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WHAT DOES IT MEAN TO BE A SCHOLAR?

Greenhouse Scholars' vision is to create a community of leaders who will evolve the communities of the world.

Greenhouse Scholars is most different from scholarships and programs serving college students in three primary ways:

1. We rally a very large community of people to affect change it's the concept that “it takes a village.” For every one of you in our program, we have nearly 50 volunteers, donors, and supporters who will open doors for you, connect with you to share their experiences, and challenge you to think bigger and broader. Another critical aspect of our community are your peers and alumni Scholars. Time and again, we hear how meaningful Scholar peers are in encouraging belonging, acknowledging vulnerability, and inspiring relentlessness.

2. We specifically refer to our program as a Whole Person approach that supports you personally, professionally, and financially. While each component is important to understand and utilize, it is the holistic nature of the program that makes it unique - just like you, as a whole person. Providing tools, community, networks, funds, and guidance in cooperation with one another provides life changing opportunities and growth.

3. We have selected you because of your leadership, community, relentlessness and accountability. Each of you are impacting not just your own lives but have a true calling for pay it forward to help others in your communities and families. That sense of service to others is why we hail you as catalysts for change. In all of the ways you are, and will, make an impact on your communities - as leaders, role models, mentors, advisors, and change agents - you will have the Greenhouse Scholars community of support behind you.

The ripple effect for the positive impact we will have, together, is powerful and will mobilize change, equity, inclusion, and opportunity.
GREENHOUSE SCHOLARS’ VALUES AND PROGRAM

Each of our four values tie to our Whole Person approach, which has eight components:

Leadership
All leaders have a vision and the ability to manifest that vision into reality. When we say leader, we mean one who inspires. We mean someone who is distinguished by exceptional courage, integrity, and strength, someone who is able to realize his or her vision by taking action and leading others to accomplish this vision. Leaders are not born. They are created – nurtured to their greatest potential with encouragement, direction, and inspiration.

Community
Community is, simply put, one of the most powerful ways to change the world. Creation of a community generates shared purpose, which in turn inspires passion and momentum. Through community, Greenhouse Scholars will create and capitalize on an opportunity to achieve something big – or small – and have a better chance of realizing valuable results. Our ability to create a lasting sense of community will be the change we make in this world.

Relentlessness
Relentlessness is never losing touch of our dreams and continuing to strive no matter the obstacles. The will to persevere through the hardest of times for a cherished passion demonstrates a strong sense of personal character. People who are relentless are not frightened by challenges, are willing to go the extra mile, and understand that sometimes you must fail more than once in order to win. Relentlessness is also the ability to recover and adjust to misfortune and change. As leaders, it’s important to understand that things do not always go as planned and the ability to adapt to changes efficiently separates good leaders from the great.

Accountability
At Greenhouse Scholars, we define accountability as proactively following through on promises and commitments. Accountability is the foundation for trust. We will step up to challenges, deliver on promises, take ownership of our work, and aren’t afraid to acknowledge our mistakes. Accountability ensures progress. We will be aware of our impact on Scholars, employees, our communities, and the world. We won’t sit idly by – we will take action to make things better.
CATALYSTS FOR CHANGE

You are part of a community of young leaders who inspire, support, and drive change all around the world.

Greenhouse Scholars have a lasting impact in numerous ways, not only in striving toward achievements in your own lives, but also the lives of your families and the communities you are passionately impacting. Here are just a few examples:

**SHIVA**
Despite a packed schedule of coursework and internships, SHIVA makes time each week to drive home to support not only his parents but their entire community of Nepalese refugees, serving as a translator and trusted advisor.

**KALISTA AND MICHELLE**
With the help of Flex Funding, launched a student conference a CSU raising awareness of human trafficking, which has grown to impact thousands of attendees.

**HUONG**
Submitted paperwork to drop out of Stanford after his first semester until his mentor stepped in. He now designs spacecraft for Ball Aerospace.

**MESERET**
Co-founded Ethiopian Diaspora Fellowship, a nonprofit aimed at connecting Ethiopians living abroad with service projects in their home country. She counted on her experience as a Greenhouse Scholar, which she says taught her the importance of informational interviews and how to build relationships with professional liaisons.

**NADEEN**
Was recently appointed the youngest member of the Colorado Board of Health, where she has the opportunity to advise public health policy impacting millions of Colorado residents.
OUR PROGRAM COMPONENTS

Our Whole Person approach assures you are successful in college and prepared to live an impactful life after college.

We hold our entire organization, including our Scholars, accountable for our values and lasting results.

Our emphasis on community means we surround you with a community of success and results while enabling you to create positive change in communities like the one you come from.

Program Components
1) Impact 7-19
2) Financial Support 20-22
3) Summer Symposium 23
4) Skills Modules 24
5) Internships 25
6) Peer Support 26
7) Professional Networking 27-29
8) Mentorship 30-31
OUR PROGRAM COMPONENTS

1) Impact

We will evolve the communities of the world, together, through your leadership in the communities and projects you are passionately, positively impacting and with the support, inspiration, and tools we provide to cultivate your capabilities.

We begin with impact as the first component because it is the primary component for you to hone your contributions to create change, to inspire, to lead. The other seven components support your ability to impact.

The impact component, and each of its pieces, will evolve over the course of your 4 years in the program. There are 3 means for impact:

1) Individual Impact Plan (details on pgs 8-3)

2) Community Impact Initiative (details on pgs 14-16)

3) Presentation at a low-income school (details on p 17)
Your Individual Impact Plan is a living, evolving plan so you may develop goals, priorities, and specific, actionable ideas that will change based on feedback from the Greenhouse Scholars community of mentors and professional contacts.

These are your ideas to outline where you want to have an impact. Each year, you will talk to people to help you refine your thoughts. You may implement steps for achieving your ideas but you also may not outline steps until after you graduate. Ultimately, this is a tool for you to think through ideas and gather varying perspectives to help you work towards an impact that will be achieved over a period of years and as you grow as a professional.

Below is the template. You may download a Word version → Microsoft Word Document
On the next page, we’ll share the process for evolving your plan.

