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Our History

Our mission is to encourage Minnesota’s youth of color to pursue post-secondary education.

A young person’s life-long success begins with an education. Access to higher education promises far-reaching benefits, especially to students of color who often face daunting challenges in completing a post-secondary education. Guided by our mission to encourage Minnesota’s youth of color to pursue post-secondary education, the Page Education Foundation promotes their academic achievement, personal responsibility, and untapped potential to become vital contributors to their communities. We accomplish this by granting financial assistance to post-secondary students who in return foster positive attitudes toward literacy and learning among younger, school-age children of color through mentoring and tutoring relationships.

Alan Page spent fifteen years in the NFL, becoming the first defensive player in the league’s history to receive an MVP award. While playing football, he became a full-time law student, earning his Juris Doctor in 1978. Alan’s deep and abiding belief in the importance of education did not stop with his own success.

Recognizing a need for our education system to reach more young people of color, he used his 1988 induction into the NFL Hall of Fame to launch the Page Education Foundation. From its inception, the Foundation has offered financial assistance and encouragement to students of color facing tremendous barriers to attaining their educational dreams.

In the last twenty-five years, the Page Education Foundation has supported over 5,000 students in their pursuit of post-secondary education in Minnesota.
Page Grant Program Components

To ensure the success of all students entering the Page Grant program, the Page Education Foundation’s (PEF) Page Scholars participate in three of the following program components.

Service-to-Children Project

The Service-to-Children Project requires Page Scholars to volunteer for a minimum of 50 hours during the academic year mentoring children of color in grades kindergarten through eighth (K-8). With a focus on literacy and tutoring, Page Scholars encourage younger children to view education as a positive and exciting goal. These relationships offer powerful motivation to impressionable students who look to Page Scholars for guidance. Children mentored by Page Scholars benefit from real-life role models who are taking advantage of their educational opportunities and creating a better future. Page Scholars also provide much needed assistance to our schools, libraries, and community organizations.

Page Connections

The goal of Page Connections is to support Page Scholars as they work to successfully complete their education and community service. Page Connections provides Page Scholars with access to support services on campus, internship/career opportunities, group service projects, and professional mentors to help guide students in the transition into the workforce.

Professional Page Mentors Connection

Professional Page Mentors Connection offers upperclassmen Page Scholars an opportunity to connect with community professionals who provide career development opportunities which may lead to meaningful employment after college.

*Page Education Foundation, will hereby be referred to throughout this document as PEF.*
Professional Conduct

“People of character take responsibility for who they are and for what they do. To be a person of character takes a strong person. I don’t mean strong in the physical sense … (I mean) we must be honest and trustworthy people, saying what we mean and meaning what we say. It means keeping our promises.”

– Justice Alan C. Page

Congratulations

You have been awarded a Page Grant for this upcoming academic year! Being a Page Scholar is an honor. You were selected from a pool of impressive student leaders who are all seeking higher education, a better future, and a better community. As a Page Scholar, you will have the opportunity to demonstrate dedication and commitment to your academics and service goals while maintaining the highest level of integrity in academics and professionalism.

Page Scholars are trusted individuals who are treated as adult professionals. PEF staff members will advise, mentor, and support a Page Scholar throughout their academic studies, but success in the program is determined by each individual.

To foster a climate where academic and professional integrity is valued above all else, the Page Education Foundation has developed the following standards for Page Scholars to uphold.

Respect

PEF staff members will always treat Page Scholars professionally and respectfully and expect the same in return. Verbal abuse, foul language, or temper tantrums exhibited towards PEF staff members by any Page Scholar will be dismissed from the program.
Commitments

Our most successful Page Scholars are those who are involved. These Scholars go above their 50 hours of volunteer service requirement, attend PEF events, and take full advantage of the opportunities presented to them.

The Page Education Foundation understands that Page Scholars have outside responsibilities such as work, school, and family obligations. However, when you make a commitment to PEF (i.e. RSVP to attend Orientation), you are expected to prioritize the commitment and follow through. Reasons such as “I had to babysit” or “I had final exams to study for” are not acceptable. In the case that an emergency arises and prevents you from fulfilling your commitments, contact PEF staff members as soon as possible to inform them of your situation. No Call and No Shows are incredibly unprofessional and communicate to PEF that you are not a reliable individual. Continuously calling in to reschedule or cancel a commitment also does not constitute an emergency but demonstrates a lack of planning.

At all times, your actions reflect your seriousness about the Page Grant and Service-to-Children Project. Ensure that you are building positive relationships and maintaining a strong professional profile by following through on your commitments.

Academic Honesty

Every Page Scholar is responsible for upholding the highest standards of academic honesty. Your academic work is a reflection of your knowledge, skills, and academic integrity and is fundamental to our organization. Page Scholars are responsible for adhering to the principles of academic honesty outlined below.

Prohibited conducts include, but are not limited to the following:

- **PLAGIARISM** is the wrongful appropriation, close imitation, or purloining and publication of another author’s language, thoughts, ideas, or expressions and the representation of them as one’s own original work (plagiarism.repec.org). Submission of plagiarized work is taken seriously and any essay that is not original work by the student and/or has been deemed as plagiarized is illegal and will result in the immediate loss of your Page Grant.

  A link to the University of Maryland’s website for college students regarding avoiding plagiarism is provided below.

  How to Avoid Plagiarism: [http://www.umuc.edu/writingcenter/plagiarism/index.cfm](http://www.umuc.edu/writingcenter/plagiarism/index.cfm)

  You can also find more information about plagiarism on your college campus.

- **FORGERY** is the act of reproducing something for a deceitful or fraudulent purpose. The false making or altering of any documents and intending that anyone shall accept it as genuine is forgery. This includes falsifying a person’s writing (i.e. forging a signature) by which the rights or obligations of another person is affected. Submission of forged documents by a Page Scholar will result in the immediate loss of your Page Grant.
ESSAY DUPLICATION is the act of submitting the same essay or work from previous year for the Page Grant. Each year Page Scholars must create a new and original essay to submit with their grant renewal packet. Duplication of any previously submitted essays or work will result in the immediate loss of your Page Grant.

