduled activities)
- **Active Participation** (e.g., taking notes, discussions, work sessions)
- **Professional Behavior** (a respectful demeanor is required)
- **Portfolio Completion** (each participant will maintain a portfolio for the eight advocacy sessions)
- **Advocacy Institute Presentation** (participants will share work with families and the community)

**SUMMER LEARNING INSTITUTE PARTICIPATION AND AGREEMENT FORM**

Please fill out and return the Participation Permission and Agreement Form to enroll no later than April 1, \_\_\_\_\_.

PLEASE NOTE: This applies ONLY to Provost Scholars who are starting 9<sup>th</sup> grade in the fall of \_\_\_\_\_.

Provost Scholar: \_\_\_\_\_ Entering 9<sup>th</sup> Grade in Fall \_\_\_\_\_ Y  N

Address: \_\_\_\_\_

Number Street Apt./Ste. #

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Scholar Phone: \_\_\_\_\_ Scholar Email: \_\_\_\_\_

Parent/Guardian #1 Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address (if different than scholar): \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_ Parent/Guardian Email: \_\_\_\_\_

\_\_\_\_\_ This number and/or email may be included in reminder notifications.

\*Parent/Guardian #2 Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address (if different than Scholar): \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_ Parent/Guardian Email: \_\_\_\_\_

Additional Emergency Contact Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Emergency Contact Phone: \_\_\_\_\_ Emergency Contact Email: \_\_\_\_\_

Please initial each:

\_\_\_\_\_ I understand that my scholar is expected to be at every scheduled activity on time and with no unexcused absences.

\_\_\_\_\_ I understand that my scholar is expected to participate fully in all scheduled activities and maintain a portfolio.

\_\_\_\_\_ I give my permission for my scholar to be transported off-site (to/from the school) when scheduled.

\_\_\_\_\_ I understand that I am responsible for providing transportation to/from the school on program days.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* In lieu of a second parent/guardian, please provide an additional emergency contact.

Updated: 10.13.19

## Summer Learning Institute Program Calendar

Provost Scholars Administrative Program Calendar  
 Summer Learning Institute 2019

DRAFT UPDATED 5/30/19 (subject to change)



Key      ACT      SEL      EDU      LSP      Other/All      (B'fast 8:15-8:30 – Lunch 11:30-12:00)

| WK | Date        | Event                                  | Participants   | Location             |
|----|-------------|--|--|----------------------|
| 1  | Mon. 6/17   | ACT Prep Course 8:30 – 11:30 [PRETEST] | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Tues. 6/18  | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan/Kate                    | Shaw High School     |
|    | Tues. 6/18  | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Introduction to Advocacy Institute & Planning | Shaw High School/TBD |
|    | Wed. 6/19   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Thurs. 6/20 | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan/Kate                    | Shaw High School     |
|    | Thurs. 6/20 | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Topic: Canvassing Neighborhoods               | Shaw High School/TBD |
|    | Fri. 6/21   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Fri. 6/21   | Eyes on EC Project: Canvassing         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Partner: EC Rise                              | TBD                  |
| 2  | Mon. 6/24   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Tues. 6/25  | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan/Kate                    | Shaw High School     |
|    | Tues. 6/25  | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Topic: Creating Civil Environments            | Shaw High School/TBD |
|    | Wed. 6/26   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Thurs. 6/27 | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan/Kate                    | Shaw High School     |
|    | Thurs. 6/27 | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Partner: Social Justice Institute             | Shaw High School/TBD |
|    | Fri. 6/28   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
| 3  | Mon. 7/1    | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Kate                           | Shaw High School     |
|    | Tues. 7/2   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Kate                           | Shaw High School     |
|    | Tues. 7/2   | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Kate<br>Partner: Cleveland Book Bank                          | Shaw High School/TBD |
|    | Wed. 7/3    | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/PS Kate                        | Shaw High School     |
|    | Fri. 7/5    | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/No PS Staff today              | Shaw High School     |
|    | Mon. 7/8    | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
| 4  | Tues. 7/9   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan/Kate                    | Shaw High School     |
|    | Tues. 7/9   | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Topic: Creating Strong Schools                | Shaw High School/TBD |
|    | Wed. 7/10   | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |
|    | Thurs. 7/11 | ACT Prep Course 8:30 – 11:30           | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan, Kate                   | Shaw High School     |
|    | Thurs. 7/11 | Advocacy Workshop 12:00 – 2:00         | Rising 9 <sup>th</sup> Grade Provost Scholars, Morgan, Kate<br>Partner: East Cleveland School Stakeholders   | Shaw High School/TBD |
|    | Fri. 7/12   | ACT Prep Course 8:30 – 11:30 [TEST]    | Rising 9 <sup>th</sup> Grade Provost Scholars<br>Kaplan Instructor/EC Teacher/Morgan                         | Shaw High School     |

# PROVOST SCHOLARS PROGRAM

## Provost Scholars Administrative Program Calendar Summer Learning Institute 2019

### Outline

The Advocacy component of the Summer Learning Institute is an opportunity for the rising 9<sup>th</sup> Grade Provost Scholars to explore, research, and implement solutions to problems they have identified through the course of the University Intensive Seminars during the previous school year. Each week has a theme: Education (EDU); Social-Emotional Learning (SEL); and Community Leadership (LSP). At the end of the four-week summer program, the scholars will present their findings to community stakeholders during the Advocacy Institute (Date TBD) at Shaw High School.

### **Tuesday, June 18 – Session 1: Introduction to the Advocacy Institute and Planning**

This session is designed as a workshop to give the scholars an overview of the three themes and plan specific roles for each scholar for action steps moving forward (i.e., chairing an initiative, writing an essay, etc.). We will also discuss potential partnerships, and create plans for future implementation and how these projects should be developed so that they can provide lasting, sustainable results.

### **Thursday, June 20 – Session 2: Canvassing Neighborhoods (Preparation)**

Partners from EC Rise will come to Shaw to provide an in-depth orientation about the canvassing process works and how to safely participate in this engaging activity under the supervision of the Provost Scholars team members.

### **Friday, June 21 – Session 3: Canvassing Neighborhoods (Action)**

Provost Scholars will contribute to and participate in a community-wide canvassing campaign through EC Rise to collect information from the community to prepare a document for an upcoming meeting with the Governor of Ohio in July.

### **Tuesday, June 25 – Session 4: Creating Civil Environments (Preparation)**

With our partners at the Social Justice Institute (CWRU) and other selected community groups, the Provost Scholars will practice methods of engaging in civil discourse and advocating with their government leaders.

**Thursday, June 27 – Session 5: Social Justice Advocacy (Action)**

The Provost Scholars will create a template for organizing a school-wide town hall meeting (or equivalent event or platform) to take place in the fall. Plans will be made to create an initiative the Provost Scholars can establish to meet the goals of the townhall meeting. Collaborations with selected East Cleveland groups will be instrumental in meeting these goals.

**Tuesday, July 2 – Session 6: Cleveland Book Bank (Preparation/Action)**

The Provost Scholars will take a trip to the Cleveland Book Bank to meet and work with the two CEOs, discuss the goals of the Book Bank and its impact, and to sort and box books for local elementary schools & Little Free Libraries. Discussions will continue about collaborative efforts to strengthen literacy programs in East Cleveland.

**Tuesday, July 9 – Session 7: Creating Strong Schools (Preparation)**

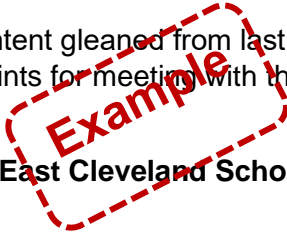
The Provost Scholars will use content gleaned from last semester’s Intensive University Seminars to inform discussion points for meeting with the East Cleveland City School stakeholders on Thursday.

**Thursday, July 11 – Session 8: East Cleveland School Stakeholder Discussion (Action)**

The Provost Scholars will meet with community stakeholders to discuss their ideas for creating a more positive learning community. The discussion will extend into action steps that the Provost Scholars can implement and evaluate.

**TBD: Advocacy Institute – Shaw High School**

The Provost Scholars will present a culmination of their experiences and activities during the Summer Learning Institute to their families and invested members of the community.







## University Intensive Seminar – Inaugural Lecture

### Webinar: Presenting A Professional Image: The Walt Disney World

**Date: May 9, 2019 | 2:30–5:00PM | Mandel Center 108**

#### Purpose

Learning how to effectively present yourself whether on paper or in person, is an important attribute, which can help to determine a Provost Scholar's career opportunities. How you appear in public will aid in shaping how you will be perceived as a scholar and a professional. No matter what career choice you select, at any point in your education or your professional endeavors, having self-awareness and knowing how to present yourself in your activities and daily living, are knowledge and skill sets that a person should develop and continue to refine. Today's seminar will highlight critical components and tips about how to create an effective resume and present yourself during an admission to a college or university, an internship, or job interview. We are grateful to be able to benefit from the wisdom and expertise of this internationally known professional and long-time employee, Mr. Jeff Hickman, who helps to create magic at the Wonderful World of Disney!

#### Presenter: Mr. Jeff Hickman, Manager, Disney College, and International Recruitment



Mr. Jeff Hickman is a graduate of Rowan University, a public research-focused institution in Glassboro, New Jersey, where he received a Bachelor's Degree in communications. A few years later, he received a Master's Degree in Tourism and Hospitality Management from Temple University, Philadelphia, Pennsylvania. For two decades Mr. Hickman has been employed at Walt Disney World, Orlando, Florida where he has been primarily involved in training and international management. His expertise includes assisting employees to refine knowledge and skill sets that are necessary to address the Disney mission and to embrace excellence in their work. He is internationally known for his depth of information, compassion for others, and incredible work ethic. Traveling the globe, Mr. Hickman has consulted at all twelve of the Disney World Theme Parks including those in Paris, France; Shanghai, China; and Tokyo, Japan. Importantly, he is now connected with the Provost Scholars Program, a partnership between Case Western Reserve University and the East Cleveland City Schools.

#### Objectives

At the end of the webinar, the Provost Scholars will be able to:

- Identify three ways to improve communications and enhance employment opportunities.
- Determine at least two methods for building confidence when preparing for an interview.

#### Agenda

- 2:30–3:15 pm: Programming with Scholars
- 3:15–3:25 pm: Break and Refreshments
- 3:30–4:50 pm: University Seminar Webinar
- 5:00 pm: Transport Scholars to Homes

## IRB (CWRU) Short Form

## Consent to Participate in Research (Short Form)

**Study Title:** (Title as listed on IRB application)

**Person Responsible for Research:** (PI, may also include Co-I, and/or study staff)

**Study Description:** The purpose of this research study is to (add study specific information). If you agree to participate, you will be asked to (list study specific activities). This will take approximately (length of time) of your time.

**Risks / Benefits:** Risks that you may experience from participating are (list specific risks; if none state “there are no major risks to participating in this study”). There will be (list costs to participant; if no costs say “There are no costs for participating.”) costs for participating. Benefits of participating include ... (describe direct benefits to subject, if none state “There are no direct benefits to participating in this study.”).

**Confidentiality:** Your information collected for this study is completely confidential and no individual participant will ever be identified with his/her research information. Data from this study will be saved on password protected computer for (length of time data will be retained). Only (PI, study staff, etc. – list who will have access to the data) will have access to the information. However, [Insert the sponsor’s name here if applicable, otherwise delete], the Case Western Reserve University Institutional Review Board or appropriate federal agencies like the Office for Human Research Protections may review this study’s records.

**Voluntary Participation:** Your participation in this study is voluntary. You may choose not to take part in this study, or if you decide to take part, you can change your mind later and withdraw from the study. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Case Western Reserve University. The alternatives to participating in this study include (list alternatives - if none state “There are no known alternatives available to participating in this research study other than not taking part.” If the sentence is not appropriate for the study, it may be deleted.)

**Who do I contact for questions about the study:** For more information about the study or study procedures, contact (name) at (email and/or phone number).

**Who do I contact for questions about my rights or complaints towards my treatment as a research subject?** Contact the CWRU SBER IRB at 216.368.4514 or [cwru-irb@case.edu](mailto:cwru-irb@case.edu).

**Research Subject’s Consent to Participate in Research:**

To voluntarily agree to take part in this study, you must be 18 years of age or older. By signing the consent form, you are giving your consent to voluntarily participate in this research project.

|   |      |
|---|------|
| Printed Name of Subject/Legally Authorized Representative | Date |
| Signature of Subject/Legally Authorized Representative    | Date |
| Printed Name of Witness                                   | Date |
| Signature of Witness                                      | Date |
| Signature of Person Obtaining Consent                     | Date |

## Appendix C: Provost Scholars Program Team Members

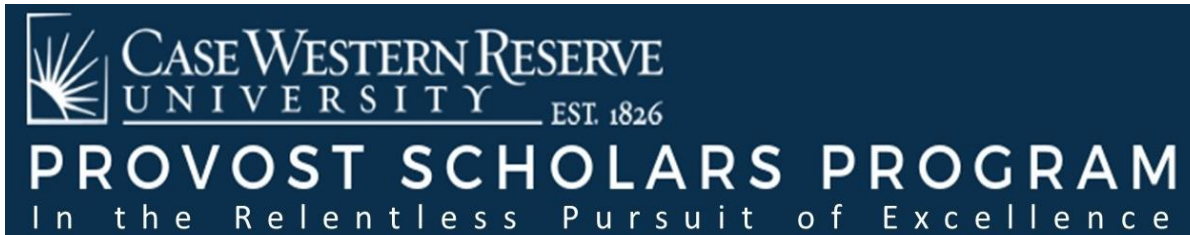
This appendix contains the following:

- ❖ **Bus Attendant Job Description**
- ❖ **Graduate Student Work-Study Job Description**
- ❖ **Home Visits Guidelines**
- ❖ **Home Visits Reflections Form**

*The Provost Scholars Program website provides additional information of interest:*

<https://case.edu/provostscholars/>

## **Bus Attendant Job Description**



### **Provost Scholars Program Bus Attendant Job Description**

The bus attendant has the responsibility of assuring that each scholar will arrive at the determined destination safely. The person is expected to maintain a safe and wholesome environment for the scholars while they are on the bus. The bus attendant has the following items in possession at all times: a cell phone, the scholars seating chart, the parent/guardian list with addresses and emergency contact information, and the contact numbers of the program director, the associate director, and the program coordinator. A protocol for the procedures that should be followed are also included. Duties may vary, but they typically include

- Assist the scholars with getting on and off the bus;
- Demonstrate effective communication skills with youth, their parents, all team members, and others;
- Review and follow information about where each scholar should be taken for drop off;
- Help them to get comfortable in their assigned seats;
- Supervise the scholars as needed when the bus is in motion;
- Assist with any special needs (e.g., scholar not feeling well);
- Help to evacuate the scholars in case of an emergency;
- Check to determine if the scholars are cleaning up behind themselves when food and drink are consumed while on the bus;
- Watch each scholar enter their drop-off locale before the bus departs;
- Notify the program director or the associate director if there are any concerns related to the scholars' safety (e.g., perceived danger in the area);
- Direct the scholar to return to the bus if there are impending or immediate safety concerns;
- Sign off with the program director or the associate director at the end of every trip and indicate whether all scholars are safe at their destinations or whether some additional action is required;
- Encourage the scholars to adhere to the code of conduct while on the bus and in all situations;
- Keep the driving route sheets and attendance records and deliver them to the program coordinator at the end of every month;
- Report immediately, in writing and verbally, all incidents that occur.

## **Requirements**

The bus attendant is the person of authority and must know and enforce the rules at all times. The person is expected to be knowledgeable about the community, to know the scholars by name, and to be respectful and courteous in all interactions. The bus attendant must also be attentive to all activities that are occurring on the bus and take action as needed. The individual must be responsible and responsive and serve as a role model for the scholars and others. Enjoying working with youth, remaining calm and reasonable under pressure, being knowledgeable about bus safety rules and procedures, and being reliable and dependable are basic expectations. Finally, the bus attendant must pass all background and fingerprinting checks.

## **Education Requirements**

The bus attendant must have some education beyond the high school diploma. A minimum of two years of work experience with youth is required. The person must also be supportive of the mission of the Provost Scholars Program and the scholar's school.

## **Salary**

The bus attendant's salary is paid by CWRU and is based on experience and other qualities. The average work time per week is about nine hours.