<table>
<thead>
<tr>
<th>Scholar Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the topics/themes I want to focus my efforts on?</td>
</tr>
<tr>
<td>What is my goal for the impact I want to have over my lifetime?</td>
</tr>
<tr>
<td>List of all ideas that connect to my stated goals and may be integrated now or in the future</td>
</tr>
<tr>
<td>Specific ideas I am considering - my current, top 3 overall ideas, plus steps to move forward</td>
</tr>
<tr>
<td>Idea 1</td>
</tr>
<tr>
<td>3-5 action steps to move this forward</td>
</tr>
<tr>
<td>Idea 2</td>
</tr>
<tr>
<td>3-5 action steps to move this forward</td>
</tr>
<tr>
<td>Idea 3</td>
</tr>
<tr>
<td>3-5 action steps to move this forward</td>
</tr>
<tr>
<td>Idea(s) I am committed to begin now</td>
</tr>
</tbody>
</table>
**HOW TO APPROACH THE TEMPLATE**

**What topics/themes do I want to focus my impact efforts on?**
Topics/themes are the broadest category for this template, and it’s important you think beyond a college timeframe only. The selected topic/theme is a place where you want to create positive change.

Initial questions for Scholars: What is the legacy I want to leave in my lifetime? What am I passionate about? What do I think is important? What communities do I care about and why? What positive change do I want to see in those communities?

Examples of topics/themes: Healthcare/education/resource inequity, racial/religious/‘otherness’ conflict, race relations among communities of color and the police, homogeneity in STEM fields, environmental sustainability and responsibility.

**What is my goal for the impact I want to have in my lifetime?**

The selected goal should be something you are inspired by, inspired to be a part of, and where you want to dedicate their time, attention, and voice. It should also be something he/she feels empowered to work towards over time. It is not an immediate goal, but one that is part of a your longer term understanding of impact. This process of reflection creates an opportunity for you to identify a direction, which of course may change and evolve, while tapping into other people for feedback and perspective.

Initial questions for Scholars: What is your ‘big, hairy, audacious goal’, to borrow from leading business author, and Greenhouse Scholars supporter, writer Jim Collins. What result would I like to see related to my topic/theme(s)?

Examples of goals: Utilize my engineering skills to create clean water sources for impoverished communities. Encourage positive relationships among police officers and communities of color. Support girls from under-represented groups to gain interest and skills in computing and technology.

**List of all ideas that connect to my stated goals and may be integrated now or in the future.**
This should be a large, running, brainstorm-able list, which you and the people whom you share your plan with can continue to build on. No idea is too big or too small. This can be the who, how, and what related to their goal.

Examples: Identify and understand local communities and issues surrounding relations with police. Talk to community leaders at any local organizations that are already working on this issue. Think about how to bring awareness to my campus and gather other passionate individuals.
Outline 3 specific ideas, and 3-5 action steps for each idea.
From the overall list of ideas, you will select 3 ideas from the above list to flesh out with your mentor and professional contacts.

Example idea: Learn more about the broader issues and challenging examples of relations among police and communities of color
Example action steps: Find a professor or class on campus in which I can engage/enroll. Find another professor or class offering a differing point of view and engage/enroll.

Idea(s) I am committed to beginning now?
This may not necessarily be completed by the Scholars, but if they are able to find ways to be involved now, they may outline here.
YEAR BY YEAR PROCESS

Year 1 Process
1. Create an initial tight draft for your plan. Tap into 2 community members to brainstorm and refine your tight draft.
   i. Your Mentor: Schedule two meetings -
      • Meeting 1: Present your plan and engage in an initial discussion that clarifies your thinking and allows you to get initial ideas from your meeting. Meetings can be on the phone or in person.
      • Meeting 2: Ask your mentor to come prepared with ideas for your consideration and discussion.
   ii. A Greenhouse Scholars professional contact: Select a contact to share your plan. Send the plan to the contact at least 5 days prior to your meeting so he/she can come prepared with feedback.
2. During the year, Lindsey and Ryan will select plans to be reviewed by a team of volunteers, to provide feedback on goals, additional topics/themes and additional ideas for consideration
3. Update your plan based on the feedback provided to finalize plan.

Year 2 and 3 Process
1. Add completed steps and results from the previous year to your plan.
2. Present to another Greenhouse Scholars professional contact: Select a 2nd contact to share your plan in Year 2 and a 3rd contact in Year 3 Send the plan to the contact at least 5 days prior to your meeting so he/she can come prepared with feedback.

Year 4 Process
1. Note any completed steps and results from the previous year to your plan. Tap into 2 community members to iterate on your tight draft.
   i. Present to another Greenhouse Scholars professional contact: Select a 4th contact to share your plan. Send the plan to the contact at least 5 days prior to your meeting so he/she can come prepared with feedback.
   ii. Your Mentor: Collaborate across two meetings -
      • Meeting 1: Present your plan and engage in an initial discussion that clarifies your thinking and allows you to get initial ideas from your meeting. Meetings can be on the phone or in person
      • Meeting 2: Ask your mentor to come prepared with ideas for your consideration and discussion.
2. During the year, Lindsey and Ryan will select plans to be reviewed by a team of volunteers, to provide feedback on goals, additional topics/themes and ideas for consideration.
3. Evolve and update your plan based on the feedback provided.

Post graduation: stay involved in the activities and groups that are connected to your plan. Continue to share your plan from time to time (every few years) with people who’s opinions you value. Review, iterate and capture progress once a year.
### Greenhouse Scholars Impact Plan

<table>
<thead>
<tr>
<th>Scholar Name</th>
<th>What are the topics/themes I want to focus my efforts on?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hunger; inequality, underrepresentation and lack of opportunity for some</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is my goal for the impact I want to have over my lifetime?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide potable water to destitute areas around the world using engineering techniques</td>
</tr>
<tr>
<td>Work to provide basic needs to those around the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of all ideas that connect to my stated goals and may be integrated now or in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study abroad to gain better understanding of world issues</td>
</tr>
<tr>
<td>2. Participate in Engineers Without Borders</td>
</tr>
<tr>
<td>3. Learn Spanish</td>
</tr>
<tr>
<td>4. Join Mine’s McBride program</td>
</tr>
<tr>
<td>5. Develop my leadership on campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific ideas I am considering - my current, top 3 overall ideas, plus steps to move forward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea 1</strong> Study abroad in South America</td>
</tr>
<tr>
<td><strong>3-5 action steps to move this forward</strong></td>
</tr>
<tr>
<td>1. Talk to Mines’ student relations office</td>
</tr>
<tr>
<td>2. Talk to students who have studied abroad before</td>
</tr>
<tr>
<td>3. Plan expenses and pros/cons of traveling</td>
</tr>
</tbody>
</table>

| **Idea 2** Join Mine’s McBride program |
| **3-5 action steps to move this forward** |
| 1. Work on application |
| 2. Have application reviewed by various people |
| 3. Have my mentor help me prep for the interview |

| **Idea 3** Join Engineers without Borders |
| **3-5 action steps to move this forward** |
| 1. Work on better time to management to balance academics and clubs |
| 2. Think about how I can best contribute in this club |
| 3. Work toward a leadership position |