FABRICATING INFORMATION is the act of using and/or submitting fake or altered information and data for any exercise or requirements (i.e. making up experiences during your Service-to-Children Project). Submission of any essays or work with fabricated information will result in the immediate loss of your Page Grant.

Communication

At all times, Page Scholars are required to keep an updated e-mail address and phone number on file with PEF. PEF’s primary means of communication is through e-mail, and it is the responsibility of Page Scholars to ensure they have access to their e-mails.

PEF staff members will provide courtesy program updates through e-mails, Weekly Bulletins, Pages of Color electronic newsletters, and social networking posts (i.e. Facebook, Twitter). However, PEF staff members are not responsible for ensuring that you receive the e-mails or have access to technology. Any follow-up provided is simply out of courtesy and is in no way required on behalf of the Page Education Foundation.

Page Scholars are adult professionals and it is not the responsibility of PEF staff members to chase them down and ensure that they are receiving updates, have submitted paperwork on time or have access to a computer or internet.

INSTRUCTIONS FOR E-MAILING PEF

When e-mailing PEF staff members do so through the e-mail address on file with us. Following this step will help us to determine your identity. When e-mailing, always provide the following information: full name as it appears on your Page Grant application, avoid using nicknames, and include detailed information about why you are contacting us. A quick response to your inquiry is highly determined by how well you communicate your needs in writing. A vague inquiry will delay your response time.

NO 3RD PARTY/MIDDLE-MAN COMMUNICATION

PEF staff members communicate directly with Page Scholars and not with their parents, legal guardians, or high school/college counselors. The Page Grant is an adult program and it is not the responsibility of PEF staff members to relay any information to individuals who are not direct recipients of our grant.

Part of our role is to groom Page Scholars into adult Professionals who are accountable for their own actions, can articulate needs, propose solutions to problems, and become leaders. This outcome cannot be achieved if a Page Scholar is unwilling to step forward and drive their success. We encourage Page Scholars to take initiatives, and to become advocates for themselves and others.

Page Scholars are responsible for relaying any information regarding the Page Grant program to parents, legal guardians, or high school/college counselors. Asking PEF to provide information violates confidentiality and is in no way required on our part.
UPDATE CONTACT INFORMATION
Page Scholars need to provide contact information updates to PEF staff members throughout the course of the academic year. Changes in any of the following areas need to be reported immediately to the Program Manager:

- Address
- Phone Number(s)
- E-mail Address
- School Changes
- Name Changes
- Enrollment Status
Steps to a Successful Start

“Do not seek to be at the level of your competition. Their limits should not be yours.”

— Justice Alan C. Page

To remain eligible for the Page Grant you must agree to the following conditions:

1. Sign and return your Acceptance Letter to PEF’s office by the specified due date listed on the letter.

2. Maintain full-time status as defined by your post-secondary educational institution for the duration of the academic year you are awarded the Page Grant.
3. Report your Service-to-Children Project by completing the Scholar Information Sheet (SIS) and submitting the form by no later than its due date of October 1/Fall Semester. Your SIS form must be submitted on time in order for you to receive a spring payment.

4. Complete 50 hours of volunteer service through what is called, the Service-to-Children Project, tutoring and mentoring Minnesota children in grades kindergarten through eighth. Report your completed hours by submitting a Service-to-Children Evaluation Form due May 1 of the ensuing academic year.

5. Report changes (i.e. name, address, phone, email, school, traveling abroad, falling below full-time status, graduation, problems that may affect your eligibility) throughout the academic year.

Your next steps are to attend the following events hosted by PEF:

**AWARD CEREMONY**

The Award Ceremony is an annual event in June that provides an opportunity for current Page Scholars to be recognized for their achievement in front of friends, family, and community members. An invitation to attend the Award Ceremony will be sent to your e-mail account after you have been notified as a Page Grant recipient.

**PAGE SCHOLAR ORIENTATION**

PEF’s annual orientation is an event for new and returning Page Scholars and occurs in August. The orientation provides Page Scholars with an opportunity to receive detailed updates and information about the Page Grant Program, sign up to volunteer with local organizations, and meet other Page Scholars who will be attending their same school. R.S.V.P. for both events with PEF’s Program Manager.

**Grant Payment Process**

The total amount of the Page Grant award is listed below and will be paid in two installments 10 days after the start of fall/spring semester or as requested by your post-secondary educational institution. For schools running on a quarterly calendar, payments will be issued in September and January or as requested by your post-secondary educational institution.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500.00</td>
<td>$500.00</td>
<td>$1,000.00 2 year college award</td>
</tr>
<tr>
<td>$750.00</td>
<td>$750.00</td>
<td>$1,500.00 4 year college award</td>
</tr>
<tr>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$2,000.00 Graduate School</td>
</tr>
</tbody>
</table>

Page Grant payments are issued to Page Scholars who meet PEF’s grant recipient guidelines listed below:

- *Enrolled full-time at their post-secondary educational institution.*
• Have submitted Acceptance Letter and Scholar Information Sheet OR additional paperwork and/or information, as requested by PEF.
• Completed or is in the process of completing 50 hours of service to children in grades K-8th.

ESTABLISHING A FALL PAGE GRANT PAYMENT
Your post-secondary educational institution is notified about your Page Grant award the summer you are selected as a Page Scholar. After the successful return of your Acceptance Letter, PEF informs the financial aid office about the Page Grant amount you will be receiving along with your Social Security Number or school identification number. Each school provides PEF with the number of credits you are enrolled for in order to ensure that all Page Scholars are registered for full time credits. PEF then sets up a payment schedule with your post-secondary educational institution to avoid late charges or penalties. Once a grant check has been issued to your school and student account, PEF’s Program Manager emails a “Confirmation of Payment” to notify Page Scholars. PEF is not responsible for any fees or charges accrued by a Page Scholar outside of the Page Grant (i.e. withdrawing from a course and owing the school a refund difference).