Updated: 10.13.19

## Graduate Student Work-Study Job Description





## GRADUATE STUDENT WORK-STUDY JOB DESCRIPTION

**Subject:** Graduate Student Work Study with the Provost Scholars Program

**Hours:** Twenty Hours per Week with Flexible Time Periods

**Type:** Graduate Student Work Study

**Purpose:** The student will assist with a variety of academic-related activities, which are related to the Provost Scholars Program, which includes interacting with faculty, scholars, and developing and evaluating numerous aspects of the initiative. The Provost Scholars Program is a partnership between CWRU and the \_\_\_\_\_ School. Selected \_\_\_\_\_ Middle School and \_\_\_\_\_ High School scholars spend every Tuesday and Thursday afternoon during the regular school year on the CWRU campus from \_\_\_\_\_ to \_\_\_\_\_ PM.

### **Related Responsibilities:**

#### **Administrative**

- Assist with the creation of documents, spreadsheets, and presentations using Word, Excel, and PowerPoint for project tracking, library research and for communication both internal and external to the program.
- Critically evaluate research documents and make recommendations based on the findings.
- Explore best practices in risk reduction among youth.
- Examine approaches for strengthening academic and social/ behavioral outcomes .
- Perform additional duties as assigned.

#### **Communication**

- Participate in writing and proofreading manuscripts and program related materials.
- Participate in organizing research and theoretical materials in electronic medium.
- Assist with literature searches in PubMed and other electronic databases.

#### **Knowledge and Skill Set**

- Computer proficiency: Word, Excel, and PowerPoint.
- Skill with reference management software such as Endnote or RefWorks.
- Must be able to work independently and make decisions about project priorities.
- Must be able to communicate effectively with culturally diverse groups and audiences.

- Familiarity with child and adolescent cognitive and emotional development.
- Aware of and sensitive to the social determinants of health and education.
- Data analysis skills with software such as SPSS and excellent written and verbal skills.
- Willing to learn new skills.

### **Learning Potential**

**The individual** will gain experience by working with faculty, youth, community-based leaders, and experts in the field.

If you are interested, please send your resume to Dr. Faye Gary at [fgary@case.edu](mailto:fgary@case.edu), or Dr. Lee Thompson at [lat@case.edu](mailto:lat@case.edu), and include a time when you will be available for an interview.

Updated: 10.13.19

## Home Visits Guidelines

## Home Visits Guidelines

- Be sure that the home visit has been coordinated with the participating school district administration and the Provost Scholars Program team members.
- Before the home visit, review the [Home Visitor Safety](#) training module.
- Confirm the home visit with the parent/guardian the day before it is to occur.
  - a. Confirm that you have the correct home address, a functioning phone number, and specific instructions regarding the location of the home.
  - b. Alternative sites for the home visit might include \_\_\_\_\_ School, the \_\_\_\_\_ Library, or the local health center. These sites must be pre-approved by all parties involved in the home visit.
- Develop a plan for home visits.
  - a. Have on-hand all of the materials that will be needed for a visit, including the [Parent/Guardian and Scholar Handbook](#), which will be reviewed with the parent/guardian and the Provost Scholar.
  - b. Carry enough pens and pencils for the scholars and others attending the session.
- On arrival at the visit:
  - a. Observe the surroundings.
  - b. Knock on the door of the home and announcement yourself.
  - c. Remind the parent/guardian that you have a scheduled home visit. Include your name, the organization that you are representing, and the reason for the visit.
  - d. Wait to be invited into the home.
  - e. After you enter the home, state how long you think the visit will last.
  - f. Always be respectful to all members of the family unit and thank Mr./Ms. \_\_\_\_\_ for assistance.
  - g. If no one is at home, leave a business card on the door with contact information.

- Complete the Home Visit Reflections Form when you return to your office to capture critical information while it manifests in your memory.

Submit a copy of the document with the home visit information on it to the Provost Program Scholars office and others as appropriate through an electronic medium such as the e-Portfolios or a shared link in Box, a cloud document sharing service. Submit your document within 24 hours after the visit. Date and sign all papers as indicated.

Updated: 10.13.19

## Home Visits Reflections Form



### Home Visits Reflections Form

This form is to be completed after each home visit and stored as a confidential document in Box. The program director, associate director, and program coordinator will review the data. If there is concern about safety or some other issue about a person in the home, including the Provost Scholar, other administrators at the participating school district, and Case Western Reserve University could be notified. The visitor should make extra efforts to ask for clarity and understanding about each of the items listed below.

**How would you characterize the home visit? Please indicate the action taken by checking the items that are below.**

- Discussed the purpose of the Provost Scholars Program and the responsibilities of the parent/guardian and scholar.
- Emphasized the importance of school attendance.
- Focused on the self-regulation and control of one's own behaviors.
- Reviewed and discussed the Parent/Guardian Letter of Agreement and it was signed.
- Discussed the Media Release and Clearance Form for the scholar and it was signed.
- Reviewed the Provost Scholar Letter of Agreement with the parent/guardian and scholars and it was signed.
- Discussed the Local and Grand Field Trip Waiver Form with the scholar and the parent/guardian and it was signed.
- Reviewed the Chaperone Agreement and Emergency Contact Information and the form was signed.
- Discussed the Scholar Emergency Contact Information. It is accurate and the document was signed.
- Discussed the importance of collaboration and communication with the Provost Scholars team and others. Appropriate administrators at the participating school district could also become involved, especially if the scholar will be absent or tardy or has a change in schedule that might lead to a missed day for programming activities.

\_\_\_\_\_ Outlined and discussed the structures and procedures that are used in the Provost Scholars Program.

\_\_\_\_\_ Reviewed and discussed the code of conduct with the parent/guardian and scholar and the document was signed.

\_\_\_\_\_ Are there any barriers or hardships that might get in the way of the scholar participating in the program every week? (1) \_\_\_\_\_  
(2) \_\_\_\_\_ (3) \_\_\_\_\_

Conclude with a statement such as: "Now, please share with us any questions and concerns that you might have that are not clear to you." The Interviewer will pause, and ask probing questions such as, "Are you sure that there are no more questions or concerns? We want to make sure that we have covered everything that you can think about that is related to the Provost Scholars Program and your scholar's participation."

Interviewers' Notes

What were the parent(s)' concerns?

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The parents had questions, and they were about: \_\_\_\_\_;  
\_\_\_\_\_;

Other observations:

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Is there a perceived need for a follow-up visit? \_\_\_\_\_ No \_\_\_\_\_ Yes. Rationale for your response:

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Name & title of the person(s) conducting the visit:

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Date of the visit: \_\_\_\_\_

Time of the visit: From \_\_\_\_\_ to \_\_\_\_\_

Updated: 10.13.19



## Appendix D: Surveys and Evaluations

This appendix contains the following:

- ❖ **Mentor Survey**
- ❖ **Tutor Survey**
- ❖ **Volunteer Evaluation Form**
- ❖ **Graduate Student Worker Evaluation Form**
- ❖ **Bus Attendant Evaluation Form**
- ❖ **Lecturer Survey**
- ❖ **Parent/Guardian Survey**
- ❖ **Provost Scholar Assessment**

*The Provost Scholars Program website provides additional information of interest:*

<https://case.edu/provostscholars/>

## Mentor Survey



## Mentor Survey

Dear Mentor,

We are sending you this survey as part of our annual review of the Provost Scholars Program. The surveys will provide us data to assess and improve the overall mission of the program.

After reviewing your responses, we will aggregate and publish them in our annual report. No information that could identify you will be used in the publication. However, we would like to publish your quotes and testimonials that you may provide in the comments section of this survey. The annual report will be widely distributed to all stakeholders of the program, including the Provost Scholars, parents/guardians, mentors, teachers, principals, and the CWRU and participating school district communities. We thank you for your support in completing this feedback survey.

If you have any questions, please contact the 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.

### 1. Affiliation: How are you affiliated with Case Western Reserve University?

*Check all that apply.*

- CWRU Alumni
- CWRU Faculty
- CWRU Staff
- Other: \_\_\_\_\_

### Program Quality

### 2. How would you designate your overall experience as a participant in the program?

*Mark only one oval.*

- Excellent
- Very Good
- Good
- Poor

**3. Please describe your experience. What do you think could improve with the programming?**

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**4. Would you volunteer to serve as a mentor in the future?**

*Mark only one oval.*

- Yes
- Probably
- Not Sure
- No

**5. If you would volunteer as a mentor next year, please explain why. Please also explain why you may or may not participate in the future.**

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**6. Did the mentor training session help you prepare for your mentoring experience?**

*Mark only one oval.*

- Yes
- Somewhat
- Not Sure
- No

**7. How clearly defined were your mentor responsibilities? *Mark only one oval.***

- Very Clear
- Moderately Clear
- A little unclear
- Very unclear

**8. How could we improve our mentor training session(s) to better prepare you for your relationship with your mentee?**

What information and/or resources should be included in the training session(s)?

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**9. Did you visit the Provost Scholars' mentor website?**

*Mark only one oval.*

- Yes
- Somewhat
- No

**10. Please comment on what materials and resources you used on the website.**

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**11. Did you find the Provost Scholars' mentor website useful?**

*Mark only one oval.*

- Yes
- No

**12. How often did you use the mentor website and resources? *Mark only one oval.***

- Once a week
- Twice a week
- Once a month
- Less than once a month
- Seldom
- Never

**13. How can we improve the website?**

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**Mentor Program Coordinator Accessibility**

**14. The program coordinators were accessible.**

Please rate the above statement.

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral (Neither Agree nor Disagree)
- Disagree
- Strongly Disagree

**15. What could the program coordinator have done to improve your experience?**

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**Relationship with Mentee**

**16. How would you describe your relationship with your mentee?**

*Mark only one oval.*

- Very Good
- Good
- Fair
- Poor
- Other: \_\_\_\_\_

**17. Please Comment**

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**18. Do you think that the time you spent with your mentee was sufficient?**

*Mark only one oval.*

- Yes
- Somewhat
- No
- Other: \_\_\_\_\_

**19. Please comment:**

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**20. Do you think that the time you spent together was helpful for your mentee?** *Mark only one oval.*

- Yes
- Somewhat
- Not Really
- No
- Other: \_\_\_\_\_

**21. Please comment:**

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**22. Did you gain personally from this relationship?** *Mark only one oval.*

- Yes
- Somewhat
- Not Really
- No
- Other: \_\_\_\_\_

**23. Please comment:**

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**24. Did you gain professionally from this relationship?** *Mark only one oval.*

- Yes
- Somewhat
- Not Really
- No
- Other: \_\_\_\_\_

**25. Please comment:**

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## About Your Mentee

The following questions ask you about your mentee's progress in the program and how they have learned and grown over time. To the best of your knowledge, please answer the following questions.

**26. Do you perceive yourself as a partner with your mentee where you both have mutual goals?**

*Mark only one oval.*

- Yes
- Sometimes
- Rarely
- No
- Other: \_\_\_\_\_

**27. Since the beginning of the program, do you think your mentee demonstrated an increasingly positive attitude about the future?** *Mark only one oval.*

- Yes
- Sometimes
- Rarely
- No
- Other: \_\_\_\_\_

**28. Since the beginning of the program, do you think your mentee has increased their desire to pursue additional learning opportunities?** *Mark only one oval.*

- Yes
- Sometimes
- Rarely
- No
- Other: \_\_\_\_\_

**29. Since the beginning of our time together in the program, my mentee has demonstrated enhanced knowledge and skills in the following area(s):** *Check all that apply.*

- Time Management
- Decision Making
- Conflict Resolution
- Listening Skills
- Professional Behaviors and Social Skills
- Attitude Toward Learning
- Positive Interactions with Peers and Adults

**30. Do you think your mentee is more aware of career opportunities that are or could be available?**

*Mark only one oval.*

- Yes
- Sometimes
- Rarely
- No
- Other: \_\_\_\_\_

**31. Do you think your mentee is interested in more recreational and cultural opportunities since the beginning of this year?**

*Mark*

*only one oval.*

- Yes
- Sometimes
- Rarely
- No
- Other: \_\_\_\_\_

### **Provost Scholars Program Evaluation**

The following questions ask about your overall satisfaction with the program.

**32. What was most satisfying about the mentor program?**

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**33. What was least satisfying about the mentor program?**

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**34. What would you suggest to improve the mentor program?**

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Thank you for completing this survey. If you have any other additional comments, please contact the 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. If you have any urgent questions, contact the program coordinator, Kate Klonowski, at [kak121@case.edu](mailto:kak121@case.edu) or phone 216-368-0709.

Powered by  
 Google Forms

Updated: 10.13.19

## Tutor Survey



## Tutor Survey

Dear Tutor,

We are sending you this survey as part of our annual review of the Provost Scholars Program. The surveys will provide us data to assess and improve the overall mission of the program.

After reviewing your responses, we will aggregate and publish them in our annual report. No information that could identify you will be used in the publication. However, we would like to publish your quotes and testimonials that you may provide in the comments section of this survey. The annual report will be widely distributed to all stakeholders of the program, including the Provost Scholars, their parents/guardians, mentors, teachers, and principals, and the CWRU and participating communities. We thank you for your support in completing this feedback survey.

If you have any questions, please contact the 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.

\* Required

1. **Name \*** \_\_\_\_\_

2. **Scholar's Name(s) \*** \_\_\_\_\_

3. **Please rate your tutoring experience with your Scholar(s). \***

The Provost Scholars Program is constantly trying to improve the experience and outcomes for our scholars.

*Mark only one oval.*

- Very Poor
- Poor
- Good
- Outstanding

**4. How would you describe your relationship with your scholar(s)? \***

*Mark only one oval.*

- Very Poor
- Poor
- Good
- Outstanding

**5. Do you feel that you had adequate time to spend with your scholar(s)?**

*Mark only one oval.*

- Yes
- Somewhat
- Not really
- No
- Other: \_\_\_\_\_

**6. What did you and your scholar(s) work on? \***

*Check all that apply.*

- Academics
- Time Management
- Social-Emotional Skills
- Study Habits
- Note-taking
- Attitude Towards Learning
- Other: \_\_\_\_\_

7. **Do you feel that your tutor training adequately prepared you for your role? \***

*Mark only one oval.*

- Yes
- Somewhat
- Not really
- No
- Other: \_\_\_\_\_

8. **Please elaborate on your response**

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9. **Did you gain personally from this relationship?**

*Mark only one oval.*

- Yes
- Somewhat
- Not really
- No
- Other: \_\_\_\_\_

10. **Please comment**

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**11. Did you gain professionally from this relationship?**

*Mark only one oval.*

- Yes
- Somewhat
- Not Really
- No
- Other: \_\_\_\_\_

**12. Please comment**

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**13. What was the most satisfying aspect of your tutoring experience?**

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**14. What was the most satisfying thing about the tutoring program?**

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**15 What was the least satisfying thing about the tutoring program?**

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**16. How do you feel can we improve upon our programming?**

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## Volunteer Evaluation Form



### Volunteer Evaluation Form

Name: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Volunteer Activities Performed: \_\_\_\_\_

Person(s) Completing the Evaluation: \_\_\_\_\_

*Rating scale: 1 = needs improvement    4= very good  
2 = fair    5= superior  
3 = good    N/A = not applicable*

**Overall Performance**

- \_\_\_\_\_ Understands the goals and objectives of the Provost Scholars Program.
- \_\_\_\_\_ Adheres to program guidelines about confidentiality and privacy.
- \_\_\_\_\_ Serves as an advocate for the program and relates and relates them to the community.
- \_\_\_\_\_ Exhibits calm and focused attention in tense situations.
- \_\_\_\_\_ Shows interest and enthusiasm when communicating with the scholars, their parents and others.
- \_\_\_\_\_ Reliable and dependable about time commitments to the program.
- \_\_\_\_\_ Willing to assist the scholars with their academic assignments.
- \_\_\_\_\_ Exhibits supportive and growth focused thoughts and behaviors toward the scholars and their parents.
- \_\_\_\_\_ Communicates effectively with the Provost Scholars Program team members, mentors, and tutors.