<table>
<thead>
<tr>
<th>Idea(s) I am committed to begin now</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the above ideas seem like they are things the Scholar will begin working on now. It is ok to include longer term ideas; however, it makes sense that the Scholar is wanting to start somewhere now. As you work through specific ideas over time, you will then evolve your template to swap old ideas for new, longer term ideas.</td>
</tr>
</tbody>
</table>

### Good, broad general themes! |

Add the ‘why’ to each idea (e.g., what will joining the Mine’s McBride program do for your goal?). This way the person reviewing understands your train of thought.

### As you complete certain steps, you can add different ones based on what you’ve learned |

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Good, broad general themes!
### Greenhouse Scholars Impact Plan

<table>
<thead>
<tr>
<th>Scholar Name</th>
<th>Health and education inequity</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the topics/themes I want to focus my efforts on?</td>
<td>Provide solutions for health and/or educational inequality in the US</td>
</tr>
<tr>
<td>What is my goal for the impact I want to have over my lifetime?</td>
<td>You may decide to narrow your goals slightly as you learn more about areas you might like to focus on. This is a good, broad start</td>
</tr>
</tbody>
</table>

| List of all ideas that connect to my stated goals and may be integrated now or in the future | 1. Explore career options that can be a means of providing solutions  
2. Begin work in health and education reform while in college to explore career options  
3. Work with organizations that provide preventative care and education to learn more about issues in these spaces  
4. Take on leadership role on campus |

| Specific ideas I am considering - my current, top 3 overall ideas, plus steps to move forward |

<table>
<thead>
<tr>
<th>Idea 1</th>
<th>1. Explore career options that can be a means of providing solutions</th>
</tr>
</thead>
</table>
| 3-5 action steps to move this forward | 1. Talk to my advisor and research career opportunities  
2. Make a list of interesting organizations  
3. Connect with individuals in the field I want to go into  
4. Look for opportunities in my state and others  
5. Apply for Zayo internship |

<table>
<thead>
<tr>
<th>Idea 2</th>
<th>Begin work in healthcare and ed reform</th>
</tr>
</thead>
</table>
| 3-5 action steps to move this forward | 1. Look for internships - explore Children's Hospital  
2. Learn about reform already being done  
3. Focus on specific topics within health and ed reform  
4. Consider volunteer work in the areas of reform |

<table>
<thead>
<tr>
<th>Idea 3</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 action steps to move this forward</td>
<td></td>
</tr>
</tbody>
</table>

| Idea(s) I am committed to begin now | I am committed to both ideas above. |

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You may decide to narrow your goals slightly as you learn more about areas you might like to focus on. This is a good, broad start.
Community Impact Initiative – FOR CLASSES 2020 and 2021 ONLY

As a Scholar class, together you will leverage your diverse experiences, skills and leadership to mobilize positive change within a selected community based on your own ideas, planning, and in-person efforts. Each class will work together over 4 years, selecting a specific school and community which you as a group are passionate to impact. You will create your own plan and then assemble an in-person volunteer experience or experiences. By focusing on the same school and community over this 4 year period, you will have an opportunity for deep relationship-building and expansive influence.

### Greenhouse Scholars Community Impact Initiative - Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Details</th>
</tr>
</thead>
</table>
| **August**        | At Symposium, **whole class** convenes to kick off and begin to discuss Strategy Plan.  
                   | Determine Scholar **leadership team**  
                   | **Leadership team** holds strategy call with **Staff Advisor**  
                   | **Staff Advisor** begins search for **Community Advisor** |
| **September**     | **Leadership team** updates draft of Strategy Plan, post Summer Symposium.  
                   | **Leadership team** sends draft to the **rest of team** to solicit feedback  
                   | **Leadership team** makes revisions to and finalizes Strategy Plan; submits to **Staff Advisor** and shares with **whole class**.  
                   | **Leadership team** drafts Execution Plan for the year, focusing on the next 6 months  
                   | **Staff Advisor** selects and confirms **Community Advisor** |
| **October**       | **Leadership team** sends Execution Plan to the **rest of team** to solicit and incorporate feedback  
                   | **Leadership team** finalizes first 6 months of Execution Plan; submits to **Staff Advisor** and **Community Advisor** and shares with **whole class**.  
                   | **Leadership team** assigns **rest of team** to smaller group and individual projects, with general timeframes. **Rest of team** takes ownership to move their smaller projects forward.  
                   | **Leadership team**, **Staff Advisor** and **Community Advisor** reach out to schools to confirm a school and are in regular communication during this process |
| **November and December** | **Leadership team** checks in with **rest of team** within their smaller groups and individual projects and provides an overall update to **whole class**  
                   | **Rest of team** smaller groups and individual projects continue as necessary  
                   | **Leadership team** holds check-in calls with **Staff Advisor** and **Community Advisor** |
| **December/January** | **Whole class** holds meeting during winter break to discuss successes and challenges and to plan for the next 6 months of the Execution Plan.  
                   | **Leadership team** sends updated Execution Plan to the **rest of team** to solicit and incorporate feedback. |
| **January**       | **Leadership team** finalizes next 6 months of Execution Plan; submits to **Staff Advisor** and **Community Advisor** and shares with **whole class**.  
                   | **Leadership team** assigns **rest of team** to smaller group and individual projects, with general timeframes. **Rest of team** takes ownership to move their smaller projects forward.  
                   | **Leadership team** holds check-in calls with **Staff Advisor** and **Community Advisor** |
Community Impact Initiative – FOR CLASSES 2020 and 2021 ONLY

Each class will have a Staff Advisor. Class of 2020’s Staff Advisor is Ryan; Class of 2021’s Staff Advisor is Lindsey.