ESTABLISHING A SPRING PAGE GRANT PAYMENT
Only Page Scholars who have successfully submitted their Scholar Information Sheet by October 1 and have their volunteer site verified and approved will be eligible to receive a spring term payment. During winter break, PEF informs the financial aid office about the Page Grant amount you will be receiving along with your Social Security Number or school identification number. Each school provides PEF with the number of credits you are enrolled for in order to ensure that all Page Scholars are registered for full time credits. PEF then sets up a payment schedule with your post-secondary educational institution to avoid late charges or penalties. Once a grant check has been issued to your school and student account, PEF’s Program Manager emails a “Confirmation of Payment” to notify Page Scholars. PEF is not responsible for any fees or charges accrued by a Page Scholar outside of the Page Grant (i.e. withdrawing from a course and owing the school a refund difference).

Page Scholars who fail to submit their Scholar Information Sheet by October 1 communicate to the Page Education Foundation they are no longer interested in fulfilling their 50 hours of volunteer service to children and forfeit their spring term payment.

MAILING PAYMENTS TO SCHOOLS
All checks are mailed directly to your post-secondary educational institution. PEF will NOT issue checks directly to any Page Scholar, at any time, or for any reasons. PEF welcomes inquiries from all Page Scholars, but most questions regarding payments are best answered by contacting your school’s financial aid and/or business office. PEF should only be contacted if there is a problem related to your Page Grant.

PEF can only confirm if a Page Grant payment was issued to an educational institution. Your school’s financial aid and/or business office can tell you when the payment was received, how it was applied, and if you will be issued a check for any remaining amount. Your school’s financial aid and/or business office can also answer
questions about Federal Pell Grants, student loans, and additional scholarship opportunities.

Once a grant check leaves PEF’s office, we cannot instruct your school’s Financial Aid or Business Office to process the check any faster than they normally would on a typical business day. We also cannot track where your check is going. Each school has their own process & procedures for account receivables. To find out what your school’s process is you must contact your school’s financial aid and/or business office directly.

Information regarding your school bills or payment records may be posted to your student online account. If you need help accessing your student online account, please contact your school’s student support services or I.T. department.

IMPORTANT NOTE:

PEF will not make early payments for any reasons. Page Scholars may use financial aid to support their student life but this is not a valid reason for us to expedite payments.

PEF does not issue J-Term, May Term, or Summer Term payments.

PREVENTING PAYMENT DELAYS

To prevent delays of your Page Grant payment, please ensure that you are providing PEF with accurate information and consistent updates about changes.

Update PEF if:

a. Your student status changes. You must be registered full time in order to receive the Page Grant throughout the academic year. If for any reasons you fall below full time status, PEF will not issue a Page Grant payment. It is your responsibility to contact us and inform us about your situation.

b. You have a change in name, email address, or home address. PEF will e-mail correspondence to the e-mail address you have provided us on your Page Grant application at the beginning of the year. We are not responsible for any information you miss because of e-mail changes or spam/junk mail filtering.

c. You are graduating. We will not issue payments to Page Scholars who do not inform us that they are part-time due to their graduating status. It is your responsibility to contact us and inform us about your situation.

d. There is any information you feel will affect your Page Grant (i.e. traveling abroad, internships).
Receiving the grant may or may not affect your financial aid; please work directly with your school’s financial aid office to determine your overall situation. Payments may be reportable as 1099 income to the IRS.

Credit Level Requirement
You must be pursuing full-time credits as defined by your post-secondary educational institution throughout the academic year to be considered for a Page Grant. If you have an academic or medical situation, please provide appropriate documents to PEF staff members for payment consideration. If you are less than full-time the term that you are graduating, contact PEF’s Program Manager immediately. Senior Page Scholars are responsible for informing PEF of their graduating status and their remaining credit load if it falls below their post-secondary educational institution’s definition of full-time status.

If you chose to accept only 1 term payment (i.e. starting school in spring semester) or become eligible for a Page Grant payment (i.e. become a part time student in the spring), you are required to complete 50 hours of volunteer service in order to reapply for a Page Grant the following academic year. The Acceptance Letter you signed is an agreement that by accepting any amount of the Page Grant you will complete 50 hours of volunteer service during the current academic year. PEF is willing to award Page Scholars their entire annual scholarship amount but distribution of the award is determined by each Page Scholar’s individual actions. Volunteer hours are non-negotiable and must be completed by May 1 of the ensuing year.

Graduating Seniors
If you are a Senior Page Scholar who will be graduating, you must inform the Page Education Foundation by submitting a copy of your “Intent to Graduate” form. This form should already be filed with your post-secondary educational institution prior to the start of the semester and alerts them to audit your credits for degree completion. Failure to provide us with information about your graduating status may result in the loss of your Page Grant.

Traveling Abroad and National Student Exchange Programs
If you are a Page Scholar who will be traveling abroad for a semester or involved with a National Student Exchange program and will be completing your semester out of state, you must inform PEF. Qualifying programs must be administered through your Minnesota post-secondary educational institution, and you must have a tuition bill that is generated by your Minnesota state college or university and not the Host College or university. PEF will not issue payments to ANY out of state or country colleges or university under any circumstances. We are a local scholarship organization and only issue payments to Minnesota schools.
Page Scholars studying abroad or out of state for a semester are responsible for adhering to the eligibility guidelines of the Page Grant: Be enrolled full-time as defined by your home college or university, complete 50 hours of Service-to-Children Project with children in the state of Minnesota by the May 1 deadline, and submit all forms by required due dates.

Page Scholars traveling abroad may not submit any forms electronically through fax or e-mail. Each Page Scholar is responsible for handling their affairs before leaving home and ensuring they are in compliance with Page Grant eligibility requirements.
Required Forms

There are 3 forms that Page Scholars must submit annually in order to maintain their Page Grant. Details about each form and their due dates are listed below.

Form 1: Acceptance Letter

WHAT IS THE ACCEPTANCE LETTER?
The Acceptance Letter is an attached document in your e-mailed award notification. To remain eligible for the Page Grant, you must agree to the conditions of the Page Grant that are specified in the Acceptance Letter, and then sign and return the letter to our office by the specified due date on the form, by mail or in person. PEF does not accept electronic submission of the Acceptance Letter through email or fax. [Acceptance Letters may also be turned in at the Award Ceremony or Orientation.]
CAN I TURN IN MY ACCEPTANCE LETTER LATE?
PEF does not accept late Acceptance Letters. Failure to return the Acceptance Letter on time communicates to PEF that you are not interested in receiving the Page Grant, completing your 50 hours of volunteer service, or have become ineligible.