Comments: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Volunteer's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Updated: 10.13.19

## Graduate Student Worker Evaluation Form



### Graduate Student Work Study Evaluation

Name of Work Study Graduate Student: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_ Type of Evaluation \_\_\_\_ Month \_\_\_\_ Semester \_\_\_\_ Year

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Second Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

#### Administrative Duties

| The Graduate Student Worker (GSW) has:   | Never | Sometimes | Always | N/A | Comments |
|--|-------|-----------|--------|-----|----------|
| Assisted with the creation of documents, spreadsheets, and presentations using Word, Excel, and PowerPoint for project tracking, library research and for communication both internal and external to the program. |       |           |        |     |          |
| Critically evaluated research documents and made recommendations based on the findings.  |       |           |        |     |          |
| Explored best practices in risk reduction among youth.   |       |           |        |     |          |
| Examined approaches for strengthening academic and social/ behavioral outcomes.  |       |           |        |     |          |
| Completed additional duties as assigned.   |       |           |        |     |          |

#### Communication

| The GSW has:  | Never | Sometimes | Always | N/A | Comments |
|---|-------|-----------|--------|-----|----------|
| Participated in writing and proofreading manuscripts and program-related materials. |       |           |        |     |          |
| Participated in organizing research and theoretical materials in electronic medium. |       |           |        |     |          |
| Assisted with literature searches in PubMed and other electronic databases          |       |           |        |     |          |

## Knowledge and Skills

| The GSW has:  | Never | Sometimes | Always | N/A | Comments |
|---|-------|-----------|--------|-----|----------|
| Demonstrated computer proficiency in Word, Excel, and PowerPoint.                                     |       |           |        |     |          |
| Demonstrated skill with reference management software such as Endnote or RefWorks.                    |       |           |        |     |          |
| Been able to work independently and make decisions about project priorities.                          |       |           |        |     |          |
| Been able to communicate effectively with culturally diverse groups and audiences.                    |       |           |        |     |          |
| Demonstrated familiarity with child and adolescent cognitive and emotional development.               |       |           |        |     |          |
| Demonstrated awareness of and sensitivity to the social determinants of health and education.         |       |           |        |     |          |
| Demonstrated data analysis skills with software such as SPSS and excellent written and verbal skills. |       |           |        |     |          |
| Demonstrated a willingness to learn new skills.   |       |           |        |     |          |

Additional Comments: \_\_\_\_\_

Suggestions for Improvement: \_\_\_\_\_

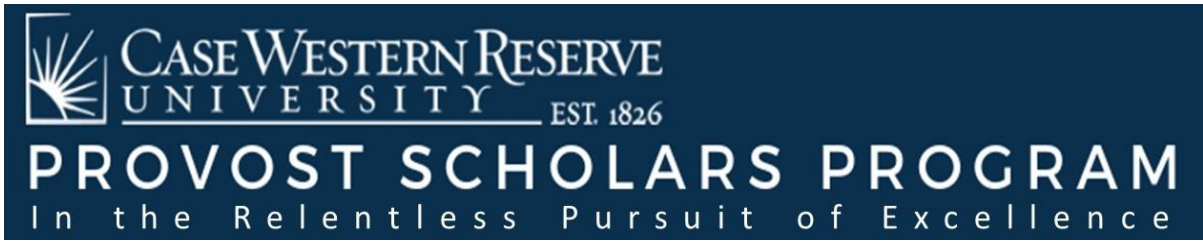
Comments by GSW: \_\_\_\_\_

Supervisor/Evaluator Signature: \_\_\_\_\_ Date \_\_\_\_\_

GSW Signature: \_\_\_\_\_ Date \_\_\_\_\_

Updated: 10.13.19

## Bus Attendant Evaluation Form



### Bus Attendant Evaluation

Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Bus Attendant's Name: \_\_\_\_\_

*Rating scale: 1 = needs improvement      4= very good*  
*2 = fair    5= superior*  
*3 = good    N/A = not applicable*

| Responsibility  | Rating<br>(1-5) | Notes/Comments |
|---|-----------------|----------------|
| 1. Assists the scholars with getting on and off the bus.  |                 |                |
| 2. Maintains scholar safety.  |                 |                |
| 3. Effectively communicates with parents, Provost Scholars, program director, assistant director and program coordinator. |                 |                |
| 4. Presents with positive demeanor.   |                 |                |
| 5. Keeps adequate records of scholar addresses, roster, code of conduct, and bus routes.                                  |                 |                |

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Volunteer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Updated: 10.13.19



## Lecturer Survey



## Lecturer Survey

Dear Lecturer:

We are sending you this survey to gather feedback about your experience and involvement with the Provost Scholars Program. If you could take a few minutes to complete this short survey, we would sincerely appreciate it. Again, thank you for your participation in our program and supporting our Provost Scholars!

If you have any questions, please contact the 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.

### Intensive University Seminar (IUS) Participation

The IUSs occur every Thursday afternoon from \_\_\_\_ p.m. to \_\_\_\_ p.m. and provide additional opportunities for the Provost Scholars to learn about different world cultures, improve their test-taking skills, and learn from Case Western Reserve University professors and other outside lecturers.

#### 1. How were you contacted to participate at one of the Intensive University Seminars (IUSs)?

*Please check all that apply.*

- Phone
- E-mail
- Personal Invitation
- Other: \_\_\_\_\_

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**2. Please rate how well we communicated to you about your participation in the Intensive University Seminars.**

*Mark only one oval per row.*

|  | Very Poor             | Poor                  | Good                  | Outstanding           |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Communication of time and date of presentation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Topic of the Intensive University Seminar      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ease of communication                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finding the room location                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Set-up for the event                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

We are constantly trying to improve the Provost Scholars program and the opportunities we provide to our scholars. The next questions ask about your experience lecturing to the scholars.

**3. Please reflect on your participation in your IUS and rate the following statements.**

*Mark only one oval per row.*

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The scholars were attentive and engaged.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The scholars listened and followed directions.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The scholars were receptive to my presentation.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The program director welcomed me at the beginning of the lecture.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was prepared for my presentation and/or lecture.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was thanked and acknowledged for my contribution to the program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**6. What non-academic subject areas can the Provost Scholars add to help our scholars?**

*Please check all that apply.*

- Time Management
  - Public Speaking
  - Organization and/or Planning
  - Conflict Resolution
  - Interpersonal Behavior with Peers
  - Critical Thinking and Problem-Solving Exercises
  - Decision Making
  - Professional and Social Behaviors
  - Other: \_\_\_\_\_
- 
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**7. How can we improve the Intensive University Seminars (IUSs)?**

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We are glad that you completed this survey. If you have an urgent question about this survey please contact the Provost Scholars Program coordinator, Kate Klonowski, at [kak121@case.edu](mailto:kak121@case.edu) or phone 216-368-0709.

Please direct all other questions to the program director, Dr. Faye Gary, at [fgary@case.edu](mailto:fgary@case.edu) or phone 216-368-5240 or the associate director, Dr. Lee Thompson, at [lat@case.edu](mailto:lat@case.edu) or phone 216-368-6477.

## Parent/Guardian Survey



## Parent/Guardian Survey

Dear Provost Scholar Parent(s)/Guardians:

We are sending you this survey as part of our annual review of the Provost Scholars program. In addition to sending a survey to all of our parents/guardians, we will also be developing a survey for other stakeholders in the program. The surveys will help provide us with data to assess and improve the overall goals and objectives of the program.

After reviewing your responses, we will publish them, in aggregate, in our annual report. No information that could identify you will be used in the publishing of this data. However, we would like to publish your quotes and testimonials that you may provide in the comments sections. The annual report will be distributed to all stakeholders of the program, including parents/guardians, teachers, principals, and members of the CWRU and participating school communities, and other local and global settings. Thank you for your support of the Provost Scholars Program and time spent completing this feedback survey.

If you have any questions, please contact the 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.

## Provost Scholars Learning and Personal Behavior

**1. The following statements refer to your scholars 's learning and classroom behavior. Please answer the following questions to the best of your knowledge and what you know of your scholars 's school and academic life.**

*Mark only one oval per row.*

|   | Not at all true       | A little true         | Somewhat true         | Very true             | Not Sure / Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My scholar has above average grades in his/her classes.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he has spent more time studying.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I see greater attention to detail in my scholar's homework assignments.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My scholar is more attentive during class.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My scholar is supportive of his/her peers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he answers more questions during class.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I believe my scholar has regularly submitted his/her homework assignments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I see greater quality in her/his work.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**2. The following statements ask about your scholar's behavior with his/her peers, teachers, and school principal. Please read the following statements carefully and choose the answer that best describes your scholar. If you are unsure, indicate this is the farthest right-hand column.**

*Mark only one oval per row.*

|  | Not at all true       | A little true         | Somewhat true         | Very true             | Not Sure / Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| S/he respects the opinions of her/his peers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he listens to her/his peers during class.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he advocates for her/his peers.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he waits to be called on during class.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he listens her teachers and the principal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**3. Based upon your knowledge of your scholar's academic grades and attitude towards learning, please read the following statements carefully and choose the answer that best describes your scholar:**

*Mark only one oval per row.*

|   | Not at all true       | A little true         | Somewhat true         | Very true             | Not Sure / Don't Know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| His/Her attitude toward learning has improved   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My scholar has above average grades.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My scholar is more aware of and interested in post-secondary opportunities that are or could be available to him/her. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Provost Scholars Classroom Confidence

**4. How true are the following statements of your scholar?**

*Mark only one oval per row.*

|  | Not at all true       | A little true         | Somewhat True         | Very True             | Not Sure / Don't Know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| S/he knows when to ask for help if s/he is struggling with an assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he is more confident when answering questions                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he has improved her/his public speaking skills                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he has higher personal self-esteem in and outside of the classroom     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| S/he has a better sense of self-control in the classroom and school      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Parent Suggestions for Future Programming

We are constantly trying to improve the Provost Scholars program and the opportunities we provide to our scholars. The next questions ask what additional academic and nonacademic support we can offer to the Provost Scholars.

### 5. What subject areas should the Provost Scholars focus on to help your scholar improve academically?

*Please Check all that apply.*

- Math and Sciences
- Reading Comprehension
- Writing Composition
- Writing Proficiency
- Art and Media
- Science Technology
- Business
- Other: \_\_\_\_\_

### 6. What non-academic subject areas can the Provost Scholars add to help your scholar?

*Please check all that apply.*

- Time Management
- Public Speaking
- Organization and/or Planning
- Conflict Resolution
- Interpersonal Behavior with Peers
- Critical Thinking and Problem-Solving Exercise
- Decision Making
- Professional and Social Behaviors
- Other: \_\_\_\_\_

**7. How can we improve the Intensive University Seminars (IUSs)? Please list your suggestions in the space provided.**

The IUSs occur every Thursday afternoon and provide additional opportunities for the Provost Scholars to learn about different world cultures, improve their test-taking skills, learn from Case Western Reserve University professors and other lecturers and explore new subject areas.

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**8. Please write any other comments and/or suggestions you have regarding the program in the space below.**

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## Thank You!

Thank you for completing this survey. If you have any questions about this survey please contact the 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.

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## Provost Scholars Assessment

Name: \_\_\_\_\_

Thank you for participating in the Provost Scholars program. Please answer the questions below as honestly as you can by circling your answer unless otherwise noted.

1) What school do you attend? \_\_\_\_\_ Middle School \_\_\_\_\_ High School

2) What grade are you in? 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>

3) How good are your grades compared to other students in your school?

- A. One of the best
- B. Better
- C. About the same
- D. Worse
- E. One of the worst

4) How much do you worry about getting good grades?

- A. Very Much
- B. Not at all
- C. Some

Please answer the following questions. Circle the answer that is most true for you.

|   |                 |                 |              |      |           |
|---|-----------------|-----------------|--------------|------|-----------|
| 5. I have high self-esteem.             | Not at all true | Not really true | Sort of true | True | Very True |
| 6. I have a desire to learn.            | Not at all true | Not really true | Sort of true | True | Very True |
| 7. I know who to ask when I need help.  | Not at all true | Not really true | Sort of true | True | Very True |
| 8. I'm really good at managing my time. | Not at all true | Not really true | Sort of true | True | Very True |

|  |                 |                 |              |      |           |
|--|-----------------|-----------------|--------------|------|-----------|
| 9. I know how to resolve conflicts.  | Not at all true | Not really true | Sort of true | True | Very True |
| 10. I am interested in having a mentor.  | Not at all true | Not really true | Sort of true | True | Very True |
| 11. I look forward to building a relationship with a mentor.                         | Not at all true | Not really true | Sort of true | True | Very True |
| 12. I'm excited about developing an academic and career plan.                        | Not at all true | Not really true | Sort of true | True | Very True |
| 13. It's very easy for me to get along with my peers.                                | Not at all true | Not really true | Sort of true | True | Very True |
| 14. My teachers and I have a great relationship.                                     | Not at all true | Not really true | Sort of true | True | Very True |
| 15. I submit my homework assignments on time.  | Not at all true | Not really true | Sort of true | True | Very True |
| 16. I know who to ask if I have trouble on my assignments.                           | Not at all true | Not really true | Sort of true | True | Very True |
| 17. I am interested in career opportunities and cultural activities in my community. | Not at all true | Not really true | Sort of true | True | Very True |
| 18. I'm very good at helping my peers to resolve problems.                           | Not at all true | Not really true | Sort of true | True | Very True |
| 19. I'm resistant to peer pressure.  | Not at all true | Not really true | Sort of true | True | Very True |

20) What seminar topics are you interested in?

Career-related (e.g., Law, Medicine, Business, History, Math, Science, English, Engineering, Social Work)

International Topics (e.g., Immigration in Central America, Land Rights in Africa)

International Languages and Cultures

College Preparation

Motivational Speakers

Community Organizing and Engagement

Video Gaming and Editing

Other: \_\_\_\_\_

21) Have you ever been to a lecture before?

- A. Yes      B. No      C. Maybe      D. I don't know

What do you look for in a lecture? \_\_\_\_\_

22) Do you want to pursue an education after high school?

- A. Yes      B. No      C. Maybe      D. I don't know

Please answer the questions below by placing a check mark in the box closest to your answer about how well you can do different things.

|   |            |         |           |
|---|------------|---------|-----------|
| 24) How well can you get teachers to help you when you get stuck on schoolwork? | Not at all | Neutral | Very Well |
| 25) How well can you study when there are other interesting things to do?       | Not at all | Neutral | Very Well |
| 26) How well can you study a chapter for a test?                                | Not at all | Neutral | Very Well |
| 27) How well do you succeed in finishing all your homework every day?           | Not at all | Neutral | Very Well |
| 28) How well can you pay attention during every class?                          | Not at all | Neutral | Very Well |
| 29) How well do you succeed in passing all subjects?                            | Not at all | Neutral | Very Well |
| 30) How well do you succeed in satisfying your parents with your schoolwork?    | Not at all | Neutral | Very Well |
| 31) How well do you succeed in passing a test?                                  | Not at all | Neutral | Very Well |

Please answer the following questions. Circle the answer that is most true for you.

|  |       |          |        |
|--|-------|----------|--------|
| 32) Having a mentor will be helpful for: |       |          |        |
| Academics                                | Agree | Disagree | Unsure |
| Attitude towards learning                | Agree | Disagree | Unsure |
| Exposure to different opportunities      | Agree | Disagree | Unsure |
| Self-esteem                              | Agree | Disagree | Unsure |
| Inspiration for academic success         | Agree | Disagree | Unsure |
| Other:                                   | Agree | Disagree | Unsure |

**Please tell us about your school subjects:**

1. Which classes do you do well in?

2. What classes do you struggle with?

3. Which classes do you like the best?

4. What are your least favorite subjects?

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## Appendix E: Organizational Underpinnings

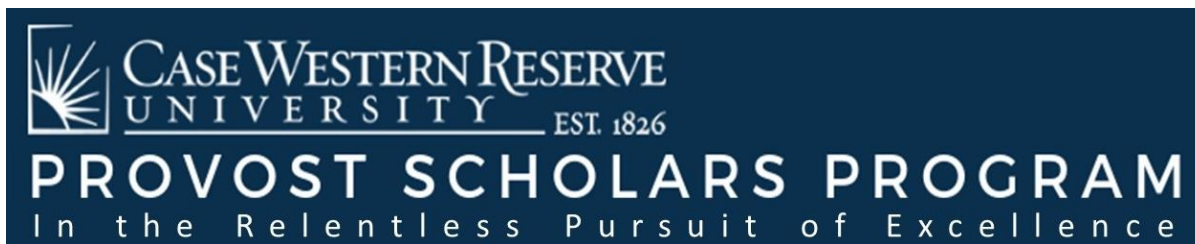
This appendix contains the following:

- ❖ **Invitation to International Board of Advisors**
- ❖ **Administrative Calendar**
- ❖ **Budget**

*The Provost Scholars Program website provides the current calendar and additional information of interest:*

<https://case.edu/provostscholars/>

## Invitation to International Board of Advisors



### Invitation to International Board of Advisors

On January 31, 2013, the Provost Scholars Program, a partnership between [Case Western Reserve University](#) and the [East Cleveland City Schools](#), began providing academic, social, and emotional learning opportunities for young scholars. This program was the vision of the former university provost and executive vice president, Dr. William “Bud” Baeslack-III, and the former superintendent of the East Cleveland City Schools, Dr. Myrna Loy Corley. Since its inception, the program has exponentially increased the academic, social, and emotional learning of over 95 scholars. The Provost Scholars Program provides a range of mentoring and tutoring services to the scholars, with university faculty members serving as mentors and undergraduate students providing one-to-one tutoring. Other team members engage the scholars through lectures, seminars, educational field trips, and more.