<table>
<thead>
<tr>
<th>Greenhouse Scholars Community Impact Initiative - Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February, March, April, May, June and July</strong></td>
</tr>
<tr>
<td><strong>Leadership team</strong> checks in with <strong>rest of team</strong> within their smaller groups and individual projects and provides an overall update to <strong>whole class</strong></td>
</tr>
<tr>
<td><strong>Rest of team</strong> smaller groups and individual projects continue as necessary</td>
</tr>
<tr>
<td><strong>Leadership team</strong> holds check-in calls with <strong>Staff Advisor</strong> and <strong>Community Advisor</strong></td>
</tr>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td><strong>Whole class</strong> meets at Symposium to reconvene to prepare for the upcoming year.</td>
</tr>
</tbody>
</table>
Leadership Team

• The Scholar leadership team will consist of 3 Scholars who will have significantly increased duties to lead the project while they serve on the leadership team. They should expect to devote approximately **50+ hours per year**, while others should expect to devote ~10 hours per year.

• We consider the leadership team roles to be a significant community contribution and sizeable investment of your time, taking precedence over another leadership role you might hold on campus. Therefore, the leadership team will be provided a **stipend of $500 per Scholar per year**. We will rotate up to 2 new Scholars to the team each year.

• The leadership team will be responsible for regular communication with the staff advisor and community advisor throughout the year.

• The leadership team will be responsible for “managing” and communicating with the other Scholars in their class throughout the year. Together, the leadership team will draft a Strategy Plan and then an Execution Plan that will delegate specific roles and tasks to smaller groups of Scholars and/or individual Scholars, with input from the rest of the class.

Accountability Structure

• The leadership team will conduct monthly check-in calls with the staff and community advisors as well as the whole class.

• Each class will hold bi-annual, meetings with maximum class attendance – once at Symposium and once over winter break, with the class holding a meeting where Scholars in each of the 3 states are present together.

• There will be two plans:
  - A Strategy Plan, drafted by leadership team and reviewed by the whole class before Symposium, which will guide the entire 4-year project. Think big picture and use the provided template (pg. 3)
  - An Execution Plan, drafted by the leadership team and reviewed by the whole class, that assigns specific roles and tasks to a timeline. A living, working project management tool with key meetings and dates in Excel (example on pg. 4)

• We have recommended the group use GroupMe for communication.
Strategy Plan Template - To be drafted by leadership team
This is a Word template and will be on the Scholars Resources page

<table>
<thead>
<tr>
<th>Greenhouse Scholars Community Impact Initiative - Strategy Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Class</td>
</tr>
<tr>
<td>City, State of Focus</td>
</tr>
<tr>
<td>Overarching of community school is centered in and serves</td>
</tr>
<tr>
<td>Overall mission for this project</td>
</tr>
<tr>
<td>2-4 primary goals we will accomplish</td>
</tr>
<tr>
<td>Key initiatives to accomplish stated mission and goals</td>
</tr>
<tr>
<td>Key milestones and steps by year:</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Results (focus on quantification)</td>
</tr>
</tbody>
</table>
Community Impact Initiative – Resources, cont’d

Execution Plan Template - To be drafted by leadership team
This is in Google Docs and Lindsey/Ryan will sent the link to all Scholars on the team

Outreach Letter Template
This is a Word template and will be on the Scholars Resources page
1) Impact – Presentation at a low-income school

It is vital for you to share your stories with younger generations, and we want you to speak at a school of your choice to be a resource for others.

Goal: Engage with and motivate other students to follow in your footsteps for higher education.

Requirement: At some point in your four years in the program, Initiate one presentation at a school of your choosing that serves a low income community. You may choose a high school or middle school. You may opt to speak with many students across grades for an optimal impact or, you may also speak with a smaller group of students, through a class or school club.

Think about: The idea is to inspire and engage with a younger generation to provide authenticity, advice, and inspiration. Think through how your own experiences and relentlessness have contributed to your achievements and your pursuit of higher education.

“"My teacher was shocked to see how engaged the students were when I was speaking. I gave the students my email to connect, and a few in each class also stayed to talk more after I spoke. One girl said she really identified with what I was talking about, and two different girls said I inspired them to strive too. When I was in their place in high school, I had older students who helped me, for which I am grateful. It feels really special to go back to the place where I grew up and give back.”

- Erna Lukac, Class of 2017 Scholar
Erna returned to Aurora Central High School in Colorado and spoke to 4 classes about her story, college experiences, and tips on scholarships.
OUR PROGRAM COMPONENTS

2) Financial Support

We invest in you, supporting you financially in two ways:

1. Scholarship Award (details on p 14)

2. Flexible Funding (details on p 15)

Financial support through a scholarship award and flex funding is contingent on your accountability standing in the program, which is reviewed at the end of each semester. Financial support will be withheld if you are on “probation” but will be reinstated with “good standing”.

Details on accountability are on p 25. It is important you read these thoroughly.
2) Financial Support – Scholarship Award

We provide a scholarship award for your college education, should you need the additional financial support.

Greenhouse Scholars may receive a renewable award of up to $5,000 per academic year for 4 years.

- We review the total cost of attendance for your college or university (travel, books, room & board, tuition, etc.), your Federal Application For Student Aid (FAFSA), your financial aid award package, and any outside scholarships. We will ask for this information via email, with a link to a survey. These surveys are due in July of each year.

- We calculate scholarship awards as the ‘last dollar’ a student needs to fulfill their school’s cost of attendance, after taking financial aid, other scholarships, and your Estimated Family Contribution (EFC) into account.

- An award is determined for the upcoming academic year. We distribute two checks directly to your school: a first half is sent in August/September and a second half in December/January.

- We assist with challenges or problems with the financial aid process on behalf of you and directly with schools. Please contact us immediately as issues arise.

What Scholars say (anonymous responses):

“The tuition component helped me feel special, valued, important, chosen, and—most importantly—helped to pay for my great education. There are not a lot of 4-year scholarships like this that I know of. I felt like this was something I earned, and, if I followed the reasonable guidelines, something I could count on for support.”