When a student does not return their Acceptance Letter by the due date, the award is then offered to another student. Once a Page Grant has been declined by a student, the award may not be returned to that student for any reason.

If you turn in your Acceptance Letter after the specified due date, you will not receive the Page Grant for the upcoming school year and will have officially forfeited your award offer. We CANNOT return your award offer to you for any reason. Once you lose your Page Grant for the academic year you may not be considered again for a Page Grant until you reapply the following academic year.

At all times, your actions reflect how serious you are about the Page Grant and your Service-to-Children Project. Make sure you are displaying your commitment by meeting deadlines.

Form 2: Scholar Information Sheet (SIS)

WHAT IS THE SCHOLAR INFORMATION SHEET?
The Scholar Information Sheet (SIS) informs PEF where you will be carrying out your volunteer service for the academic year. It is PEF’s official process for verifying whether a page Scholar’s volunteer site meets the Service-to-Children Project guidelines, and tracking the completion of 50 hours of volunteer service with children by May 1.

The Scholar Information Sheet (SIS) must be completed with and signed by your volunteer site supervisor and submitted through mail, postmarked no later than October 1. Page Scholars can also hand deliver their SIS to PEF’s office before the end of the business day. We do not accept electronic submission of the Scholar Information Sheet through fax or email.

Failure to submit your SIS communicates to PEF that you are no longer interested in completing 50 hours of volunteer service to children and will result in the immediate loss of the Page Grant for spring term.

WHAT IF I’M NOT STARTING MY SERVICE-TO-CHILDREN PROJECT UNTIL SPRING?
If you are not attending school until spring term, will be studying abroad, or will not begin volunteering until spring semester, you are still required to complete and mail in your Scholar Information Sheet by October 1. Failure to do so will result in the loss of your Page Grant.

WHAT HAPPENS AFTER YOU RECEIVE MY SCHOLAR INFORMATION SHEET?
Upon receipt of the SIS, your volunteer site information will be verified. If the volunteer project does not meet PEF’s Service-to-Children Project guidelines (details in Sec. 4, page 17) or is questionable, you will be contacted through email. Respond immediately and provide the necessary information that PEF is seeking. Page Scholars are responsible for
ensuring receipt of all correspondence from PEF and assisting with the process of volunteer site verification (e.g. Providing PEF staff members with your volunteer site supervisor’s correct e-mail address and phone number).

Once your volunteer site has been verified and approved, you will receive a confirmation e-mail informing you to start your volunteer project immediately.

**CAN I TURN IN MY SCHOLAR INFORMATION SHEET LATE?**
Page Scholars who turn in their Scholar Information Sheet after October 1st will not receive a Spring Term payment and officially forfeit their Page Grant. **There is no waitlist for Page Scholars.** Once you forfeit your Page Grant for the academic year you may not be considered again for an award until you reapply the following academic year. At all times, your actions reflect how serious you are about the Page Grant and your Service-to-Children Project. Make sure you are displaying your commitment by meeting deadlines.

**WHAT IF I AM VOLUNTEERING AT MULTIPLE SITES OR I CHANGE MY VOLUNTEER SITE?**
Page Scholars who change volunteer sites must submit a new SIS to notify PEF staff of this change. If you are volunteering at multiple sites, you must submit an SIS for each location you will be volunteering at.

All volunteer sites must be verified prior to May 1. Your SIS will not be accepted if any fields are left blank or if writing is illegible. Contact the Program Manager with any questions, concerns, or conflicts at a volunteer site immediately.

**Form 3: Service-to-Children Evaluation Form**

**WHAT IS THE SERVICE-TO-CHILDREN EVALUATION FORM?**
The Service-to-Children Evaluation form is an evaluation of the volunteer service that you performed during the current academic year. The Service-to-Children Evaluation Form must be completed at the end of a Page Scholar’s 50 hours of volunteer service by a site supervisor. This is the only form that documents the number of hours a Page Scholar has volunteered for and the only proof that PEF seeks regarding completed hours.

**WHAT IF I AM VOLUNTEERING AT MULTIPLE SITES**
If you have volunteered at multiple sites during the academic year, you must submit a Service-to-Children Evaluation form from each site. When you submit your Service-to-Children Evaluation forms to PEF by May 1, your hours on all your forms should add up to 50 or more.

**WHO COMPLETES MY SERVICE-TO-CHILDREN EVALUATION FORM?**
The Service-to-Children Evaluation form is completed by an individual who was overseeing your attendance and can provide the most accurate and beneficial feedback regarding your performance. This individual is typically the volunteer coordinator or classroom teacher you served. Your Service-to-Children Evaluation form must have your evaluator’s signature and submitted by May 1. No part of the Service-to-Children Evaluation form may be left blank, especially the “Hours Completed” section at the top left hand corner. The hours documented on each form must be accurate and specific. Vague information such as “50 + hours” or “N/A” are not accepted. All volunteer hour
end dates must end by May 1. PEF does not accept forms with end dates exceeding May 1.

In no way is PEF responsible for following up with your volunteer site to ensure that they have submitted your Service Evaluation Form or for obtaining missing information. For those concerns, YOU must follow up with your volunteer supervisor before the May 1 deadline.

**Falsifying Forms**

If we should discover that any form or parts of a form have been forged and/or falsified by a Page Scholar, you will lose your Page Grant immediately and will be asked to refund payments that have been issued to you.

**Unsatisfactory Performance Evaluations**

The Page Education Foundation take feedback from volunteer sites and volunteer supervisors very seriously as Page Scholars represent the Foundation and reflect other Page Scholars in our program. The risk of having one Page Scholar compromise the integrity of the Foundation and opportunities of other Page Scholars is not something taken lightly.