The overarching goals of the program have been

- To ensure that students will complete their high school education and matriculate into colleges, universities, and vocational and technical schools.
- To engage higher education faculty, team members, and students in shaping the future of youth from under-resourced communities.

The success of our pilot program compels us to promote the model to other communities nation-wide and globally to the benefit of students everywhere. Over the next three years, we intend to create and maintain a technology-driven plan that will provide people from across the globe access to the Provost Scholars Program as a guide for implementing similar initiatives in their respective communities. We invite you to peruse our website for program outcomes, and to view our [Provost Scholars Program Toolkit](#), which will provide you with an in-depth overview of our efforts and future plans.

I write to invite you to consider becoming a member of the International Board of Advisors for the Provost Scholars Program from 2019–2023. The primary purpose of the International Provost Scholars Advisory Board is to bring together a group of talented managers, team members, and administrators who will influence the future directions of the program.

As one of the inaugural members of the Provost Scholars Program International Board of Advisors, you would have the unique opportunity to help shape the future of this incredible initiative. Given the emerging local, national, and international trends that are linked to the future of education and employment, as a member of this board you could partner with us in shaping additional dynamics and programming options that will be disseminated worldwide. Your experience and expertise would be ideal in helping us to expand our vision while

redesigning a blueprint that will aid us in charting the future of the Provost Scholars Program and assuring its sustainability.

We have plans for the International Provost Scholars Advisory Board to meet three times each year. The advisory board meetings will take place at Case Western Reserve University in Cleveland, OH, USA. We will use technology such as [Zoom](#) to connect you to the meetings if you are not able to be physically present. The meetings will consist of a two-hour discussion of a pre-determined agenda followed by a formal dinner. There may also be follow-up questions/discussions by email. Due to the sensitive nature of the matters to be discussed, members will be required to sign a confidentiality agreement. All materials presented to the board will be provided via a secure and password-protected file that may be accessed through the [Provost Scholars Program](#) website.

Should you have any questions, please contact me, the founding program director, Dr. Faye Gary, at [fgary@case.edu](mailto:fgary@case.edu) or phone 216-368-5240; or the associate director, Dr. Lee Thompson, at [lat@case.edu](mailto:lat@case.edu) or phone 216-368-6477. I look forward to contacting you soon in the hope that you might agree to lend your considerable insight and perspective toward shaping the future of this dynamic program.

We appreciate your consideration.

Sincerely,

Dr. Faye Gary,

Program Director, Provost Scholars Program; Case Western Reserve University, Medical Mutual of Ohio and Kent W. Clapp Chair and Professor

## Administrative Calendar



# PROVOST SCHOLARS PROGRAM

## Summary of Program Dates 2019-2020

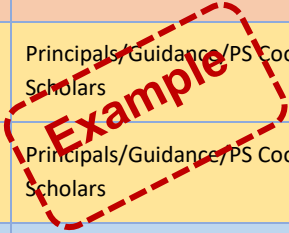
Most current version available at <https://case.edu/provostscholars/>

|             |         |          |        |       |         |           |
|-------------|---------|----------|--------|-------|---------|-----------|
| <b>Key:</b> | Mentors | Scholars | Tutors | Admin | Parents | Other/All |
|-------------|---------|----------|--------|-------|---------|-----------|

| Month     | Tuesdays          | Thursdays         | 4 <sup>th</sup> Saturdays |
|-----------|-------------------|-------------------|---------------------------|
| September | 10, 17, 24        | 12, 19, 26        | 28                        |
| October   | 1, 8, 15, 22, 29  | 3, 10, 17, 24, 31 | 26                        |
| November  | 5, 12, 19, 26     | 7, 14, 21         | - (23?)                   |
| December  | 3, 10             | 5, 12             | -                         |
| January   | 14, 21, 28        | 16, 23, 30        | 25                        |
| February  | 4, 11, 18, 25     | 6, 13, 20, 27     | 22                        |
| March     | 3, 10, 17, 24, 31 | 5, 12, 19, 26     | 28                        |
| April     | 7, 14, 21, 28     | 2, 9, 16, 23, 30  | 27                        |
| May       | -                 | 7                 | -                         |

| Date          | Event   | Participants/Presenters & Contact Info.  | Location                |
|---------------|---|--|-------------------------|
| 9/            | Planning Meeting  | ECCS Superintendent and Administrative Team<br>Approval of Provost Scholars, 2018-19 | ECCS                    |
| Tues.<br>9/13 | Provost Scholars Kickoff: Ben Vinson III                      | Provost Scholars, Mentors, Parents, ECCS Administrators & Teachers                   | ECCS Board of Education |
| 9/20          | Robo Call to Parents about the Parents' College at Case (PCC) | ECCS Update with Name  | Virtual                 |
| 9/21          | Robo Call to Parents about the PCC                            | ECCS Update with Name  | Virtual                 |
| Sat.<br>9/28  | Parents' College at Case<br>10:30am – 12:00 noon              | Provost Scholars Parents/Guardians<br>Orientation                                    | Guilford House          |

|                 |   | Presenters: Provost Scholars team members   |                           |
|-----------------|---|---|---------------------------|
| Date            | Event   | Participants/ Presenter   | Location                  |
| Tues.<br>9/25   | Mentors' Appreciation Luncheon<br>Adelbert Hall, Toepfer Room<br>11:00am – 1:00pm               | Mentors—Updates & Background Checks<br>(11:30 – 12:30)  | Adelbert Hall             |
| Tues.<br>9/25   | <b>First Day of Provost Scholars<br/>Program-Scholar Orientation</b>                            | Provost Scholars with Program Directors<br>and Team Members   | Guilford House            |
| Thurs.<br>9/27  | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 1 | Presenter: Dr. James Eller, Office of<br>Educational Services for Students, CWRU<br>Topic: Studying, Note-Taking, & Knowledge<br>Retention – Contact: (email)           | Guilford House            |
| Mon.<br>10/1    | Shaw Scholar Weekly Meeting<br>9:48am   | Principals/Guidance/PS Coordinator/HS<br>Scholars   | Shaw High School          |
| Tues.<br>10/2   | Heritage Scholar Weekly Meeting<br>8:00am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Tues.<br>10/2   | <b>First Day of Mentoring<br/>(Mentor Training: 2:30 – 3:30)</b>                                | Provost Scholars & Mentors<br>Presenter: Dr. Timothy Eppich, Program<br>Administrator, Student Services<br>Topic: Suicide Prevention – Contact: (email)                 | Guilford House            |
| Thurs.<br>10/4  | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 2 | Presenters: Director Frank Demes & Chief<br>Jay Hodge: Police and Security Operations,<br>CWRU<br>Topic: Being Safe at School and in the<br>Community Contacts: (email) | Guilford House            |
| Tues.<br>10/9   | Mentoring 2:30 – 5:00   | Provost Scholars & Mentors  | Guilford House            |
| Thurs.<br>10/11 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Thurs.<br>10/11 | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 3 | Presenter: Mr. Edwin Mayes & Amani Green<br>Topic: How to Get Admitted into High<br>Ranking Colleges, Universities and<br>Technical/Trade Inst.<br>Contact: (email)     | Guilford House            |
| Tues.<br>10/16  | Mentoring 2:30 – 5:00   | Provost Scholars & Mentors  | Guilford House            |



| Date            | Event   | Participants/ Presenter   | Location                  |
|-----------------|---|---|---------------------------|
| Wed.<br>10/17   | Shaw Scholar Weekly Meeting<br>9:00 am  | Principals/Guidance/PS Coordinator/HS<br>Scholars   | Shaw High School          |
| Thurs.<br>10/18 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Thurs.<br>10/18 | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 4 | Presenter: Ms. Kate Klonowski, Coordinator,<br>Provost Scholars Program<br>Topic: Media Literacy for the Savvy Provost<br>Scholar<br>Contact: (email) | Guilford House            |
| Tues.<br>10/23  | Mentoring 2:30pm – 5:00pm   | Provost Scholars & Mentors<br>4:30 – Senior Meeting w/Liana Carroll<br>(admissions)<br>Contact: (email)   | Guilford House            |
| Wed.<br>10/24   | Shaw Scholar Weekly Meeting<br>2:00pm   | Principals/Guidance/PS Coordinator/HS<br>Scholars   | Shaw High School          |
| Thurs.<br>10/25 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Thurs.<br>10/25 | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 5 | Presenter: Dr. Scott A. Wilkes,<br>Topic: Civic Responsibility: What does it<br>mean to be a good citizen?<br>Contact: (email)                        | Guilford House            |
| 10/25           | Robo Call to Parent/Guardian  | ECCS  | Virtual                   |
| 10/26           | Robo Call to Parent/Guardian  | ECCS  | Virtual                   |
| Sat.<br>10/27   | Parents' College at Case<br>10:30am – 12:00 noon  | Presenter: Dr. Gilbert Doho<br>Topic: Building and Shaping Communities<br>Through Education and Shared Values<br>Contact: (email)                     | Guilford House            |
| Tues.<br>10/30  | Mentoring 2:30pm – 5:00pm<br>[CANCELLED]  | Provost Scholars & Mentors  | Guilford House            |
| Thurs.<br>11/1  | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |

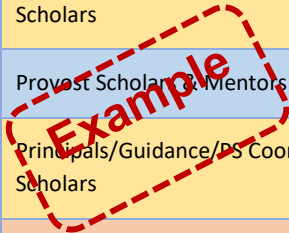


| Date   | Event  | Participants/ Presenter   | Location               |
|--|--|---|------------------------|
| Thurs.<br>11/1   | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 6 | Presenter: Sofija Conic, MD, CWRU School of Medicine<br>Topic: Personal Health and Wellbeing<br>Contact: (email)                                  | Guilford House         |
| Mon.<br>11/5   | Shaw Scholar Weekly Meeting<br>1:30pm  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>11/6  | Mentoring 2:30pm – 5:00<br>[CANCELLED]   | Provost Scholars & Mentors  | Guilford House         |
| Thurs.<br>11/8   | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
| Thurs.<br>11/8   | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar 7 | Presenter: Provost Scholars & Team Members<br>Topic: Civility in Discourse: Meaningful Strategies for Communicating                               | Guilford House         |
| Tues.<br>11/13   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>11/13   | Mentoring 2:30pm – 5:00pm<br>“Passing of the Books” & Cake                                   | Provost Scholars & Mentors<br>Topic: Selected Books From Which the Myrna Loy Corley Critical Thinking and Writing Essays Will Be Developed        | Guilford House         |
| Thurs.<br>11/15  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
| Thurs.<br>11/15  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar   | Presenter: Dr. Victoria Wright, Office of the Provost, CWRU<br>Topic: The Power of Planning and Evaluating Goals and Decisions – Contact: (email) | Guilford House         |
| November 18 through 23 there will be no programming: Thanksgiving Holidays |  |   |                        |
| Mon.<br>11/26  | Shaw Scholar Weekly Meeting<br>9:48am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>11/27   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House         |
| Thurs.<br>11/29  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |

| Date  | Event  | Participants/ Presenter  | Location               |
|---|--|--|------------------------|
| Thurs.<br>11/29   | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Livia Timpanaro-Perrotta, School of Medicine<br>Topic: Preparing for Success Each Day<br>Contact: (email)                                   | Guilford House         |
| Mon.<br>12/3  | Shaw Scholar Weekly Meeting<br>9:48am  | Principals/Guidance/PS Coordinator/HS Scholars   | Shaw High School       |
| Tues.<br>12/4   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors   | Guilford House         |
| Thurs.<br>12/6  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars   | Heritage Middle School |
| Thurs.<br>12/6  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Lisa Kollins, CWRU<br>Topic: Being a Social Justice Leader<br>Contact: (email)  | Guilford House         |
| Mon.<br>12/10   | Shaw Scholar Weekly Meeting<br>9:48am  | Principals/Guidance/PS Coordinator/HS Scholars   | Shaw High School       |
| Tues.<br>12/11  | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors   | Guilford House         |
| Thurs.<br>12/13   | Open House and Provost Scholars/<br>Mentors Updates 2:30pm – 5:00pm                        | Provost Scholars Will Provide an Update of Their Activities from the Podium. Holiday Hors d'oeuvres will be served – Mentors, Parents & Tutors Invited | Guilford House         |
| <b>December 17th- January 13<sup>th</sup> - CWRU Winter Break – Scholar Programming Resumes at CWRU Tuesday, January 22, 2019</b> |  |  |                        |
| Fri.<br>1/11  | Send out Parents' College at Case Letter   | CWRU PS Admin.   | Virtual                |
| Tues.<br>1/15   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars   | Shaw High School       |
| Tues.<br>1/15   | Mentor Training 3:30pm – 4:30pm  | Mentors Only (NO SCHOLARS AT CWRU)   | Guilford House         |
| Thurs.<br>1/17  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars   | Heritage Middle School |
| Thurs.<br>1/17  | Tutor Training 3:30pm – 4:30pm   | Tutors Only (NO SCHOLARS AT CWRU)  | Guilford House         |

| Date            | Event  | Participants/ Presenter   | Location               |
|-----------------|--|---|------------------------|
| Thurs.<br>1/24* | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar       | Presenter: Timothy Goler, PhD Candidate, Sociology<br>Topic: Scholars Engaging the Political World<br>Contact: (email)                                      | Guilford House         |
| 1/24            | Robo Call to Parent/Guardian   | ECCS  | Virtual                |
| 1/25            | Robo Call to Parent/Guardian   | ECCS  | Virtual                |
| Sat.<br>1/26*   | Parents' College at Case<br>10:30am – 12:00 noon   | Presenter: <del>Dr. Jackson Wright</del> [Dr. Katz]<br>Topic: Heart Health and Hypertension<br>Contact: (email)   | Guilford House         |
| Tues.<br>1/29   | Mentoring 2:30pm – 5:00pm  | Provost Scholars and Mentors [CANCELLED]  | Guilford House         |
| Thurs.<br>1/31  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
|                 |  |   |                        |
| Thurs.<br>1/31  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar       | Presenter: Shemariah Arki [CANCELLED]<br>**RESCHEDULED FOR APRIL 18**<br>Topic: Finding Your Voice Through Activism and Storytelling – Contact: (email)     | Guilford House         |
| Tues.<br>2/5    | <b>Myrna Loy Patton Corley Critical Thinking &amp; Writing Essay First Draft Submissions Due</b> |   |                        |
| Tues.<br>2/5    | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>2/5    | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House         |
| Thurs.<br>2/7   | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
| Thurs.<br>2/7   | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar       | Presenter: Dr. David Miller, CWRU Mandel School of Social Work<br>Topic: Political Involvement: Being Informed, Being Active and Voting<br>Contact: (email) | Guilford House         |
| Fri.<br>2/8     | Send out Parents' College at Case Letter   | CWRU PS Admin.  | Virtual                |

| Date           | Event   | Participants/ Presenter   | Location                  |
|----------------|---|---|---------------------------|
| Tues.<br>2/12  | Mentoring 2:30pm – 5:00pm   | Provost Scholars & Mentors  | Guilford House            |
| Thurs.<br>2/14 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Thurs.<br>2/14 | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Dr. Scott Fine, Weatherhead<br>School of Management, CWRU<br><br>Topic: Managing Your Money & Growing<br>Wealth<br><br>Contact: (email)                                | Guilford House            |
| Tues.<br>2/19  | Shaw Scholar Weekly Meeting<br>9:00am   | Principals/Guidance/PS Coordinator/HS<br>Scholars   | Shaw High School          |
| Tues.<br>2/19  | Mentoring 2:30pm – 5:00pm   | Provost Scholars & Mentors  | Guilford House            |
| Thurs.<br>2/21 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |
| Thurs.<br>2/21 | Tutoring & Intensive University<br>Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenters: Dr. Megan Jewell & Dr. Gabrielle<br>Parkin, CWRU Writing Center & Department<br>of English<br><br>Topic: Writing for Research and Scholarship<br><br>Contact: (email) | Guilford House            |
| 2/21           | Robo Call to Parent/Guardian  | ECCS  | Virtual                   |
| 2/22           | Robo Call to Parent/Guardian  | ECCS  | Virtual                   |
| Sat.<br>2/23   | Parents' College at Case<br>10:30am – 12:00 noon  | Presenter: Parent Discussion Group<br><br>Topic: Creating Safe Families and<br>Communities  | Guilford House            |
| Tues.<br>2/26  | Shaw Scholar Weekly Meeting<br>9:00am   | Principals/Guidance/PS Coordinator/HS<br>Scholars   | Shaw High School          |
| Tues.<br>2/26  | Mentoring 2:30pm – 5:00pm   | Provost Scholars & Mentors  | Guilford House            |
| Thurs.<br>2/28 | Heritage Scholar Weekly Meeting<br>8:30am   | Principals/Guidance/PS Coordinator/MS<br>Scholars   | Heritage Middle<br>School |