“If I wouldn’t have been awarded this tuition scholarship, I wouldn’t be in the college that I am now, and very likely, I would be on a completely different path in my life.”
2) Financial Support - Flex Funding

Through flex funding, we want to enable you to have new opportunities, leadership roles, and impact-oriented challenges that will propel your understanding of yourself, your communities, and your ability to create change.

Flex Funding is a customizable financial solution so you may take on projects that enrich your leadership potential, community involvement, professional development, and relentless spirit. The grant amount can be up to $2,000 per instance and are awarded on a competitive, grant-review basis.

• You must submit a comprehensive proposal via an online application form that includes a detailed personal statement, an estimated budget, and your anticipated outcomes.

• Applications will be accepting on a rolling basis, meaning there are no due dates. To apply, please go to: https://www.surveygizmo.com/s3/2949265/Flex-Funding-Application.

• Proposals should be clear, well thought out and well-written proposal and fit into one of the following areas:
  • Leadership – projects enabling you to take on a critical leadership role to enhance your skillset.
  • Impact – projects where you have a direct impact on a community and/or others.
  • Personal Growth – projects enhancing your understanding of yourself and the world.
  • Education – projects in support of your current or future educational goals.

• If you receive an award, you will be required to submit a final report summarizing the outcomes along with a documentation of expenses.

Clockwise from top left:

Joel completed a 3-month business and cultural immersion program in China

Aaron founded a band for under-resourced youth

Kennia volunteered in rural Panama to improve health and environmental outcomes there

Leeandra’s marketing internship enhanced her fine art degree

TIP: Your Greenhouse Scholars Mentor is a terrific resource for providing guidance on proposal writing, preparing a budget, and thinking through the steps of a project
Without exception, it is an inspiring, honest, reflective time for Scholars, immersing you in inspiration and community building to nurture your growth.

The Summer Symposium, an annual, 3-day conference, is our most important annual program event. It brings all Scholars together for bonding, workshops, speaking engagements, panel discussions, and group projects with renowned professional and academic leaders from all over the world. You will learn critical skills that will be integral to your growth and development as an individual, community member, and leader.

- Occurs each August (generally the 2nd Sunday to the following Tuesday), and you must attend 4 Symposums over your time in the program, unless you have an excused absence.
- Your RSVP for the Symposium is due by June 1 of each year.
- We will focus on one of our values of leadership, community, relentlessness, and accountability during the Symposium.
- You will not want to miss this event, so please put these dates in your calendars and think about providing the dates to your internships as soon as possible when applicable.

What Scholars say (anonymous responses):

“The Summer Symposium allows me to be around like-minded individuals who have faced and overcome hardships. It’s an absolutely accepting environment.”

“Greenhouse Scholars is much more personal than other organizations I’m part of. I feel that I have a sense of community and that it isn’t just about the scholarship portion. The support that is found in this group and at this Summer Symposium is greatly appreciated.”

“The Summer Symposium had amazing speakers that were from similar backgrounds to me. It allowed me to resonate with them better and enlightened me to topics that I haven’t had the chance to explore.”

“I really appreciated the effort that Greenhouse made to connect all the Scholars to one another. They didn’t just get us all together and cut us loose to associate with one another. Instead, they used interactive activities to get us to know each other better.”
OUR PROGRAM COMPONENTS

4) Skills Modules

We are developing a means for Scholars further develop critical skills and exposure to industries, organizations, and leaders in additional ways.

There will be two means for skill development:

1. The Skills Modules content will be a mixture videos, blog postings, webcasts, and forums. These modules will provide you with an additional way to connect with subject matter experts in our community and hone your skills in the following areas:
   
   • Leadership and life skills –
     • Goal setting
     • Decision making
     • Problem solving
     • The importance of positivity
     • Communication: one-on-one, small group, presentation, written
     • Building an authentic network
     • Thoughtful risk taking
     • Impact
     • Setting a high bar
     • Managing finances: college finances 101, life after college – the basics, investment approaches and planning
     • Prioritization and time management
   
   • Professional skills –
     • Resume, Interviewing skills, and follow up
     • Project management
     • Navigating your first internship
     • Navigating your first job

   Our ultimate goal is to have an online portal for Scholars to access content and our community. This will be a one-stop shop to also include a calendar of events and eventually, all Growth & Accountability surveys.

2. We will hold ‘hosted’ throughout the year at different organizations so Scholars may meet industry leaders and gain a hands-on understanding of certain fields and organizations.

   • We held a day at Zayo Group in 2014, where Scholars learned about telecommunications.
   • We held a day at the Colorado Dept of Public Health and Environment in 2016, where Scholars learned more about public health.
   • More sessions in Colorado, Illinois and Georgia to come.

Our ultimate goal is to have an online portal for Scholars to access content and our community. This will be a one-stop shop to also include a calendar of events and eventually, all Growth & Accountability surveys. While the portal and is in development, we will utilize other means to disseminate content through email and webcasts. Please stay tuned!
5) Internships

Internships enable you to develop practical skills, make valuable contributions, gain exposure to differing company cultures, and make more informed decisions for the future.

You are required to complete at least one internship of 200+ hours before the beginning of your senior year of course, more than one internship is encouraged. Internships offer a way to gain experiences that better inform your future educational choices and professional goals: it is valuable to learn what you do want to do, or what you don’t want to do, before graduation. We encourage you to take risks to try new things via your internships, and we offer lots of support along your internship-seeking journey:

• We build relationships with the country’s top corporate and nonprofit partners who are seeking diverse and talented interns, in order to open the door for Scholars. We reach out Scholars who fit those company’s criteria and also welcome you to reach out to staff for assistance in making connections.

• In addition to staff, you may utilize mentors and professional contacts to provide personal advising, connections, and resources that will help you think about opportunities you may not have considered otherwise. We will also share a list of internships your fellow Scholars have held so you may talk to your peers about their experiences.

• There are many opportunities for paid internships but in cases where opportunities are under-paid or have additional costs, you may apply for flex funding. We will review resumes each year, in September, and will notify you by email to collect your resume.

• We are building an online portal, which will have critical competency building curriculum that will help you navigate internships.