If during the course of volunteering you experience any problems at your site, we encourage you to report these complications to PEF. We will do what we can to provide the necessary support and resources for you. We always appreciate Page Scholars letting us know about conflicts prior to receiving reports about it from the volunteer site.

Unsatisfactory performance reviews from volunteer site supervisors will be investigated by PEF staff. If PEF determines that the unsatisfactory performance is a direct result of the Page Scholar’s actions, this may result in the loss of Page Grant as continuous financial support would jeopardize other Page Scholars’ opportunities and PEF’s integrity.

Should you have any questions about these forms, please contact the PEF’s Program Manager immediately. **All forms may be downloaded at [www.page-ed.org](http://www.page-ed.org).**

If you have trouble downloading or opening a document, check your browser or contact your school’s I.T. Office.

Completed forms must be mailed to **P.O. Box 581254, Minneapolis, Minnesota 55458** by their required due date. Electronic submissions of any forms through fax or e-mail will not be accepted. Give yourself enough time to correct mistakes on forms. Do not wait until the last day to submit forms.
Service-to-Children Project Details

“We volunteer with youth because we care about them, and in turn, we are receiving a scholarship because the Page Education Foundation cares about us.”

– Page Scholar Merone Melekin

Service-to-Children Project Guidelines

In order to have a Service-to-Children Project approved by PEF, your volunteer project must include all of the following components listed below:

- Must be in Minnesota and with a Minnesota organization. Our preference is that you volunteer with an educational institution.
- Must have an academic component and the project/program’s main focus must be academic (e.g. tutoring, homework help), NOT recreational (i.e. babysitting, daycare, sports, bible/religious study, coaching).
Must be direct work with children in actual grades of kindergarten through eighth (K-8).
Must be during the current academic year Page Grant is awarded with service completed by May 1.
Must be overseen by a site supervisor who is NOT related to you, a peer, or friend and can provide proof that you have completed 50 hours of volunteer service at the location reported to us on your Scholar Information Sheet(s).
Volunteer hours must be completed by May 1. Page Scholars who miss this deadline will not be eligible for a Page Grant renewal the following year.

Service-to-Children Projects with any of the following components will be immediately denied:

- With known biological relatives, *e.g.* tutoring your own children, nephew, nieces, cousins, etc.
- With preschool children (0-5 years), high school students, college students and adults.
- Not academic, *e.g.* bible study, babysitting, preschool day care, coaching/sports.
- With organizations/programs outside the state of Minnesota, *e.g.* tutoring while you are studying aboard.
- Monetary compensation is received, *e.g.* counting your work study hours as volunteer hours.
- Supervised by family members or friends.

PEF will provide resources and assistance in helping you find a volunteer location however, **YOU** are responsible for calling the site(s), setting up your volunteer service, finding transportation, and informing us about any problems you experience at the site or with your site supervisor.

**Is it strongly recommended that Freshmen Page Scholars complete their Service-to-Children Project during the summer immediately following the Award Ceremony.**

The Page Education Foundation’s academic calendar aligns with post-secondary educational institutions which means, our school year begins July 1st of the current year and ends May 1st of the ensuing year (10 months). As a college freshman, you may be relocating to a new city to start school, may not have transportation during the school year, OR will be unaware of the oncoming school load you are taking on. Therefore, getting your volunteer hours out of the way will be to your benefit.

**Tips for Locating a High Quality Volunteer Site**

As you look for Service-to-Children project sites, keep in mind the following important factors. If you take these points into consideration, you will find a positive environment for yourself and the children with whom you will work with.

**KNOW YOUR PERSONAL FOCUS AND INTERESTS**

Having a clear understanding of your interests will be helpful in selecting a project. What specific age range would you like to work with (K-8th only)? What skills do you have that you would like to share with others? Do you want to tutor
in math, reading, or another academic subject? What do you want to learn and gain from this experience?

LOOK FOR HIGH QUALITY COMMUNITY ORGANIZATIONS
At the organization where you plan to volunteer, are the individuals (staff/other volunteers) excited about your involvement? Do they have experiences with tutoring programs? Are they knowledgeable of the service-learning concept? Are they approachable and open to helping you if you have questions/concerns?

LOOK FOR THOUGHTFULLY STRUCTURED PROGRAMS
Does the program have clear expectations/requirements for volunteers? Do they have a volunteer job description for your position? Can you receive an interview or check out the program before you make a commitment? Does the program have a positive history and reputation in the community? Will you receive any training or orientation?

THE PLACEMENT SHOULD INVOLVE “REAL” SERVICE WORK
Is the volunteer job focused on “busy work” or does it meet your needs of providing direct tutoring to children? How much contact will you have with children? (You need about 2 hours each week of the school year or 50 hours by application renewal date: May 1.)

CONSIDER WORK SITE LOGISTICS
Do the site hours fit with your academic, employment and social schedules? Will you have any transportation problems getting to and from the volunteer site?

OPPORTUNITIES FOR REFLECTION, EVALUATION AND FEEDBACK
How do you know if you are doing an okay job? Do you get a chance to meet with other tutors to share experiences and learn from them? Do you have the chance to give the organization constructive feedback and evaluation of their program?

CLOSING
How does the program come to an end? Is there a time to recognize the youth and mentors through a celebration or closing event? Do you have the opportunity at the end of the school year to say a thoughtful goodbye to the children you have been working with?

Basic Expectations from Your Volunteer Site
Your Service-to-Children project commitment must be the same as the commitment you would make to a job. The organization where you volunteer depends on you to meet the needs of the children they serve. Excuses such as “I had a mid-semester exam that day” or “I had to babysit” are not acceptable. You know well in advance when you are expected at your site, and you are responsible for arranging your academic and social commitments accordingly.

If you are unable to show up due to illness or a legitimate emergency, you are expected to call (not email) your site, letting your supervisor know that you will not be present. Do
this as soon as possible. This proves your dedication and shows that you are responsible and can be relied upon.

You are a highly visible role model to the children you are tutoring. Your attitude and behavior will be observed very closely by them. Please be a positive role model and always remind them that you are a college student.