| Date  | Event  | Participants/ Presenter  | Location               |
|---|--|--|------------------------|
| Thurs.<br>2/28  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Dr. Mark Chupp, CWRU Mandel School of Social Work<br>Topic: Moving Beyond Ideological Division<br>Contact: (email)                            | Guilford House         |
| Tues.<br>3/5  | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars   | Shaw High School       |
| Tues.<br>3/5  | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors   | Guilford House         |
| Thurs.<br>3/7   | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars   | Heritage Middle School |
| Fri.<br>3/8   | Send out Parents' College at Case Letter   | CWRU PS Admin.   | Virtual                |
| Thurs.<br>3/7   | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Julian Rogers, Executive Director, Local Government and Community Relations<br>Topic: Making Your Government Work for You<br>Contact: (email) | Guilford House         |
| <p>March 11<sup>th</sup> @ 5:00pm - Myrna Loy Patton Corley Critical Thinking &amp; Writing Essay Due</p> <p>March 11-15 CWRU Spring Break (No Programming at CWRU)</p> |  |  |                        |
| Thurs.<br>3/14  | <b>FIELD TRIP:</b> Maltz Museum<br>2:30 – 5:00pm   | Scholars/Chaperones (Lisa Kollins, Docent)   | Maltz Museum           |
| Tues.<br>3/19   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars   | Shaw High School       |
| Tues.<br>3/19   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors   | Guilford House         |
| Thurs.<br>3/21  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars   | Heritage Middle School |
| Thurs.<br>3/21  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Dr. Ruzica Conic<br>Topic: Proper Skin Care for Teens<br>Contact: (email)   | Guilford House         |

| Date  | Event  | Participants/ Presenter   | Location               |
|---|--|---|------------------------|
| 3/22  | Robo Call to Parent/Guardian   | ECCS  | Virtual                |
| Sat.<br>3/23  | Parents' College at Case<br>10:30am – 12:00 noon   | Presenter: Dr. Cheryl Killion, School of Nursing<br>Topic: Uncovering Our Health Roots: The Importance of Family Health Histories<br>Contact: (email) | Guilford House         |
| <p>March 25-29 East Cleveland Schools Spring Break (No Programming)</p> <p>***Monday, April 1<sup>st</sup> – Provost Scholars Program Application Due for 2019-2020 AY***</p> |  |   |                        |
| Tues.<br>3/26   | Mentor Appreciation Luncheon<br>2:30pm   | Mentors   | Guilford House         |
| Tues.<br>4/2  | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>4/2  | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House         |
| Thurs.<br>4/4   | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
|   |  |   |                        |
| Tues.<br>4/9  | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>4/9  | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House         |
| Thurs.<br>4/11  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School |
| Thurs.<br>4/11  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: The Provost Scholars<br>Discussion: Summer Plans & Programming for Next Year: Ideas for Moving Forward<br>Contact: N/A                     | Guilford House         |
| Fri.<br>4/12  | Send out Parents' College at Case Letter   | CWRU PS Admin.  | Virtual                |
| Tues.<br>4/16   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School       |
| Tues.<br>4/16   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House         |

| Date  | Event  | Participants/ Presenter   | Location                      |
|---|--|---|-------------------------------|
| Thurs.<br>4/18  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Shemariah Arki<br><br>Topic: Finding Your Voice Through Activism and Storytelling - Contact: (email) | Guilford House                |
| Tues.<br>4/23   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School              |
| Tues.<br>4/23   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House                |
| Thurs.<br>4/25  | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School        |
| Thurs.<br>4/25  | Tutoring & Intensive University Seminar<br>2:30pm – 4:00 Tutoring<br>4:00pm – 5:00 Seminar | Presenter: Dr. Shannon French<br>TENTATIVE<br>Topic: Ethics in Global Concerns<br>Contact: (email)              | Guilford House                |
| 4/26  | Robo Call to Parent/Guardian   | ECCS  | Virtual                       |
| Sat.<br>4/27  | Parents' College at Case<br>10:30am – 12:00 noon   | Presenter: Ms. Livia Timpanaro-Perrotta<br><br>Topic: Community Health Issues (TBD)<br><br>Contact: (email)     | Guilford House                |
| Tues.<br>4/30   | Shaw Scholar Weekly Meeting<br>9:00am  | Principals/Guidance/PS Coordinator/HS Scholars  | Shaw High School              |
| Tues.<br>4/30   | Mentoring 2:30pm – 5:00pm  | Provost Scholars & Mentors  | Guilford House                |
| Thurs.<br>5/2   | Heritage Scholar Weekly Meeting<br>8:30am  | Principals/Guidance/PS Coordinator/MS Scholars  | Heritage Middle School        |
| <b>Thursday, May 2<sup>nd</sup> – 3:00 – 5:00pm – Spring Celebration – Thwing Ballroom (2<sup>nd</sup> Floor)</b> |  |   |                               |
| Fri.<br>5/31  | <b>Grand Field Trip</b> 6:00am – 11pm  | Scholars/Chaperones   | Oberlin College & Cedar Point |

Updated: 10.13.19

**Save The Dates:**

September 13, 2019 – Provost Scholars Program Kickoff (East Cleveland)

December 12, 2019 – Winter Open House (CWRU – Thwing)

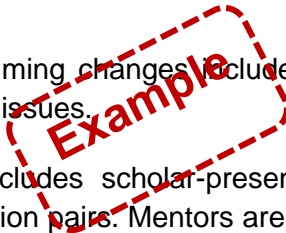
May 6, 2020 – Spring Celebration

May 22, 2020 – Grand Field Trip (TBD)

**NOTES:**

Contingency for last-minute programming changes includes the use of Talking Circles for Provost Scholars to discuss pressing issues.

Tuesday afternoon programming includes scholar-presented news briefs (2-3 assigned stories per week) followed by discussion pairs. Mentors are encouraged to participate before meeting with their mentees.



Updated: 10.13.19



## Budget

# PROVOST SCHOLARS PROGRAM

## The Provost Scholars 2018-19 Budget

### Project Expenses With Brief Justifications

The Provost Scholars Program is a Partnership Between Case Western Reserve University and the East Cleveland City Schools

| Category                              | Items  | Budget              | Justification   |
|---------------------------------------|--|---------------------|---|
| <b>Salaries</b>                       | Coordinator  |                     |   |
|                                       | Fringe   |                     |   |
|                                       | Work Study Student for Yr  |                     | 20 hours per week   |
|                                       |  | <b>\$ 70,201.00</b> |   |
| <b>Programs and Hors d' Oeuvres</b>   | Thursday Programming: Hors d'oeuvres for the Academic Yr                 | <b>\$ 7,000.00</b>  | Jolly Scholar: Work study Student Delivers Food to Guilford House |
|                                       | Program Kick-Off-Light Hors d'oeuvres                                    | <b>\$ 200.00</b>    | Shared with the ECCS  |
|                                       | Winter Celebration Buffet  |                     | Eliminated in the 2018-19 Budget                                  |
|                                       | Spring Celebration Buffet  | <b>\$ 2,700.00</b>  | Cafe Bon Appetit  |
|                                       | Tuesday Snacks-Granola Bars, and Apple Juice                             | <b>\$ 600.00</b>    | Purchased locally   |
|                                       | Parents College Breakfast: Seven Months                                  | <b>\$ 300.00</b>    | Coffee, Juice & Bagels  |
|                                       | Fall Provost's Appreciation Luncheon for Mentors in Adelbert Hall        | <b>\$ 300.00</b>    | Cafe Bon Appetit  |
|                                       | Spring Provost's Appreciation Luncheon for Mentors in Adelbert Hall      | <b>\$ -</b>         | No Food Provided  |
| <b>Program Kick-Off Items</b>         | Printing   | <b>\$ 49.00</b>     | Printing at ECCS  |
|                                       | Decorations  | <b>\$ -</b>         | Recycled from 2017  |
| <b>Local Field Trip Activities</b>    | Tickets/Admissions   | <b>\$ 300.00</b>    | TBA   |
|                                       | Local Field Trip Sandwiches & Drinks                                     | <b>\$ 200.00</b>    | McDonald's, Wendy's or Burger King                                |
|                                       | Tickets/ Admissions  | <b>\$ 240.00</b>    | Maltz Museum  |
|                                       | Local Field Trip Sandwiches & Drinks                                     | <b>\$ 200.00</b>    | McDonald's, Wendy's or Burger King                                |
| <b>Office Supplies &amp; Printing</b> | Stamps   | <b>\$ 250.00</b>    | Mail to Parent/Guardian and Scholar                               |
|                                       | Supplies & Academic Materials  | <b>\$ 400.00</b>    | Notebooks, Tabs, Supplies Containers, ACT & SAT Study Materials   |
|                                       | Parent/Guardian and Scholar Handbook                                     | <b>\$ -</b>         | Handbook tp be Revised in Fall 2019                               |
|                                       | Brochures  | <b>\$ 2,500.00</b>  | Brochures Need Updating   |
|                                       | Printing   | <b>\$ 500.00</b>    | Fact Flyers; Letters to Parent/Guardian & Scholar                 |
| <b>Winter Celebration Items</b>       |  |                     | No Dec Celebration but Other Academic Activities will Continue    |
|                                       | Decorations  | <b>\$ -</b>         | Recycled from 2017  |
|                                       | Program Printing   | <b>\$ -</b>         |   |
|                                       | Books as Gifts: The basis for the Required Essay for All Scholars        | <b>\$ 600.00</b>    | Ordered from Amazon: Books will be Disseminated in November       |
|                                       | Gifts for Mentors (Treat Bags--Apples and Chocolate Silver Bell Candies) | <b>\$ -</b>         | NA  |
|                                       | Gifts for Administrators & Stakeholders                                  |                     | NA  |
|                                       | Miscellaneous Items  | <b>\$ -</b>         | No Seasonal Artifacts   |
|                                       | The Guilford House Winter Party (December)                               | <b>\$ 200.00</b>    | Sheet Cakes, Fruit & Drinks, Paper Products, Purchased Locally    |

|   |  |                     |  |
|---|--|---------------------|--|
| <b>Spring Celebration Items</b>                   |  |                     |  |
|   | Gift Cards for Scholars, Parents, & Mentors                          | \$ -                | NA   |
|   | Plants   |                     | Administrators & Mentors Gifts   |
|   | Outstanding Achievement Award for Stakeholder                        | \$ 300.00           | Framed Certificate, Printing, Balloons & Card for Stakeholder  |
|   | Printing   | \$ 2,500.00         | Spring Celebration Programs, Laminated Seminar Summaries, Certificates   |
|   | Gifts & Artifacts  | \$ 300.00           | Parents & Scholars with Outstanding Attendance & Academic Records; Outstanding CWRU Student Volunteer  |
|   | T-Shirts   | \$ 400.00           | Provost Scholars Yr. End Gifts   |
|   | Clock for Outstanding Achievement Award for Stakeholder              | \$ 100.00           | Stakeholder Achievement Award  |
|   | Chairs, Tables, Sound System at Thwing Center                        | \$ 200.00           | Spring Celebration   |
|   | Projector & Screen at Thwing Center                                  | \$ 300.00           | Spring Celebration   |
|   | Miscellaneous items  | \$ 110.00           | Candies/Fruit, Paper Products, Etc., to be Purchased from the Dollar Store or some other Discount Venue                                      |
| <b>Grand Field Trip: 5:00am to 12:00 Midnight</b> |  |                     |  |
|   | Tickets & Admissions   | \$ 1,650.00         | Avg Cost: \$55 per Person  |
|   | Breakfast  | \$ 200.00           | Highway Meal During Travel   |
|   | Lunch  | \$ 300.00           |  |
|   | Dinner   | \$ 300.00           | Sit Down Meal at McDonald's Wendy's or a Similar Venue   |
|   | On-Bus Items During Field Trip                                       | \$ 200.00           | Fruit, Snacks, Hand Wipes, Water, Ice, Juice, & Paper Products: Purchased at a Discount  |
|   | Transportation   | \$ 2,200.00         | Lakefront Lines, Cleveland   |
| <b>Other Expenses</b>                             |  |                     |  |
|   | Parking at Severence   | \$ 200.00           | Parking Reimbursement for Volunteer on Tues & Thurs  |
|   | Parking  | \$ 100.00           | Program Coordinator Trips  |
|   | Program Banner and Fact Sheets                                       | \$ 400.00           | For Display Events in the Community  |
|   | Cards and Stationery, Bags, Miscellaneous Items, Etc.                | \$ 300.00           | Special Events: Purchased from Dollar Store  |
|   | Transportation/ Bus Monitor Paid to East Cleveland Schools           | \$ 500.00           | Monitor on duty when Scholars are in Session-Sept-May & the Grand Field Trip: Avg 4 wks/mo   |
|   | Scarves, Stoles, Neck Pieces and Certificates for Graduating Seniors | \$ 600.00           | Disseminated to Grads at Spring Celebration: Scarves & Stoles  |
| <b>Communications</b>                             |  |                     |  |
|   | Online ACT Tutoring with CWRU Student Volunteers                     | \$ 1,000.00         | Dedicated Call-In Line for Provost Scholars to Be Tutored for the ACT& the Ohio Readiness to Work Tests (An Initial Estimate) -Will confirm. |
| <b>In-Kind Contributions</b>                      |  |                     |  |
|   | Transportation to and from CWRU: East Cleveland City Schools         | \$ -                | Transportation to and from CWRU on Tues and Th of ea. mo. paid by ECCS: approx. <a href="#">\$40,000.00/yr</a> --Not in this Budget.         |
| <b>Additional Items</b>                           |  |                     |  |
|   | Orientation Sessions for Potential Mentors                           | \$ 100.00           | Granola Bars, Juice, Water, Apples, Etc.   |
| <b>TOTAL</b>                                      |  | <b>\$ 92,000.00</b> |  |

## Appendix F: Useful Resources

A variety of resources have been included in this section that will facilitate planning for a youth advancement program:

### Absenteeism:

- ❖ Balfanz, R., & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data*. Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools. Available at [http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf)
- ❖ Hamilton Project. (2018). Reducing chronic absenteeism under the Every Student Succeeds Act. Available at [https://www.brookings.edu/wp-content/uploads/2018/04/reducing\\_chronic\\_absenteeism\\_under\\_the\\_every\\_student\\_succeeds\\_act2.pdf](https://www.brookings.edu/wp-content/uploads/2018/04/reducing_chronic_absenteeism_under_the_every_student_succeeds_act2.pdf)
- ❖ Healthy Schools Campaign. (2019). *Leveraging chronic absence data to inform decision making by the healthcare and public health sectors*. Available at <https://healthyschoolscampaign.org/wp-content/uploads/2019/04/Leveraging-Chronic-Absence-Data-to-Inform-Decision-Making-by-the-Healthcare-and-Public-Health-Sectors.pdf>
- ❖ Schreiber, L. R., Grant, J. E., & Odlaug, B. L. (2012). Emotion regulation and impulsivity in young adults. *Journal of Psychiatric Research*, 46(5), 651–658. <https://doi.org/10.1016/j.jpsychires.2012.02.005>
- ❖ U. S. Department of Education. (2016). Chronic absenteeism in the nation's schools: A hidden educational crisis. Available at <https://www2.ed.gov/datastory/chronicabsenteeism.html>

### Adolescent growth and development and common risks that they encounter:

- ❖ Abbasi, S., & Manawar, M. (2011, June). Multi-dimensional challenges facing digital youth and their consequences. In: *2011 Second Worldwide Cybersecurity Summit* (WCS), 1–5.
- ❖ Annie E. Casey Foundation. (2019). 2019 kids count data book. Available at <https://www.aecf.org/blog/state-level-kids-count-data-books-in-2019/>
- ❖ Brewer, D. J., & Picus, L. O. (2014). *Encyclopedia of education economics & finance* (Vol. 1). Thousand Oaks, CA: Sage. Available at [http://www.education.uw.edu/epal/wp-content/uploads/2017/10/Sun\\_-2014\\_-\\_Capacity-Building.pdf](http://www.education.uw.edu/epal/wp-content/uploads/2017/10/Sun_-2014_-_Capacity-Building.pdf)

- ❖ DeLuca, C., Godden, L., Hutchinson, N. L., & Versnel, J. (2015). Preparing at-risk youth for a changing world: Revisiting a person-in-context model for transition to employment. *Educational Research*, 57(2), 182–200. <https://doi.org/10.1080/00131881.2015.1030854>
- ❖ Lowe, M. E. (2015). Localized practices and globalized futures: Challenges for Alaska coastal community youth. *Maritime Studies*, 14(1), 6. <https://doi.org/10.1186/s40152-015-0024-y>
- ❖ Mincemoyer, C. C., & Perkins, D. F. (2001). Building your youth development toolkit: A community youth development orientation for Pennsylvania 4-H/Youth Programs. *Journal of Extension*, 39(4), n4.
- ❖ NeedyMeds. (2019). *Not worth the risk—even if it's legal*. Available at <http://www.bemedwise.org/abuse-prevention/not-worth-the-risk>
- ❖ TED Talks: *The mysterious workings of the adolescent brain*. Available at [https://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_of\\_the\\_adolescent\\_brain?language=en](https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en)

**Bullying prevention:** Information from various government agencies on how children, parents/guardians, educators, and others in the community can prevent or stop bullying.