“Quintess was an amazing starting point for my future career in the business world. Brooke, a Greenhouse professional contact, was a fantastic person to work for she gave me space and responsibility so that I could grow and learn, but was always available if I needed help. She is a strong and inspirational woman to work for.” - Carsyn Bock, Class of 2016

“Learning how to think more critically is something I have learned from my internship. Also, being persistent in applying and having the audacity to personally email principal investigators was another skilled I learned. This will prove to be helpful as I begin to apply to graduate programs.” - George Truong, Class of 2017
6) Peer Support

Your Greenhouse Scholar peers are uniquely qualified sources of encouragement in approaching life's challenges and achievements.

Whether transitioning into college or facing larger life decisions, being supported by others in one’s community is a fundamental inclination. Over the years, Scholars have disclosed they would not have survived a difficult situation without the help of another Scholar. Scholars have told us of the inspiration to seek specific leadership roles after seeing a fellow Scholar take on something substantial. We have heard admiration for older Scholars’ time and patience in providing thoughtfulness and wisdom.

Each year, we will hold a Scholar Peer Day to be held on the last Sunday of February
- Every Scholar must participate in the selected activity for the day.
- In advance of the day, we will provide a topic for you to engage with one another.
- This day is specifically for Scholars to support one another, rather than supporting your other communities.
- You select an activity and the group of Scholars to be included:
  - Our recommendation is for groups to be 3+ and up to as many Scholars as possible.
  - What you do on that day will be up to you. Be creative!
  - Some examples are: having an in-person gathering with several Scholars, gathering Scholars in separate locations to make a group, 2-way FaceTime call, or connecting with another Scholar whom you would like to get to know better.
- You will bring thoughts, books, questions, examples, etc. to share with your fellow Scholars.
- We will provide financial resources for your day. You may let staff know in January what you have planned and your budget, which will be reviewed to determine a reimbursement amount.
OUR PROGRAM COMPONENTS

7) Professional Networking

Access a myriad of accomplished, engaging, passionate leaders from our community to build a network of informal mentors.

We select professionals who have extensive (even multiple) careers, are skilled in connection-building, possess broad interests, and are committed to their communities in many ways. They are also committed to engaging with you to provide perspectives that enable you to think about things in new, creative ways. With this component, you may even connect with someone with whom you will build a lasting connection.

• Scholars are required to meet with at least two professional networking contacts each year (one per semester).

• You may select a contact in one of three ways:
  • The professional networking directory is an online resource which includes photos, professional bios, key skills, and personal interests for each contact. These contacts joined the directory specifically to be a resource to Scholars - http://greenhousescholars.org/professional_networking_directory/
  • Make a genuine connection with a contact at a Greenhouse scholars event, whom you’re inspired to further engage with.
  • Contact Ryan or Lindsey to introduce you to someone based on how you’d like to grow your network.

• Once identified, you’ll schedule a meeting or call to connect with that contact.

“Out of all of the program requirements, I thought this was the hardest to fulfill simply because I felt as if this type of networking is forced. Of course, I was wrong. I came to realize that these awesome people just want to share their experiences to help us. I learned so many things about graduate school, internships, the energy industry, and academia just by talking to Josh for an hour. All of that happened because I reached out for help – something I found difficult to do in the beginning of college but am now feeling much better about. ‘Forcing’ us to network in this manner significantly helped me to get out of my little bubble.” – Osvaldo Calzada, Class of 2018
7) Professional Networking – Q&A

Q: Why do these people commit their time?
Professional contacts commit their time because they believe in our program and understand the value engaging with professionals provides to young leaders like each of you. In many, if not all, cases these contacts have had people in their lives who took an interest in their growth and development, which made an impact. They want to pay that forward and the knowledge that you, as Scholars, are dedicated to paying it forward is incredibly meaningful. They are also excited to get to know you and what you're passionate about. We can tell you from experience that hearing you talk about what you're excited about excites our community!

Q: How do I decide which contact to meet with?
A: **The Directory** - Think about the skills you'd like to develop and interests you are pursuing. Think big. If you are starting an organization, someone with a passion for entrepreneurialism will be a terrific brainstorming partner. If you have an interest in international affairs, someone who has lived abroad can articulate their perspectives on culture in the workplace. If you are passionate about conservation, wouldn’t it be interesting to have a deep and respectful conversation with an energy professional? Perhaps you see someone who received a degree in your field but went in a completely different direction, and you would like to talk to them as to why.

**Meeting at a Greenhouse Scholars event** - You meet someone at one of our events who seems interesting, and you’d like to connect: perhaps they even gave you their card. In that case, reach out. Or, if you didn’t get their info but want to connect, call Lindsey or Ryan to help you connect. Your next step will be to schedule a separate, one-on-one meeting, just as you would a directory contact.

Q: What should I say in my initial approach with a professional contact?
A: Email the contact and them you’re a Greenhouse Scholar (remind them you met at a Greenhouse Scholars event, if applicable). Tell them about yourself: the university you’re attending, your major, and what you’re passionate about and what you’re pursuing. Then, make it clear why you’re contacting them. Share why you’re interested in meeting with them specifically and give an example of something in their background you’re interested in talking about.

Give plenty of advanced notice (typically at least a week out) and flexibility (provide multiple days/times you are available to meet and offer a phone or in-person conversation). You want to meet the professional contact in person, if possible however, we live in a connected world, and if a face-to-face meeting isn’t feasible a phone conversation is the next best thing. Once you’ve scheduled a day/time to meet, make sure you mark the date and time of the meeting on your calendar, and you may also send that person an electronic calendar marker. Also, thank them for their time!

If you don’t hear back regarding a request in a matter of days, give them a call. Some contacts receive a lot emails in their professional lives and are most immediately responsive by phone.

Q: What kinds of questions should I ask?
A: There are so many great questions to ask! You may ask questions about the contact’s background, the different choices they made along the way in their career, or about the community organizations they belong to. What are the most rewarding aspects of their profession and what are the most challenging aspects? What do they consider to be the strongest qualities of a leader and why? How aligned is their professional path today to what they imagined it would be when they graduated college? Have they had professional or personal mentors and what did they learn? What has been their most important learning experience in the professional world? What do they wish they had known when they were starting out in their career? You may also ask questions pertaining to what you are doing. What should I consider as I’m establishing a new organization? How might I build my skill set in a specific area? What haven’t I considered as I’ve talked to you about my future goals?
7) Professional Networking - Q&A, continued

Q: How should I prepare for and what should I bring to my Professional Networking meeting?
A: **One week before** - Thank them for agreeing to meet on your scheduled date and time, which will serve as a meeting reminder, and email the contact your current résumé and a short list of general topics/questions you would like to discuss. This will allow them to think ahead and make the most of your meeting time. Start thinking about the specific questions you will ask the contact during your meeting and create a list.