**YOUR RIGHTS:**

- To be given clear instructions and supervision
- To be treated with respect
- To be given work that is interesting and challenging, not work that is considered too mundane or trivial for the paid staff
- To have privacy and confidentiality respected
- To receive ongoing support and feedback

**YOUR RESPONSIBILITIES:**

- To find your own Service-to-Children Project (PEF staff can help make suggestions)
- To make sure you are adequately trained, including taking responsibility for getting information from missed training sessions
- To make only those commitments you can keep
- To communicate effectively with program staff and supervisors, providing them with information about your work
- To make sure the program staff and supervisors have your current phone numbers, email address, and times you can be reached
- To communicate problems and other situations that arise in your service
- To contact the Page Education Foundation staff if you are encountering issues at your volunteer site

**VOLUNTEER SITES AND THEIR RIGHTS:**

- To expect that you will show up to the volunteer site when you are scheduled for a shift.
- To expect that you will be appropriately attired at the volunteer site.
- To expect that you will volunteer with a positive attitude.
- To give you instructions and directions based on their program’s expectations.
- To reprimand volunteers who do not show up to their scheduled shifts with no calls/no shows or require that you provide proof of document(s) for absences.
- To reprimand volunteers who have poor attitudes or refuse to follow instructions/directions given by site coordinators.
- To terminate you from your volunteer service if they feel you cannot meet their organization’s volunteer expectations.

**Goal of Service-to-Children Project**

At the end of your 50 hours of volunteer service you will be asked to write a 500 word essay reflecting on your Service-to-Children Project.

You will inform us about the details of your project, such as where you volunteered, the children you worked with, and how you helped them academically on a day-to-day basis.
You will also address what you have learned from your service project, challenges you overcame or possible solutions to overcoming those challenges in the future, and where you would like to volunteer again should you be awarded the Page Grant the following year. This essay will be submitted with your Grant Renewal Application.

PEF’s goal is that you gain valuable insight during your volunteer service which will assist you academically and professionally. Our hope is that you make a connection with your community and recognize the value of the service that you provided to children.

If you feel that you did not learn anything from your project or that it was an experience you did not enjoy, share that information in your essay BUT provide a solution as to how YOU are going to remedy it. For example, if you did not learn anything new perhaps you did not select a challenging enough project for yourself or a project that would engage you. Regardless of what you gain or did not gain at your volunteer site, PEF expects you to put in 100% effort and move forward.

See sample essay of what is expected to be turned in by Page Scholars after the completion of their 50 hours of volunteer service on pages 22-23.

**Work-Study Program**

In order to use your work-study program to fulfill the Service-to-Children Project requirement, Page Scholars must ensure their work-study program meets the Service-to-Children Project guidelines, request permission from their Work-Study Program Coordinator to volunteer at the site in addition to paid hours, complete and submit a Scholar Information Sheet ensuring that they check the work-study box located on the form, and then if approved, track their volunteer hours separate from their paid work study hours.

For example, if you are volunteering for 4 hours on a Tuesday and then work 4 hours on a Thursday totaling 8 hours for the entire week, you may only allocate the 4 hours that you actually spent volunteering towards your required 50 hours of service to children. You may NOT include the other 4 hours where you were paid at your job and may not include any travel time.

Page Scholars are responsible for tracking their volunteer hours and keeping their own logs. Page Scholars are also responsible for informing their work study program manager of this requirement to separate their paid hours and from their volunteered hours.

Contact PEF’s Program Manager if you need clarification regarding using work-study programs as a Service-to-Children Project early on in the year. PEF is not responsible for any misunderstanding regarding the work-study component because clarification was not sought immediately. PEF reserves the right to deny utilizing a Page Scholar’s work-study program to fulfill the Service-to-Children Project requirement if volunteer unpaid hours are not clearly tracked and confirmed.

Current PEF criteria of acceptable work-study hours to fulfill Service-to-Children Project requirement replaces any previous PEF guidelines.
Service-to-Children Project Reflection Essay Sample:

My name is STUDENT and I am a Junior Page Scholar attending the University of Minnesota, Twin Cities. Currently I am majoring in Elementary Education and this past year I had the opportunity to work with children attending Phalen Lake Hmong Studies Magnet’s after school program. Phalen Lake Hmong Studies Magnet is an elementary school on the eastside of St. Paul. The after-school club that I volunteered with was called Hmong Youth Pride and the children I tutored were 8 to 10 years old and in grades 3 and 4. Hmong Youth Pride (HYP) is an after-school club that provides homework help and academic support to Hmong children. At the same time, HYP also connects them with their ethnic heritage in order to build self-esteem and develop self-confidence.

I volunteered every Mondays and Wednesdays from 2:15 p.m. to 4:45 p.m. alongside other HYP tutors. On Mondays, I helped the children with their math homework and on Wednesdays I tutored them in reading and writing. A typical day volunteering would began with 15 minutes of homework help followed by a 15 minute academic lesson plan that was written by one of the HYP staff and then 10 minutes of a Hmong culture activity, such as paj ntauj or flower cloth sewing.

Many of the children I worked with were English Language Learners. My primary goal was to help them build their proficiency levels in math, reading and writing in order to pass their MCA tests in the spring. I quickly learned that this was not an easy task as many of the students could not even do their homework independently because they were already behind in reading. A lot of the math problems were word problems and if you cannot read the text presented to you in the word problem you obviously cannot pull out an equation to solve.