- ❖ SAMHSA. (2019). *Knowbullying*. Available at <https://store.samhsa.gov/apps/knowbullying>
- ❖ Stopbullying.gov. (n.d.). *Prevention: Teach kids how to identify bullying and how to stand up to it safely*. Available at <https://www.stopbullying.gov/>

#### **Choking game:**

- ❖ IllinoisPTA. (2014). Advocacy in action: What parents and caregivers need to know about the choking game. *Salud Health*. Available at <https://onevoiceillinois.com/2014/10/14/advocacy-in-action-what-parents-and-caregivers-need-to-know-about-the-choking-game/>
- ❖ Newman, S. (2012). The dangerous game your kid may be playing. *Psychology Today*. Available at <https://www.psychologytoday.com/us/blog/singletons/201205/the-dangerous-game-your-kid-may-be-playing>
- ❖ Rosenbluth, J. (2008). What is the “choking game?” Available at <http://www.saludhealthinfo.com/safety/Kids-safety-Chokinggame.html>

**Cultural competency** e-learning program sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA):

- ❖ *Improving cultural competency for behavioral health professionals*. Available at <https://thinkculturalhealth.hhs.gov/education/behavioral-health>

#### **Deep learning:**

- ❖ Border, L. L. (2019). *Helping students embrace deep learning*. National Education Association. Available at <http://www.nea.org/home/34692.htm>

**Disabilities:**

- ❖ Office of Adolescent Health. (2019). *Introduction to chronic conditions & disability*. Available at <https://www.hhs.gov/ash/oah/adolescent-development/physical-health-and-nutrition/chronic-conditions-and-disabilities/trends.html>

**Finance:**

- ❖ Inc. (2016). *This innovative non-profit taught thousands of inner city kids valuable personal finance lessons*. Available at <https://www.inc.com/john-boitnott/how-this-innovative-nonprofit-is-teaching-inner-city-kids-about-personal-finance.html>
- ❖ International Network on Financial Education. (2012). *Financial education in schools*. Available at [http://www.oecd.org/finance/financial-education/FinEdSchool\\_web.pdf](http://www.oecd.org/finance/financial-education/FinEdSchool_web.pdf)
- ❖ Practical Money Skills website: <https://www.practicalmoneyskills.com/about/mission>

**Home Visits:** in order to ensure the effectiveness and safety of team members, it is highly recommended that they be trained before embarking on the home visits. The *Idaho Department of Health and Welfare and Community Services: Social Worker Academy- Worker Safety* provides an excellent resource toward that end:

- ❖ [Home visitor safety: MIECHV program training module](#).

**Mental Health:**

- ❖ Child Mind Institute website: <https://childmind.org/>
- ❖ Mental Health America website: <http://www.mentalhealthamerica.net/back-school>

**Mentoring** programs resources, promotion of and networking among mentoring groups:

- ❖ National Mentoring Month 2019 Toolkit. Available at [https://www.mentoring.org/new-site/wp-content/uploads/2019/01/NMM-Toolkit-2019\\_1.3.19.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2019/01/NMM-Toolkit-2019_1.3.19.pdf)
- ❖ National Mentoring Resource Center. Available at <https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.htmlQW3E4R5TYGHB>

**Ohio Department of Education** provides a vast number of links to websites of interest to individuals and organizations who care about and work with youth:

- ❖ Ohio Department of Education. (2019). *Each child, Our future. Ohio's strategic plan for education*. Available at <http://education.ohio.gov/About/EachChildOurFuture>
- ❖ Ohio Department of Education. (2019). *Tools for teachers*. Available at <http://education.ohio.gov/Topics/Teaching/Tools-for-Teachers>

**Research guidelines:**

- ❖ Council of the Great City Schools. (2019). *Common core works: From the page to the classroom*. Available at <https://www.cgcs.org/common>
- ❖ National Academies of Sciences, Engineering, and Medicine. (2018). *Report to Congress*. Available at <http://www.nationalacademies.org/annualreport/>
- ❖ National Academies of Sciences, Engineering, and Medicine. (2018). *Science and engineering for grades 6-12: Investigation and design at the center*. Available at <http://sites.nationalacademies.org/DBASSE/BOSE/science-investigations-and-design/index.htm>

**School–family–community partnerships:**

- ❖ Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school–family partnerships. *Journal of School Leadership*, 20(6), 728–757. <https://doi.org/10.1177/105268461002000603>
- ❖ Lewallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. *Journal of School Health*, 85(11), 729–739. <https://doi.org/10.1111/josh.12310>
- ❖ Warren, M. R., Hong, S., Rubin, C. H., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), 2209–2254.

**Sexual activity**, consent, pregnancy, STDs, HIV, seeking advice and help from parents/guardians and healthcare professionals:

- ❖ American Academy of Pediatrics. (2011). *Adolescents and HIV infection: The pediatrician's role in promoting routine testing*. Available at [www.pediatrics.org/cgi/doi/10.1542/peds.2011-1761](http://www.pediatrics.org/cgi/doi/10.1542/peds.2011-1761)
- ❖ Centers for Disease Control and Prevention. (2019). *Reproductive health: Teen pregnancy*. Available at <https://www.cdc.gov/teenpregnancy/teens/index.htm>

**Social/emotional learning:**

- ❖ Castillo-Gualda, R., Cabello, R., Herrero, M., Rodríguez-Carvajal, R., & Fernández-Berrocal, P. (2018). A three-year emotional intelligence intervention to reduce adolescent aggression: The mediating role of unpleasant affectivity. *Journal of Research on Adolescence*, 28(1), 186–198. <https://doi.org/10.1111/jora.12325>
- ❖ Crowder, M. K., Gordon, R. A., Brown, R. D., Davidson, L. A. & Domitrovich, C. E. (2019). Linking social and emotional learning standards to the WCSD social-emotional competency assessment: A Rasch approach. *School Psychology*, 34(3), 281–295. <http://dx.doi.org/10.1037/spq0000308>
- ❖ Davidson, L., & Hayes, B. (2019). *WCS D's social and emotional competency assessment*. Available at <https://www.washoeschools.net/Page/10932>

- ❖ Illuminate Education. (2019). *Bringing teachable moments to light*. Available at <https://www.illuminateed.com/>
- ❖ McCormac, M. E., & Snyder, S. (2018). Districtwide initiative to improve tier 1 with evidence-based classroom lessons. *Professional School Counseling, 22*(1b). <https://doi.org/10.1177/2156759X19834438>
- ❖ Ohio Department of Education. (2019). *Social and emotional learning standards*. Available at <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Emotional-Learning-Standards>

#### **Tobacco/Nicotine:**

- ❖ Centers for Disease Control and Prevention. (2019). *Electronic cigarettes*. Available at [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/index.htm](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm)
- ❖ Centers for Disease Control and Prevention. (2018). *Teachers and parents: That USB stick might be an e-cigarette*. Available at [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/teacher-parent/index.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/teacher-parent/index.html)
- ❖ Christiani, D. C. (2019). Vaping-induced lung injury. *New England Journal of Medicine*. (Online). doi:10.1056/NEJMe1912032
- ❖ Maziak, W. (2014). The waterpipe: A new way of hooking youth on tobacco. *American Journal on Addictions, 23*(2), 103–107. <https://doi.org/10.1111/j.1521-0391.2013.12073.x>

#### **Trauma-**informed care toolkits offer preparation for trauma-sensitive response:

- ❖ Engel, C. (2017). *Trauma-informed care toolkits*. Available at <https://www.acesconnection.com/g/becoming-a-trauma-informed-and-beyond/blog/trauma-informed-care-toolkits>



## Appendix G: Miscellaneous Documents and Artifacts of Interest

This appendix contains the following:

- ❖ **Promotional Brochure**
- ❖ **Fact Sheet**
- ❖ **Spring Celebration Program 2018**

*The Provost Scholars Program website provides additional information of interest:*

<https://case.edu/provostscholars/>

## Promotional Brochure

Please note: Viewing of the following documents may necessitate adjustment of the zoom feature on your monitor.

## Program Components

**Mentoring Relationship:** Heritage Middle School and Shaw High School Scholars are matched with CWRU faculty and staff in a mentoring relationship.

**Pursuit of Higher Education:** Mentors will inspire mentees to pursue a higher education and excellence in their performance, enabling them to assume leadership roles in their school and community.

**Academic and Career Plan:** Mentees will work with their mentors to develop a set of goals that consist of academic, social, and cultural activities. Together, they will establish a pathway to college or industrial workforce readiness.

**Intensive University Seminars:** After spending time with their mentors on Tuesdays. On Thursdays, they will participate in lectures in history, law, medicine, video gaming, robotics engineering, and more.

**The Parents College at Case:** In a monthly seminar, parents will learn new ways to support their children's academic achievement and their pursuit for a post-secondary education and an engaging career.

**Collectivity and Unity:** Parents, teachers, principals, mentors, and community stakeholders will establish a unified initiative to inspire civic and academic innovation supporting youth within the Greater Cleveland area.

**Safe Ride Home:** After all Provost Scholar activities, a program staff member will board the school bus and accompany the Scholars to their homes.

**Home Visits:** At the beginning of each year, the director will make a home visit to meet the parents or guardians, explain the program, and elicit their support for their Scholar and the program.

**Participation in the Annual Research Showcase:** This is an opportunity to display the culmination of a Scholar's own work, and/or to see and engage in conversations with CWRU students, faculty, and their mentors who have projects.

**Summer Employment Potential:** Job opportunities are made available to Scholars through programs at CWRU and other community organizations.

### Program Components (continued):

**Dr. Myrna Loy Corley Critical Thinking and Writing Annual Award:** Presented to Scholars upon successful completion of each year in the program.

**Oversight Advisory Board:** This important partnership assures the sustainability of the program by infusing innovative and creative partnerships that help to retain the goals of the program.

### Which Pillar of Support Are You?

The success of the Provost Scholars Program rests upon the combined effort and dedication of Mentees, Parents, Teachers, and Mentors—but it all happens as a community. Together, our efforts create a brighter future for our children, our families, our schools, our communities, and, ultimately, our nation. This is an investment that is worth every moment of our time.



Which pillar of support are you?

### Contact Us

**Program Director Dr. Faye Gary**  
Phone: 216.368.5240  
Email: [fgary@case.edu](mailto:fgary@case.edu)

**Associate Director Dr. Lee Thompson**  
Phone: 216.368.6477  
Email: [lat@case.edu](mailto:lat@case.edu)

Website: [case.edu/provostscholars/](http://case.edu/provostscholars/)



# Provost Scholars Program

## Did You Know?

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU) and East Cleveland City Schools. The Program got its kick-off on January 31, 2013 at Heritage Middle School, where it was introduced to parents, administration, faculty, mentors, and community stakeholders. Founded by CWRU Provost and Executive Vice President, William "Bud" Baeslack, and East Cleveland City School District Superintendent, Dr. Myrna Loy Patton Corley, the program was envisioned as a way to improve academic outcomes and strengthen career goals.

Students from Heritage Middle School and Shaw High School are selected to:

- Expand their creative, critical thinking, and problem solving skills;
- Strengthen study practices;
- Improve their interpersonal proficiencies; and,
- Explore educational and career pathways through mentoring and relationship building with Case Western Reserve University faculty and staff.



### Why Join the Provost Scholars Program?

- Receive guidance in pursuit of academic excellence provided by CWRU mentors.
- Network with professionals and world-class experts in their field at CWRU.
- Attend CWRU seminars.
- Enhance social skills.
- Perfect appropriate self-regulation in all situations.
- Instill professional values.
- Refine a set of goals that consist of academic, social, and cultural activities.
- Establish a pathway to college or industrial workforce readiness.
- Participate in community volunteerism.
- Become a leader and role model in your school and community.

## Admission Requirements:

- Letter of recommendation from teacher or principal.
  - Overall grade point average from 2.5 to 5.0.
  - Excellent attendance and punctuality in previous semester.
  - 500-word essay (see Essay Template).
  - Completed Provost Scholars Profile.\*
  - Signed Parent Agreement Statement.\*
  - Signed Provost Scholars Agreement Statement.\*
- \*These documents may be found at <http://case.edu/provostscholars/> or you may obtain copies at your school principal's office.



## Essay Template:

- How do you think the Provost Scholars Program could help you with your academic, career, and personal development?
  - List two career interests. What attracts you to these careers?
  - What courses are you currently enrolled in that might enhance these careers?
  - What volunteer activities are you involved in or planning to participate in this year? Include organization names, your responsibilities, and the hours of service.
  - List your extracurricular activities. Describe your leadership roles and responsibilities.
  - Describe four specific types of program activities that would help you most as a Provost Scholar.
- For assistance with any part of the admission process, please contact the principal at your school.

### GOALS OF THE PROGRAM

- To enkindle**
- Knowledge
  - Skills
  - Leadership attributes
- Essential for success as**
- Student
  - Peer
  - Productive citizen of future



## Fact Sheet

# PROVOST SCHOLARS PROGRAM

*"The Provost Scholars are in the Relentless Pursuit of Excellence"*

## MENTORING

- Networking Opportunities
- Social Emotional Development
- Preparation for College and Career
- Lifelong Friendships



## TUTORING

- Graduate Student Volunteers
- Diverse Academic and Cultural Experience
- 1:1 Individualized Support
- Exposure to Tutor's Academic Work

## PARENTS COLLEGE AT CASE

- Faculty Presentations and Workshops
- Culturally Relevant Discussions
- Resources for Families and the Community
- Convenes the 4th Saturday of the Month



## HOME VISITS

- Invested in Family Support
- Visible in the Community
- Sharing Values and Building Trust
- Connecting Across Life Experiences



"I give my tutor all the credit for my ACT score. She really worked with me on getting my score up and believing in me."  
Senior Provost Scholar, 2018

## EDUCATIONAL ACTIVITIES

- Weekly University Intensive Seminars
- Local and Grand Field Trips
- Heritage Summer Learning Institute
- Talking Circles and Shared Knowledge



**120+ PROVOST SCHOLARS**

SINCE ITS FOUNDING IN 2013

PAST & CURRENT  
**MENTORS 72**

GRADUATE  
STUDENT  
TUTORS **52**

REPRESENTING OVER  
**20**  
DEPARTMENTS & PROGRAMS

**32** PROVOST SCHOLARS  
2018-2019

campusgroups: [community.case.edu/ProvScholars](https://community.case.edu/ProvScholars)  
website: [www.case.edu/provostscholars/](http://www.case.edu/provostscholars/)  
email: [provost-scholars@case.edu](mailto:provost-scholars@case.edu)