**The day before** - Email the contact to confirm the meeting and how/where you’ll be meeting. You can provide a list of questions beforehand to make the conversation run more smoothly.

**The day of** - If the meeting is in person, be sure to dress in business casual attire (no jeans, flip-flops, or t-shirts) and bring a copy of your résumé, plus a pen and paper to take notes on the responses to your questions. If the meeting is on the phone, make sure you plan ahead to have a quiet place with good reception where you can hear each other.

Q: What are the contact’s expectations for our meeting?
A: Contacts expect you to be on time, well prepared with questions, and gracious. They will expect you to be dressed appropriately if you are meeting in person. They will anticipate listening to you attentively and having you pay them the same courtesy. They will expect you to be prepared and have thoughtful questions to show them you value the time they are committing to you. Genuine, mutual curiosity makes for the best discussions and leaves lasting impressions the quality of your questions and ability to ask follow-up questions are key. Be your curious selves, and engage with your contact. Let them know when something they say resonates with you, or gets you thinking in a different way. Every connection can open you up to something new and different. Really, it’s just a matter of what and how you ask.

If you find that you’re not able to talk about everything you had planned or have additional questions, let the contact know and ask about a follow-up meeting.

Q: What do I need to do after my meeting?
A: Reflect on the meeting and think about what you learned. Put those notes somewhere where you can go back them. This is important, not only as a reminder for yourself, but also so you are able to build on what you’ve learned in subsequent conversations. You will also be asked about your meetings in your Growth and Accountability surveys in January and June.

To make a lasting connection, it’s a matter of what you do after you’ve spoken. Send a thank you to the contact within 1 or 2 days of your meeting. Tell them what you reflected on from the meeting and if there were certain things that were helpful. Save the contact’s information, and if you feel like the two of you really connected, think about how you might maintain the relationship. In your thank you, you can ask them if they are open to your updating them periodically. One recommendation is to schedule a reminder for yourself to carve out time dedicated to communicating with contacts (and others) who have impacted you.
Effective mentorship provides unparalleled support for the Scholars in our program to build on communication skills, personal growth, and future goal development.

You have been paired with a mentor who has been to college, has extensive professional experience, is a strong relationship builder, and is committed to our Greenhouse Scholars program and community. You will have 4 years to build this relationship, and each year may be different in how you utilize your mentor’s support as you grow and also evolve your future goals.

This is your relationship to own and be accountable to:

- Scholars are required to communicate with your mentor at least two hours per month, and in-person whenever possible.
- Keep all appointments with your mentor give a minimum of 24 hours notice when an appointment needs to be rescheduled.
- Respond to communications from your mentor within 2-3 days.

Your mentor is there to be an adult figure in your life who cares about you and your development but is not a parent/family member who is involved in your everyday decisions. The perspective your mentor will be able to share will challenge you to think differently - bigger and longer term. Your mentor will also learn from you: what you’re passionate about, your background and experiences, your interests, and whatever else you’d like to share.

As a mentee, you will learn how to form a connection with someone outside your typical sphere of influence, enhancing your ability to listen and also give and receive feedback. You will further develop your ability to connect and communicate with professionals, share your thoughts and ideas, and have guidance to create plans for success.
OUR PROGRAM COMPONENTS

8) Mentorship – What does mentorship look like?

College is an exciting time when Scholars are forming a very strong sense of personal identity in terms of what kind of student, friend, volunteer, career professional and independent adult you want to be. Studies have shown that one key difference between successful and unsuccessful experiences in college is mentorship.

Mentors can serve as role models and as strong examples of career or other success. The Greenhouse Scholars mentorship program is designed for your benefit and provides:

• Active listening
• Support and encouragement without judgment
• Insight, perspective, and context
• Planning and goal setting for overcoming challenges or achieving results
• Consistency and responsiveness
• Open doors to contacts and opportunities

Learning the skills of creating a good mentor-mentee relationship will be key as you move beyond college – most successful professionals have had at least one career mentor.

Suggested Activities – be creative!

Volunteer together - find a time to get together to give back | Attend movie, meal, coffee, sporting event, tourist attraction, park, etc. | Expand your network and meet up with other Greenhouse Scholars mentor-mentee pairings | Discuss a book or an article that both mentor and mentee have agreed to read | Attend a work or school meeting with mentor | Discuss a project or issue with mentor | Discuss talents, skills and interests | Practice interviewing skills | Attend conferences and/or workshops together | Facilitate day for mentee to shadow mentor at work | Take a company tour with mentor to learn about mentor’s company | Attend a business function with mentor | Review your resume to gain feedback

“My mentor and I have developed an even closer mentorship over the past year, which is most likely due to the more occasions where I needed advice on things that I have not thought often about until recently. His wisdom and encouragement play an important role in my motivation to finish the year strong and my outlook for the years to come.” -Quang Nguyen, Class of 2016

“My relationship with my mentor has been amazing. She got me to finally find time to go out, explore, and go hiking with her. I learned that there is always time to do other things, all it takes is good scheduling and managing myself in the time I have.” -Walker Sanchez, Class of 2019

“My Greenhouse Scholars mentor, Winston, taught me not to be afraid of asking for what I think I deserve. She taught me that no one will advocate for me if I don’t do it for myself. This has been an incredibly valuable lesson.” -Subada Soti, Class of 2016
SCHOLAR ACCOUNTABILITY

Why is accountability to our community so important?

Accountability is proactively following through on promises and commitments. We believe this concept is one of the essential components of long-term success for individuals and organizations alike. What makes accountability a powerful force?

Accountability is the foundation for trust.

People who are accountable step up to challenges, deliver on their promises, take ownership of their work, and aren’t afraid to acknowledge their mistakes. After all, you can’t be responsible for success unless you are willing to be responsible for failure.

Accountability ensures progress.

Accountable leaders and organizations are aware of their impact on customers, employees, their communities, and the world. They don’t sit idly by – they take action to make things better.