The other challenge that I faced was the elementary math curriculum itself. The new way in which math is being taught in the school was very confusing. I started to doubt my own math competency levels as well and this really concerned me. Students were now allowed to use a number of methods in order to try and solve math problems. In elementary, I learned multiplication and division utilizing strict procedures and it was difficult for me to break that norm. To resolve this challenge, I signed up for an Everyday Math workshop at the school which was offered for free to volunteer tutors, such as me. Everyday Math is the school’s math curriculum and I after taking the 3 hours training it really helped me to better understand the content of the materials that was being learned by the students. When I returned to the classroom, not only was I more confident in helping the students, but I became a better tutor as well.
One particular student that I was really able to help was a boy named, Paw Htoo. I had a lot in common with Paw in that I came to this country when I was in 3rd grade as well and could not speak a word of English. This shared life experience we both had helped me to connect with him and form a bond. Although Paw was not very proficient in language arts, what he lacked in English he definitely made up for in math. Equations are a universal language and regardless of whether you speak Karen, Spanish or English, 2 plus 2 will always be 4. My own challenges with math helped build Paw’s confidence as he had to explain to me math problems he was working on. In return, I helped Paw read through word problems and we worked on phonemes, pronunciation and sight words. When Paw took his NWEA test in the winter, which is an academic assessment of reading, writing and math proficiency, Paw’s teacher informed me that his test scores had increased by 10 points which was significant. You think I would be proud of myself but instead I was proud of Paw. English is not an easy language to learn, I know this personally, and the fact that he has only been here for 1 year and has learned so much is an accomplishment to be commended.

Today I am still volunteering with Hmong Youth Pride. When I first started volunteering I only thought of completing my 50 hours for the scholarship. However, once I got into my project I started to see the value of my presence inside the school. There is not a lot of Karen speaking staff at Phalen Elementary. Many of the Karen students do not get to see a reflection of themselves in the teachers and authority figures that surround them. This may discourage them from pursuing education because when you don’t see others like you succeeding it is hard to believe that you will succeed one day. That is what drives my work and presence with these kids. For my Service-to-Children Project next year, I would like to return to Phalen Elementary and continue working in the Hmong Youth Pride program. This will be my second year here and I hope that I can also become more active within the school by participating in volunteering at school events as well.
Page Grant Renewal Process

“Some would say the problems of the world are too big and too complex for one person to impact. I believe those people are wrong. Everyone has the ability, the opportunity, and the obligation to make this world a better place.”

– Justice Alan C. Page

Each year all returning Page Scholars must renew their grant by mailing an updated Page Grant application packet to **P.O. Box 581254, Minneapolis, MN 55458**, by the postmarked deadline of May 1.

Documents that must be included in the Page Grant Renewal Process are:

**COMPLETED PAGE GRANT APPLICATION**, which must be signed and submitted by May 1. Renewal packets with unsigned Page Grant applications will not be considered.
500 WORD REFLECTION ESSAY describing your Service-to-Children Project including detailed information about the children you served, your gains and accomplishments during your service, and plans for next year’s Service-to-Children Project.

SERVICE-TO-CHILDREN EVALUATION FORM which is completed by your volunteer site supervisor and proof that you have completed your 50 hours of volunteer service during the academic year. Form is available at www.page-ed.org

COPY OF YOUR FAFSA/STUDENT AID REPORT (SAR) Your Student Aid Report (SAR) summarizes all the information you provided on your FAFSA and is about 5-8 pages in length. You will receive your SAR by e-mail within 3–5 days after your FAFSA has been processed. If you provided an e-mail address when you applied, you will receive an email with a secure link to access your SAR online. Check your junk or spam folder to ensure your email was not sent there. If you did not provide an email address, you will receive a paper SAR by mail within 7–10 days after your FAFSA has been processed.

Do not send just the cover page of your SAR report confirming you have submitted your FAFSA or a letter informing us of the grants you are receiving from your school. That is not sufficient information and does not tell us anything about your family’s income or household size.

If you cannot file a FAFSA, alternative documents accepted are parent’s most recent IRS Tax Forms, W2 statements, or State Department Welfare/MFIP statement with information documenting number of people in your family and monthly income. The purpose of the income verification documents is to obtain a summary of your families’ annual income for the past year in order to determine your updated eligibility for the Page Grant.

An example of what a Student Aid Report (SAR): Left image is an HTML version, right image is a PDF version.
No one is exempt from submitting updated income documentation under any circumstance. Applications without income verification will not be processed. Inaccurate income verification is the #1 reason that prevents former Page Scholars from being considered for another Page Grant. Turn your income verification in early and make sure it is the right form the first time!

INDEPENDENT STUDENTS Independent students by FAFSA definition may submit their own IRS Tax Forms, or W2 statements, if they cannot obtain a copy of their FAFSA/SAR. PEF does not make independent student status determination.

Students must meet one or more of the following FAFSA criteria listed below to be considered independent by FAFSA definition:

- Be 24 years of age or older by December 31 of the award year.
- Be an orphan (both parents deceased), ward of the court, in foster care or was a ward of the court when 13 years or older.
- Be a veteran of the Armed Forces of the United States or serving on active duty for other than training purposes.
- Be a graduate or professional student.
- Be a legally married individual.
- Have legal dependents other than a spouse.
- Be an emancipated minor or in legal guardianship.
- Be a homeless youth.

If you answered YES, to one of the above questions, and is unable to obtain your FAFSA/SAR, you may submit alternative income documentation, such as your IRS Tax Forms or W2 statements.

If you answered NO, to all of the above questions, and cannot obtain a copy of your FAFSA/SAR, you will need to submit your parents’ most recent IRS Tax Forms, W2 statements, or State Department Welfare/MFIP statement with information documenting number of people in your family and monthly income.

UNDOCUMENTED/NON US CITIZEN If you are filing a Minnesota Dream Act State Financial Aid Application through the Office of Higher Ed www.ohe.state.mn.us/MNDreamAct you should be able to print out a copy of your application from the website after logging in. The Dream Act application summary looks similar to a FAFSA/Student Aid Report (SAR) and has the necessary information that PEF will need to determine your family’s income and household size. Page Scholars eligible for financial aid through the Minnesota Dream Act must complete a new application each year.

Also acceptable is a letter from a licensed school counselor verifying your status/income level.

A COPY OF YOUR MOST RECENT COLLEGE TRANSCRIPT Your college transcript does not need to be official and your spring term grades do not need to be on the
transcript. Please ensure that the unofficial transcript you send has your updated cumulative GPA on the document. Do not just send us a copy of your class schedule.

No one is exempted from sending in a copy of their college transcript. Applications without college transcripts will not be processed. If you have a hold on your school account that prevents you from accessing your college transcript it is your responsibility to take the necessary actions or payments to obtain a transcript.