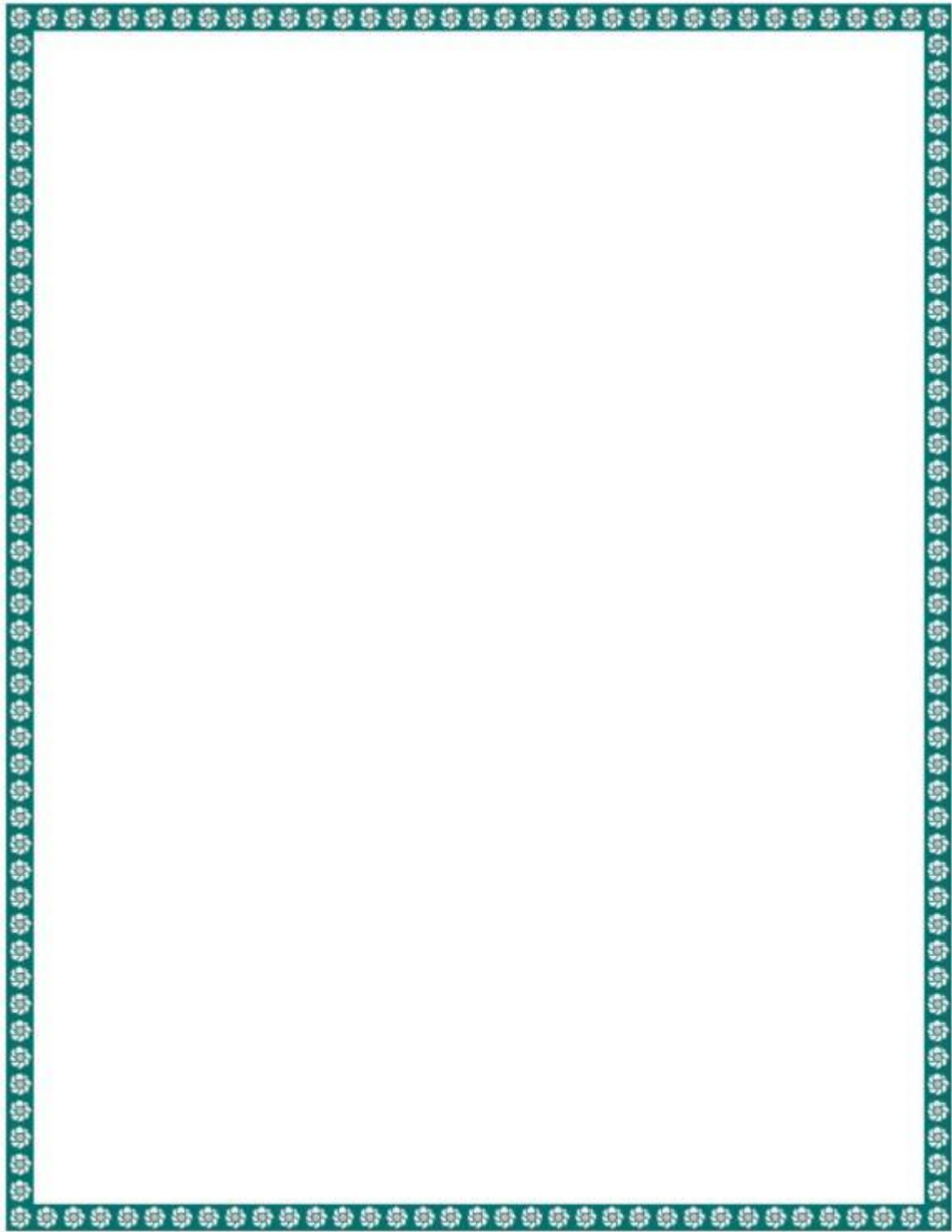


## Spring Celebration Program 2018

**PROVOST SCHOLARS  
SPRING CELEBRATION  
2018**



**May 3, 2018  
3:00 P.M.–5:00 P.M.  
Thwing Center Ballroom, Second Floor  
Case Western Reserve University**





## Provost Scholars Program



The Provost Scholars Program is a partnership between  
Case Western Reserve University (CWRU)  
and the East Cleveland City Schools (ECCS).  
On January 31, 2013, it transcended from an idea to a reality.



The Provost Scholars Program, founded by Provost William A. "Bud" Baeslack III and ECCS Superintendent, Dr. Myrna Loy Patton Corley, was designed to improve the academic outcomes of East Cleveland middle and high school students. The program matches students from Heritage Middle School and Shaw High School with volunteer CWRU faculty and staff in mentoring relationships. Mentors help students improve their academic and career outcomes by focusing on Scholars' critical thinking and problem-solving skills. In furtherance of this goal, the program seeks to strengthen Scholars' study practices, improve their interpersonal proficiencies, and assist them with exploring educational and career pathways for the advancement of their dreams and goals. The Provost Scholars visit the CWRU campus twice weekly where they engage in one-to-one mentoring, networking, individualized tutoring, university seminars, workshops, and other creative learning activities including on- and off-campus field trips.

The Provost Scholars are Engaged in  
the Relentless Pursuit of Excellence

## The Provost Scholars Program Founders & Leaders

**Provost William A. “Bud” Baeslack III** was appointed Provost and Executive Vice President at Case Western Reserve University on October 1, 2008 and is responsible for all facets of the academic programs and research of the University. He also holds an appointment as Professor of Materials Science and Engineering.



Prior to joining CWRU, Provost Baeslack served as the Dean of the College of Engineering and Executive Dean of the Professional Colleges at The Ohio State University. He is internationally recognized for his research in the materials science and engineering fields. He has served four years at the U.S. Air Force Materials Laboratory as a materials engineer and technical area manager. Provost Baeslack received his doctorate degree in Materials Engineering from Rensselaer Polytechnic Institute in Troy, New York.

**Dr. Myrna Loy Patton Corley** is the superintendent of the East Cleveland City School District. She currently serves on the Board of Directors for the Positive Education Program (PEP), founded in 1971, which was created in consultation with school districts in the Greater Cleveland area to enhance the academic achievements of their most challenging students.



Dr. Corley has spearheaded innovative initiatives within the district, including implementation of STEM labs, advanced placement courses, and increased technology, career, and technical offerings, with an emphasis on enhanced professional development for teachers. Dr. Corley is the recipient of numerous honors and awards for her contributions to the academic and career development of youths. In collaboration with Provost Baeslack, she helped to conceptualize and implement the Provost Scholars Program.

Provost Scholars Graduating Seniors

Shaw High School Class of 2018



Janae Braxton



Endiah Brent



Carmen Phillips



Jiara Sanders

☞ Provost Scholars 2018 Spring Celebration ☞

*Chamber Music*

Shaw High School Rhythm Teens, Directed by Mr. Randolph Woods  
Mentor James Walser, Guest Musician

Master of Ceremony: Provost Scholar Jonathan Clay  
Mistress of Ceremony: Provost Scholar Monae Harris  
Senior Chief Maitre d's: Provost Scholars Aiyanna Appling & Adoniya Lakes  
Senior Concierges: Provost Scholars Brian Johnson, Na'Shier Spencer & Jon Winston

*Welcome*

Mentor Faye Gary with Provost Scholars Elisha McDowell & Na'Shier Spencer

*Provost & Executive Vice President of  
Case Western Reserve University*

Dr. William A. "Bud" Baeslack III

*Superintendent of the East Cleveland City School District*

Dr. Myrna Loy Patton Cotley

*Outstanding Recognition*

Beverly Charles, Senior/Health Care Staffer for Representative Marcia L. Fudge  
Mentors Jonathan Gordon, Annie Pécastaigns, Lee Thompson & Ruqaijah Yearby

*Partnerships in Mentoring*

Mentor Ronald Hickman with Provost Scholar Brian Johnson

*Planning a Career & Seeking Academic Excellence*

Mentor Susan McClary with Provost Scholar Ryckia Sutton

*Developing & Maintaining the Mentoring Relationship*

Mentor Lee Thompson with Provost Scholar Maranda Prialh

*Learning the Importance of Research & the Advancement of Science*

Mentor Brandon Vu with Provost Scholar Jefferson Adjetay

*Mastering Scholarly Pursuits & Gaining Knowledge*

☞ Provost Scholars 2018 Spring Celebration ☜

*Graduating Seniors Reflections*

Mentors Mary Assad & Karyn Newton with Provost Scholar Janae Braxton  
Mentor Rolfe Petschek with Provost Scholar Endiah Brent  
Mentor Betsy Tracy with Provost Scholar Jiara Sanders  
Mentor David Van Leer with Provost Scholar Carmen Philips

*Gifts to the Provost Scholars*

Mentor Gary Edmunds with Provost Scholars Jalecia Claytor & Jamir Claytor

*Gifts to the Provost Scholar Mentors*

Mentor Robert Walser with Provost Scholars Aiyanna Appling & Christian Thompson

*Recognition of Outstanding Parents of the Year*

Provost Scholars Chantel Brown, Camille Gibson & Shalynn Gonzalez-Scruggs

*Salute to East Cleveland City School District*

*Administrators & Teachers*

Mentor Jonathan Gordon with Provost Scholars Erik Higgins & Mason Higgins

*Dr. Myrna Loy Patton Corley Critical Thinking & Writing Award*

Dr. Myrna Loy Patton Corley, Superintendent, East Cleveland City School District

*Voice of the Provost Scholars Tutors*

Undergraduate CWRU Tutor Rubab Syed

*Acknowledgement of Stakeholders*

Mentors Umut Gurkin & James Sheeler with  
Provost Scholars Camario Malone & Jason Sanders

*Closing*

Mentor James Eller with Provost Scholars Khyree Conner & Jon Winston

## 2017-2018 Provost Scholars Mentees

Jefferson Adjetay  
Aiyanna Appling  
Endiah Brent  
Chantal Brown  
Jonathan Clay  
Jalecia Claytor  
Jamir Claytor  
Khyree Connor  
Camille Gibson  
Shalynn Gonzalez-Scruggs  
Monae Harris  
Erik Higgins  
Mason Higgins  
Kurubo Ruby Isanda

Brian Johnson  
Adoniya Lakes  
Camario Malone  
Elisha McDowell  
Carmen Philips  
Maranda Pritah  
Jason Sanders  
Jiara Sanders  
Leandre Smith  
Na'shier Spencer  
Ryckia Sutton  
Christian Thompson  
Jon Winston

The Provost Scholars are Engaged in  
the Relentless Pursuit of Excellence

## Parents College at Case

### *Purpose*

The Parents College at Case is a monthly seminar for parents and guardians of selected East Cleveland City School students who are enrolled in the Provost Scholars Program. The Parents College is held from 10:30 a.m. to 12:00 noon on the fourth Saturday of every month, beginning in September and ending in April (excluding December). Parents and guardians learn helpful methods to support their Provost Scholars' academic achievements and their pursuits to obtain a quality education from a college, university, or technical school that will lead them to a fulfilling career. A wide variety of professionals representing the fields of engineering, law, medicine, nursing, psychology, and numerous other disciplines lead the seminars over the course of the year.

Parents are encouraged to attend these seminars to increase their engagement in the program and keep abreast of opportunities, tools, and resources to help their Scholars succeed. For information about the Parents College at Case, please contact Dr. Faye Gary at (216) 368-5240 or [fgary@case.edu](mailto:fgary@case.edu).

### *Future Dates in 2018-2019 for the Parents College*

(All sessions are from 10:30 a.m. to 12:00 p.m.)

Saturday, September 22, 2018  
Saturday, October 27, 2018  
Saturday, November 17, 2018  
Saturday, January 26, 2019  
Saturday, February 23, 2019  
Saturday, March 23, 2019  
Saturday, April 27, 2019

### *Location of the Parents College*

Grifford House Case Western Reserve University 11112 Bellflower Road



## Important Dates: 2017–2018 Academic Year

These future dates are provided to Provost Scholars, parents, mentors, and stakeholders who wish to remain abreast of all programming. Please mark your calendars and make plans to join us.

Friday, June 1, 2018

### *Provost Scholars Grand Field Trip to Columbus, OH*

#### **Agenda for the Day:**

- ◊ The Ohio State University Campus Tour
- ◊ Center of Science & Industry (COSI)
- ◊ The Ohio Statehouse Group Tour
- ◊ The Columbus Zoo & Aquarium

### *Provost Scholars Summer Learning & Working Programs June–August 2018*

The Provost Scholars will have opportunities for paid internships that are designed to enhance academic knowledge and skills acquisition.

- ◊ CWRU Upward Bound through College Now of Greater Cleveland
- ◊ Mechanical and Aerospace Engineering with Dr. Umist Guzman
- ◊ ProPath Internship, CWRU Social Justice Institute
- ◊ Robotics & Mechanical Engineering with Dr. Kiju Lee
- ◊ Summer School at Heritage Middle School for Rising 9<sup>th</sup> Grade Provost Scholars
- ◊ Youth Opportunities Unlimited Summer Jobs Program

### *Projected 2018–19 Provost Scholars Academic Year*

- |                                |  |
|--------------------------------|--|
| ◊ Tuesday, September 11, 2018  | Kick-Off Celebration, Heritage Middle School |
| ◊ Thursday, September 20, 2018 | Provost Scholars Return to CWRU              |
| ◊ Saturday, September 22, 2018 | Parents College at Case Welcome              |



## 2017-2018 Provost Scholars Mentors



**Dr. Mary Assad**  
Lecturer, English Department;  
Adjunct Faculty,  
Liberal Arts Department &  
Cleveland Institute  
of the Arts



**Dr. Ruzica Conic**  
PhD student, School of  
Medicine, Department of  
Dermatology, University  
Hospitals Case Medical Center



**Dr. Marguerite "Peg" DiMarco**  
Associate Professor,  
Frances Payne Bolton  
School of Nursing



**Dr. Gilbert Doho**  
Associate Professor of  
French & Francophone  
Studies, Department of  
Modern Languages &  
Literatures



**Janice Eatman-Williams**  
Director of the FOCUS Group  
School-Based Outreach,  
Division of Student Affairs

## 2017-2018 Provost Scholars Mentors



**Gary Edmunds**  
Research Assistant,  
Department of Bioethics;  
Affiliated Staff Member, Office  
of Faculty Development &  
Diversity



**James Eller**  
Associate Director,  
Academic Resources,  
Educational Services for  
Students



**Dr. Faye Gary**  
Medical Mutual of Ohio &  
Kent W. Clapp Chair and  
Professor of Nursing,  
Frances Payne Bolton  
School of Nursing



**Jonathan Gordon**  
Professor of Law &  
Associate Director,  
LLM Lawyering Skills  
Program,  
CWRU School of Law



**Dr. Umut A. Gurkan**  
Assistant Professor,  
Mechanical &  
Aerospace Engineering

2017–2018 Provost Scholars Mentors



**Dr. Ronald Hickman**  
Associate Professor  
Frances Payne Bolton  
School of Nursing



**Dr. Chirag Kharangate**  
Assistant Professor  
Department of Mechanical &  
Engineering



**Dr. Sana Loue**  
Associate Professor,  
Department of Bioethics;  
Vice Dean for Faculty Development,  
School of Medicine



**Dr. Susan McClary**  
Fellow & Professor,  
Head of Musicology



**Dr. Patricia McDonald**  
Assistant Professor,  
Frances Payne Bolton  
School of Nursing

## 2017-2018 Provost Scholars Mentors



**Karyn Newton**  
Executive Aide to the Vice  
President, Faculty Diversity  
Coordinator, Office for  
Inclusion, Diversity  
& Equal Opportunity



**Dr. Annie Pécastaings**  
Lecturer,  
Department of English



**Dr. Rolfe Petschek**  
Associate Professor,  
Department of Physics



**Eboni Porter**  
Assistant Director,  
ESS Disability Services,  
CWRU



**Daniela Schlatzer**  
Research Scientist &  
Core Manager Center for  
Proteomics & Bioinformatics

Lecturers for Spring 2018 Thursday Seminars



**Allyson Carpenter**  
Public Servant,  
Washington D.C.  
*Seminar: Race, Food & Justice  
Conference — Youth Program*



**Dr. Mark Chupp**  
Assistant Professor & Chair,  
Community Practice, MSASS.  
*Seminar: Bridging the Divide  
in a Polarized Society*



**Dr. Megan Swihart Jewell**  
Instructor,  
English Department,  
Director, Writing Resource Center.  
*Seminar: Improving  
Resume Writing*



**Emma Keeshin**  
Legal Assistant,  
American Civil Liberties  
Union of Ohio.  
*Seminar: Know Your Rights When  
Stopped by the Police*



**Brian Matthews**  
Assistant Director,  
Experiential Learning  
Career Center.  
*Seminar: Job Interviewing Skills*

## Lecturers for Spring 2018 Thursday Seminars



**Dr. David Miller**  
Associate Professor,  
MSASS Director,  
International Education Programs.  
Seminar: *Becoming an  
Informed Citizen*



**Laura Papcum**  
Assistant Director for CWRU  
Alumni Career Services.  
Seminar: *Career &  
College Pathways*



**Dr. Dean Patterson**  
Associate Vice President,  
Dean of Students,  
Office of Student Affairs.  
Seminar: *Interpersonal  
Relations & Communication*



**Dr. Suzanne Rivera**  
Bioethics Assistant Professor,  
Vice President for Research.  
Seminar: *Careers in Research*



**Hunter Scott**  
Community Liaison.  
Seminar: *Examining the Urban  
Food Movement*

## Provost Scholars Program Tutors

Harisha Bache, *Biology & Chemistry*  
Vihisha Bache, *Biology & Chemistry*  
Olivia Battistoni, *International Studies & Biology*  
Cathy Charles, *Medical Anthropology*  
Brian Crick, *Research Programming*  
Tianxin Jiang, *Computer Science*  
James Kastell, *Biochemistry*  
Jennifer Macez, *Baker North Humanities Scholar*  
Aayush Parakh, *Engineering & Physics*  
Sam Qian, *Cognitive Science*  
Chandaka Sanapala, *Neuroscience*

Lanzie Scott, *CWRU Student*  
Cocciene Sept, *Biochemistry*  
Rubab Syed, *Bioethics*  
Sadia Tahir, *Research Assistant*  
Nishanthi Thiyanrajah, *MS Physiology*  
Livia Timpanaro-Peccota, *Medical Physiology*  
Sarah Vasquez, *Engineering*  
Nathan Walls, *Computer Science*  
Brendon Watters, *CWRU Student*  
Ben Young, *CWRU Student*  
Shi Ho Yueng, *Biology*

## Prior Provost Scholars Program Mentors

Paul Bakaki, *Research Scientist*  
Mark G. Chupp, *Assistant Professor & Chair, Community Practice, MS-455*  
Scott Fine, *Assistant Professor in Banking & Finance*  
Shannon E. French, *Inamori Professor in Ethics*  
Dennis "Coach" Harris, *National Youth Sports Program Project (NYSP) Administrator*  
Valerie Haywood, *Senior Instructor of Biology*  
Kenneth R. "Ken" Johnson, *Visiting Professor with DeVry University*  
Dennis Rupert, *Associate Vice President for Student Affairs for Operations & Planning*  
Scott Wilkes, *Director of Field Education at the Mandel School of Applied Social Sciences*

## Mentors & Program Staff

**Dr. Faye Gary, Program Director, EdD, RN, FAAN,** is the Medical Mutual of Ohio Kent



W Clapp Chair and Professor of Nursing at the Frances Payne Bolton School of Nursing at CWRU. Dr. Gary also holds a secondary appointment with the Department of Psychiatry at the School of Medicine.