Your Page Grant Renewal Packet must be mailed, paper copies only, to P.O. Box 581254, Minneapolis, MN 55458. We do not accept electronic submissions via email or faxes of your application packet. You may also drop off your application at our office 901 N 3rd Street, Suite 355, Minneapolis, MN 55401, Suite 355. Office Hours: M-F, 9 a.m. - 5 p.m.

To ensure delivery, we highly recommended you pay for certified mail and/or tracking. Page Scholars are responsible for the submission of their renewal packets and in no way are PEF staff members responsible for pick up or delivery of renewal packets. It is in your best interest to send in your renewal packet early so that you can receive notification of any missing documents. No notifications regarding receipt of renewal packet materials will be sent out after May 1.

No exceptions will be made for late renewal packets.

If you miss the deadline, you've lost your Page Grant!
No exceptions.
Frequently Asked Questions

Q: Can I complete my 50 hours after May 1 or in the summer after the deadline?

NO. Few exceptions are made to extend the volunteer deadline for many reasons. The first being that Page Scholars have had 10 months to obtain 50 hours. Second, Page Scholars enter the Page Grant program with a clear understanding that in return for their grant they are to provide a volunteer service of 50 hours tutoring and mentoring children in grades K-8th that is due by May 1 of the ensuing year. To assist students with locating a volunteer site, PEF offers a Service-to-Children Project handbook available on our website for download, Weekly Bulletins with posted volunteer opportunities and a Program Manager to assist in answering questions. On your own campus, your institution also provides a service learning office or community involvement fairs to help you locate potential volunteer sites. The responsibility of taking the initiative to secure a location then is completely within the control of a Page Scholar. Lastly, PEF does not in any way...
want to communicate the message to any student that it is acceptable to not meet a
deadlines as this is a crucial component of your success in college (i.e. paper deadlines,
research deadlines, form deadlines).

Few past exceptions that have been made for students have been due to documented
medical conditions that prevent them from completing their hours (i.e.
hospitalization). This information is verified with an official doctor’s note and the
extension is only until the end of July. Reasons for extensions, such as hospitalization of a
family member, being a new college student, being unable to start volunteering at a site
because of conflict with schedules, transportation issues, school day cancellations, etc.,
are unacceptable.

Q: Can I turn in my Renewal Packet after May 1st?
NO. May 1 is the due date and anything after May 1 is considered late and will not be
accepted. There are other applicants who are able to submit their renewal application
and paperwork on time and they must be prioritized.

Q: When is the Service-to-Children Evaluation Form due and where can I
obtain it?
MAY 1 is the due date AND the Service to Children Evaluation Form can be found on the
Page Education Foundation’s website at www.page-ed.org and is also attached to all
Weekly Bulletins.

Q: Does my college transcript have to be official and what if it doesn’t have
my spring grades yet?
NO. Your college transcript does not have to be official AND your Spring Term grades do
not need to be recorded on the transcript yet. We are not a merit scholarship and we are
just looking to get a snapshot of how you are doing academically.

Q: What do I do if I can’t submit my FAFSA/SAR?
YOUR PARENT’S IRS TAX FORMS OR W2 CAN BE SUBMITTED IN PLACE OF YOUR
FAFSA/SAR. We need to get a summary of your families’ annual income for last year and
your parents IRS Tax Forms or W2 forms will have their GROSS ANNUAL INCOME for last
year should be recorded on it as well as NUMBER OF DEPENDENTS/NUMBER OF
MEMBERS IN HOUSEHOLD.

Q: What if I am an Independent Student as defined by FAFSA? i.e. Ward of
the State, have your own dependents, over the age of 24.
If you are an independent student, you will NOT NEED YOUR PARENTS INCOME because
you do not need your parents to sign off on your FAFSA/SAR. Just submit your SAR, W2
or your IRS Tax Forms by May 1.

Q: What does “post-mark” mean?
It means you have to get your mail to the post office before they close for business on
May 1. You don’t do postmarks, the post office does it. It’s the mark they put on the
stamp that says the name of the city it’s mailed from and the date it was place into the
mail.
Q: What do I need to submit if I am graduating?

PLEASE SUBMIT YOUR SERVICE-TO-CHILDREN EVALUATION FORM which documents the successful completion of your 50 hours the last year you were a Page Scholar with us. PEF will not renew a Page Grant for any student unable to show proof of their completed 50 hours of volunteer service. In order to apply for our Professional School/Graduate School Page Grant you must have completed your 50 hours of volunteer service your last year with us. Without submitting your Service-to-Children Evaluation form, your record will indicate that you left PEF without fulfilling your end of the grant and you will be ineligible for renewal anytime in the future.

Q: What do I need to do if I am out of the country and having trouble submitting my information?

Page Scholars are given 10 months to complete their renewal packet by May 1 and it is the responsibility of a Page Scholars to manage their time and ensure that their renewal packet is in before departing overseas.

Stay in contact with close family or friends to drop off or mail in paperwork for you while you are away. Page Scholars overseas have the same deadlines to meet as those back home. Please get your mail post marked by May 1 regardless of where you are in the world. No electronic submissions via email or fax will be accepted.

Q: How do I know that you have received my Renewal Packet?

PAGE SCHOLARS ARE RESPONSIBLE FOR TRACKING WHAT THEY HAVE SUBMITTED TO PEF. PEF does not have an official database to track student submissions. Our outgoing e-mails notifying students of the documents we have received are only courtesy notifications and for those submitting paperwork prior to May 1. As May 1 approaches, the amounts of confirmation emails that must go out become impossible to manually manage. Therefore, Page Scholars who submit renewal applications on May 1st will not be notified until mid-June of their application’s status.

Q: Do I still have to volunteer for 50 hours with children even though I’m only receiving partial payment?

YES. By accepting the Page Education Foundation’s grant you agree to complete 50 hours of volunteer service. PEF is willing to award Page Scholars their entire scholarship amount but distribution of the award is determined by the Scholars individual actions. If a student fails to turn in their SIS by the October 1 deadline OR accepts only a partial payment, the student is still required to complete 50 hours of volunteer service in order to be eligible to reapply for the Page Grant the following year.