Her passion for excellence in assisting the next generation of Provost Scholars inspired her to build and expand the Provost Scholars program through implementation of the plans of two visionary leaders: Provost William A. "Bud" Baeslack III and Superintendent Dr. Myrna Loy Patton Coday. Through this endeavor, the Provost Scholars Program has impacted the future of more than 30 students in the ECCS middle and high schools over the past two years.

Dr. Gary received her bachelor's degree in Nursing and Sociology from Florida A & M University, her master's degree in Child and Adolescent Psychiatric Nursing and Anthropology from Saint Xavier College in Chicago, IL, and her doctorate degree in Childhood Behavioral Disorders and Anthropology from the University of Florida in Gainesville, FL.

**Brandon Vu, Graduate Work Study Assistant, B.A.,** is currently a graduate student in the School of



Medicine studying anatomy and bioinformatics. At Stanford University, he studied the genetics of brain cancer and how to use genetics to train the human body to use its own immune system to recognize and remove tumors in a field called cancer immunology.

Vu became involved with teaching and mentorship with the Provost Scholars Program because of his aspiration to work with and guide the next generation of thinkers and activists.



## Special Recognition

Barbara R. Synder, *President, CWRU*

William A. "Bud" Baeslack III, *Provost, CWRU*

Dr. Myrna Loy Patton Codey, *Superintendent, ECCS*

Ms. Allyson Carpenter, *Public Servant, Washington, D.C.*

Dr. Mack Chapp, *MLA5S, CWRU*

Karen Cohen, *Manager, Events & Facilities, CWRU*

Lois Crum, *Principal, Shaw High School*

Ms. Robin Hedges, *CWRU Career Center*

Ms. Susan Karaba, *Provost's Office, CWRU*

Ms. Emma Keeshin, *ACLU of Ohio*

Ms. Lillie King, *ECCS*

Mr. Brian Matthews, *CWRU Career Center*

Dr. Marilyn Mobley, *Vice President for Inclusion, Diversity & Equal Opportunity, CWRU*

Ms. Robin Palmer, *Bon Appetit, CWRU*

Ms. Laura Papeman, *CWRU Career Center*

Dr. Suzanne Rivera, *Vice President for Research, CWRU*

Dr. Ron Ronis, *School of Medicine, CWRU*

Danielle Simmons, *Principal, Heritage Middle School*

Ms. Trish White, *Superintendent's Office, ECCS*

Ms. Lynice Willis, *Provost's Office, CWRU*

Mr. Tom Vann, *The Jolly Scholar Pub, CWRU*

Center for Civic Engagement & Learning, CWRU

Office of the Honorable Congresswoman Marcia Fudge

The Transportation Team at ECCS

## Special Guests

Buckeye Health Plan, Akron, OH; CaseSource, Mayfield Heights, OH;

Cleveland Mayor's Office, Cleveland Metropolitan School District;

Cleveland State University; College Now of Greater Cleveland;

Concerned Pastors of East Cleveland; Cuyahoga Community College, Cleveland, OH;

East Cleveland Public Library; Cuyahoga Job and Family Services, Cleveland, OH;

Greater Cleveland Black Nurses Association; John Carroll University, University Heights, OH;

Paramount Advantage, Maumee, OH; Salvation Army of East Cleveland;

Social Justice Institute, CWRU; Stephanie Tubbs Jones Health Center, East Cleveland, OH;

Ursuline College, Pepper Pike, OH; US Bank, Cleveland, OH.

Website: [www.case.edu/provostscholars](http://www.case.edu/provostscholars)

 [facebook.com/casewestlemprovostscholars](https://facebook.com/casewestlemprovostscholars)

T: (216) 368-5240

E: [provost-scholars@case.edu](mailto:provost-scholars@case.edu)

Provost Scholars Program  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, OH 44106



## Index

## Index

24x3 rule, 67  
ABCs, 96, 115  
absence, 99, 97, 104, 152, 214, 360  
absenteeism, 96, 97, 130, 360  
ACT, 73, 74, 91, 96, 97, 108, 122, 126, 131, 139, 141, 210, 211  
administrative calendar, 122, 340, 344  
alcohol, 134, 160  
American Heart Association, 133  
assessment, 69  
associate program director, 71, 123  
attendance, 42, 62, 75, 81, 91, 97, 99, 100, 127, 170, 214, 285, 294  
award(s), 14, 89, 90, 91  
background check, 20, 346  
Baeslack, 14, 16, 22, 25, 32, 64, 90  
behavior, 96, 101, 154  
Board of Education, 25, 107, 345  
boundaries, 71, 153, 208  
Box, 61, 124, 126, 292, 294  
breakfast, 91, 114, 256  
Bronfenbrenner, 152  
budget, 56, 112, 114, 340, 357  
bullying, 78, 94, 111, 130, 361  
bus, 26, 29, 52, 57, 58, 59, 62, 88, 114, 123, 125, 215, 256, 285, 286  
Bus Attendant Evaluation Form, 296, 319  
Bus Attendant Job Description, 284  
cardiopulmonary resuscitation, 133  
CASEL, 59, 94, 153  
Center for Civic Engagement and Learning, 113  
Centers for Disease Control and Prevention, 153  
certificate, 91, 166, 167, 168, 172, 173  
choking game, 135  
circle of excellence, 141  
citation, 3  
Cleveland, 3, 12, 14, 16, 18, 22, 28, 29, 32, 41, 46, 52, 87, 90, 96, 111, 132, 152, 163, 210, 280, 354, 356  
clinic, 52, 90, 163, 165, 173, 178  
collaboration, 14, 111, 118, 208, 294  
Collaborative for Academic, Social, and Emotional Learning, 59  
communications, 45, 47, 52, 54, 55, 56, 59, 71, 122, 123, 280  
contact, 52, 70, 71, 84, 101, 150, 165, 166, 167, 171, 175, 176, 181, 204, 206, 215, 216, 282, 285, 291, 322  
Corley, 14, 16, 22, 25, 32, 64, 90, 348, 350, 353  
CPR, 133, 134, 135  
crisis hotlines, 52  
critical thinking, 29, 48, 60, 72, 77, 87, 91, 108, 110, 141, 153, 204  
culturally-sensitive, 115  
Curriculum, 104

data, 15, 35, 43, 49, 54, 81, 97, 100, 106, 107, 110, 111, 118, 120, 121, 122, 123, 124, 125, 126, 127, 131, 140, 152, 237, 238, 282, 289, 294, 317, 360

deaths, 134, 135, 154

deep learning, 73, 141, 210

Department of Education, 56, 360, 362

depression, 28, 94, 111

dinner, 74, 211

director, 12, 16, 32, 70, 85, 90, 112, 170, 204, 208, 214, 215, 256, 285, 294, 322, 326, 346, 353

disabilities, 138

donations, 112

drowning, 133, 134, 135

drugs, 81, 134, 160

East Cleveland City Schools, 12, 14, 18, 114, 206, 210, 280, 288, 290

ECCS, 12, 18, 19, 22, 28, 29, 32, 38, 46, 57, 58, 64, 65, 73, 85, 88, 89, 91, 94, 96, 107, 109, 112, 114, 115, 116, 118, 122, 123, 124, 127, 138, 286, 345, 347, 350, 351, 354, 355

ecological framework, 23

EdClick, 153

electronic portfolios, 62

e-mentoring, 52

emergency, 58, 133, 164, 168, 179, 181, 206, 214, 285, 294

emotional learning, 48, 68, 88, 95, 96, 99, 115, 131, 141, 363

ePortfolio(s), 122, 126

essay(s), 62, 91

evaluating, evaluation(s), 25, 26, 53, 54, 69, 117, 118, 119, 120, 121, 123, 124, 127, 131, 140, 153, 296, 313, 314, 315, 316, 319, 348

evidence-based, 82, 109, 364

Fall Connections, 137

feedback, 150

field trips, 88, 108

financial, 93, 112, 142

FOCUS Group, 113

Foundation for Critical Thinking, 153

free breakfast, 73, 74, 211

Fudge, 90

funding, funds, 16, 93, 112, 115, 118

game, 135, 154, 172, 361

Gary, 3, 12, 16, 32, 70, 90, 150, 204, 211, 289, 322, 326

Google Docs, 61

graduate student, 26, 123

Graduate Student Worker Evaluation Form, 296, 315

Graduate Student Work-Study Opportunity, 283, 287

graduate students, 123, 136, 141

Grand Field Trip, 88, 294, 355, 356

grants, 73, 74, 112, 210

Guilford House, 112, 211, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355

Healthy Schools Campaign, 152

heart, 125, 133

Heimlich maneuver, 135

Heritage, 22, 29, 32, 64, 88, 141, 210, 211, 256, 291, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355

HoloLens, 132, 133

Home Visit Reflection Data Form, 292

home visits, 57, 58, 85, 136, 291

Home Visits Guidelines, 290

Home Visits Reflections Form, 293

homework, 33, 48, 77, 108, 131, 204

honorarium, 91

Institutional Review Board, 54, 282

Intensive Summer Institute, 91, 139

Intensive University Seminar(s), 16, 20, 62, 87, 279, 346, 347, 348, 349, 350, 351, 353, 354, 355

IRB, 140, 281, 282

Jack, Joseph and Morton Mandel School of Applied Social Sciences, 85, 90, 111, 136

Jeff Hickman, 137, 280

Joint Committee on Standards for Educational Evaluation, 153

Kahn Academy, 108

Kick-Off Celebration, 32, 64

Klonowski, 70, 204, 322, 347

Lecturer Survey, 296, 321

lecturers, 57, 59, 123

lectures, 35, 59, 62, 81, 87, 132

Letter to Mentors and Stakeholders, 157, 209

life-saving, 133, 135

Logic Model, 53

lunch, luncheon, 73, 74, 124, 211, 346, 354

Maltz Museum, 88, 353

Martin Luther King Jr., 11

math, mathematics, 41, 48, 72, 73, 74, 91, 97, 108, 126, 141, 153, 204, 210, 211

Mentor and Tutor Code of Conduct, 158

Mentor Application Form, 183

*Mentor Handbook*, 65, 71

Mentor Monthly Log, 157, 187

Mentor Survey, 296, 297

Minors in Workplace Guidelines, 161

Mission, 9

Myrna Loy Corley Critical Thinking and Writing Essay, 89, 91, 108, 122

Nancy Johnson, 90

National Center for Family and Community Connections with Schools, 152

Northeast Ohio Coalition for the Homeless, 152

Note-taking, 126

Obama, 13

Ohio State University, 14, 88

Parent and Guardian Survey, 124

Parent Permission Forms, 241, 243

Parent Survey, 296, 328

Parents College at Case, 62, 80, 81, 82, 84, 96, 100, 345, 347, 349, 350, 351, 353, 354, 355

*Parents Handbook*, 57, 58

Parents/guardians, 22, 64, 69, 114, 215

parking, 113, 114, 204, 206  
partnership, 11, 20, 22, 25, 29, 32, 45, 47, 54, 56, 71, 85, 86, 111, 118, 127, 136, 206, 280, 288  
policies, *policy*, 56, 57, 58, 61, 64, 65, 70, 84, 86, 103, 104, 130, 166, 167, 168, 172, 178, 206, 208  
prize, 91  
program coordinator, 20, 70, 112, 123, 204, 214, 215, 285, 294, 322  
*Program Coordinator's Manual*, 20  
program director, 65, 71, 116, 123, 124, 208  
promotional brochures, 365, 366  
Provost Scholar Assessment, 296, 334  
Provost Scholar Data Form, 237, 238  
Provost Scholars Code of Conduct, 97, 213, 214, 217, 220, 229, 232, 235  
QPR, 109  
Question, Persuade, Refer, 109  
references, 152  
research, 15, 54, 106, 112, 134, 138, 139, 140, 153, 171, 282, 351, 360, 361, 363  
rubric, 91  
Salvation Army, 84, 111  
SAT, 96, 97, 108, 131, 139, 141  
scholarship, 9, 122, 351  
SEL, 59, 94, 103, 104, 106, 109, 111  
self-injury, 109  
self-regulation, 101, 152  
seminars, 22, 35, 81, 87, 88, 116, 126, 141  
service-learning, 138, 139  
Shaw, 22, 29, 73, 74, 90, 107, 141, 210, 211, 256, 346, 347, 348, 349, 350, 351, 353, 354, 355  
snacks, 52, 73, 74, 210, 211, 256  
Snyder, 364  
social and emotional learning, 59, 80, 91, 94, 101, 103, 109, 153, 208  
social media, 56, 143, 160  
socioeconomic, 19, 59, 103, 152  
Spring Celebration, 89, 355, 356, 365, 370  
stakeholder(s), 21, 22, 32, 42, 43, 58, 64, 72, 82, 85, 86, 89, 93, 94, 97, 101, 104, 111, 112, 115, 118, 120, 121, 127, 129, 130, 131, 143, 208  
stress, 28, 91, 94, 101, 103  
Student Services, 90, 113, 346  
suicide, 109  
Summer Learning Institute Permission Form, 275  
survey(s), 26, 34, 123, 124, 154, 296  
swimming, 134  
talking circle, talking stick, 125, 126  
Teacher Referrals, 224  
*Teaching Transformative Life Skills to Students*, 104  
technical, 14, 18, 19, 22, 25, 29, 39, 41, 57, 59, 62, 65, 74, 87, 104, 122, 127, 139, 210  
template(s), 91, 93, 123, 140  
Thompson, 16, 46, 70, 85, 95, 154, 204, 322, 326  
train-the-trainer, 109, 111  
transport, transportation, 46, 56, 57, 58, 62, 74, 114, 116, 126, 160, 211, 215

trauma, 94, 111, 364  
TRIO, 73, 74, 210, 211  
Tutor Application Form, 75, 157, 192  
Tutor Contact Form, 157, 195  
Tutor Roles and Responsibilities, 157, 200  
Tutor Survey, 296, 307  
under-resourced communities, 18, 19, 20, 56, 66, 76, 96, 99, 204  
United States Census Bureau, 152  
useful resources, 26, 360  
Van Leer, 17  
Vinson, 15, 25, 345  
visits, 35, 57, 85, 88, 111, 125, 126, 132, 136, 208  
vocational, 18, 19, 22, 25, 29, 39, 41, 57, 59, 62, 65, 74, 87, 104, 127, 139, 170, 210  
volunteer(s), 19, 20, 26, 29, 30, 32, 38, 43, 45, 61, 93, 101, 113, 115, 116, 123, 139, 141, 143,  
154, 157, 162, 163, 164, 165, 167, 168, 169, 172, 173, 174, 177, 178, 179, 180, 204, 206,  
208  
Volunteer Application Form, 205, 206  
Volunteer Evaluation Form, 296, 313, 314  
Volunteer Job Description, 157, 203, 204  
Volunteer Orientation Sign-Off, 157, 207  
volunteerism, 139  
Walt Disney, 137, 279, 280  
Weschler, 12  
Williams, 93, 135, 152, 154  
Winter Celebration, 62, 89  
work-study, 61, 113, 123, 127  
Yuko, 47  
Zhang, 17



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