“Accountability is one of Greenhouse Scholars’ core values. It’s also a personal value that I come back to time and time again as one of the very best ways to ensure long-term success in my own life. My strong belief that I am accountable for the prosperity and well-being of my own community and for future generations is the reason I started Greenhouse Scholars.

Within our Greenhouse Scholars community, accountability is a positive force to drive results and create change. And as leaders in your respective communities, accountability is one of the most effective principles you can use to set and reach your goals.”

- Greenhouse Scholars Founder and CEO, Pete Burridge

Greenhouse Scholars’ specific accountability standards are on p26. However, what we want you to take away from this message is our mission to support you on your journey.

Our community is here to relentlessly support you in your successes and in your failures. Because of your big, audacious goals and dreams, there will be both. Our approach to navigating success and failure with you will be the same - by upholding trust and progress. It is also why you will hear us tell you over and over again: please reach out to us.
SCHOLAR ACCOUNTABILITY

Accountability elements and process

There are 3 key elements of accountability: communication, your program involvement and your academic record.

<table>
<thead>
<tr>
<th>Accountability: Freshmen</th>
<th>Accountability: Sophomores - Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be in good standing, you must:</td>
<td>To be in good standing, you must:</td>
</tr>
<tr>
<td>• Communicate with and respond to staff</td>
<td>• Communicate with and respond to staff</td>
</tr>
<tr>
<td>• Complete a Growth and Accountability survey 2xs a year: due Jan 20 and June 20 each year</td>
<td>• Complete a Growth and Accountability survey 2xs a year: due Jan 20 and June 20 each year</td>
</tr>
<tr>
<td>• Meet each program requirement for the semester or term</td>
<td>• Meet each program requirement for the semester or term</td>
</tr>
<tr>
<td></td>
<td>• Maintain a semester or term GPA of 3.0 or higher</td>
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</table>

If you are in good standing for every semester, you will receive a ‘bonus’ of $1,000 the summer after your 4th year in the program.

We will review your accountability and reach out to you in February and July of each year.

What happens if you aren’t in good standing?

1. On a 1st case, you will be placed on “probation warning”. We will reach out to you directly to better understand any academic or communication challenges and help develop a plan for moving forward. Over the course of the following semester, we’ll also check in with you.

2. On a 2nd, consecutive case, you will be on “probation”. You will lose your scholarship award for the following academic year and you may not apply for Flex Funding, with one exception*. We will reach out to you again to better understand any academic or communication challenges and help develop a plan for moving forward. Over the course of the following semester or term we’ll check in with you as well. It is important to note that once you are back in good standing, your scholarship award will be reinstated.

3. On a 3rd, consecutive case, you will be placed on “probation”. We will talk to you about your fit in the program. You may be asked to leave the program.

4. If you are on either “probation warning” or “probation” 4xs overall, we will talk to you about your fit in the program. You may be asked to leave the program.

*If you are on “probation” you may apply for Flex Funding for a project that specifically relates to alleviating challenges that are causing you to be on probation (e.g., tutoring to help your GPA).
# Scholar Accountability

## Accountability – program requirements

Below are the program accountability requirements.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Scholar Accountability Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Maintain a semester/term GPA of 3.0 or higher (sophomores to seniors).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Scholar Accountability Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth &amp; Accountability survey</td>
<td>Scholars reflect on accountability and growth within the program via an online survey. Surveys must be submitted by the due dates: January 20 and June 20.</td>
</tr>
<tr>
<td>Communicate with staff</td>
<td>Respond to staff in a timely manner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Scholar Accountability Requirement</th>
</tr>
</thead>
</table>
| **Impact** | Individual Impact Plan -  
Year 1 - Complete your draft and have your mentor and a professional contact review for feedback  
Year 2 - Update your plan and have a professional contact review for feedback  
Year 3 - Update your plan and have a professional contact review for feedback  
Year 4 - Update your plan and have your mentor and a professional contact review for feedback  
Community Impact Initiative -  
As a class, submit your plan by January 20. Launch your plan for an in-person volunteer experience at a school by the end of each summer.  
Presentation at low income school - hold 1 presentation over the course of the 4 years. |
| **Financial Support** | You must be in “good standing” or on “probation warning” status to be considered:  
For a Scholarship Award, submit an application by the due dates in July.  
For Flexible Funding*, submit an application that falls within one of the outlined project categories to be considered. |
| **Summer Symposium** | Attend all 4 Symposiums, unless you have an excused absence. |
| **Internship** | Have at least 1 internship over the course of 4 years. |
| **Peer Support** | Participate in Scholar Peer Day, the last Sunday of February. |
| **Professional Networking** | Have at least 2 meetings per year with a Greenhouse Scholars professional contact. Contacts are either a selection from the Greenhouse Scholars Professional Networking Directory, a referral from direct staff introduction, or as an introduction to someone at a Greenhouse Scholars event. |
| **Mentorship** | Communicate at least 2 hours per month. |

*If you are on “probation” you may apply for Flex Funding for a project that specifically relates to alleviating challenges that are causing you to be on probation (e.g., tutoring to help your GPA).
### Key Dates

#### Key timing and dates for your program accountability

<table>
<thead>
<tr>
<th>Date</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anytime</td>
<td>Flex Funding applications may be submitted. Submit by completing survey at <a href="https://www.surveymonkey.com/s3/2949265/Flex-Funding-Application">https://www.surveymonkey.com/s3/2949265/Flex-Funding-Application</a>. Communicate with staff! Let us know how you’re doing, share about your local school visit, ask us for help with an internship, etc.</td>
</tr>
<tr>
<td>January</td>
<td>January 20 - Growth &amp; Accountability survey due. A link to the survey will be sent via email several weeks before the due date. January 20 - Finalized Community Impact Initiative due. A representative from your class should email to Lindsey &amp; Ryan.</td>
</tr>
<tr>
<td>February</td>
<td>Lindsey/Ryan will reach out about your accountability status. The last Sunday of February – Greenhouse Scholars Peer Support Day!</td>
</tr>
<tr>
<td>June</td>
<td>June 20 - Growth &amp; Accountability survey due. RSVP for Summer Symposium due. Two links to separate surveys will be sent via email several weeks before the due date.</td>
</tr>
<tr>
<td>July</td>
<td>Scholarship Award application is due in the 2nd week and 4th week of the month based on when an award check is due to your school. Lindsey/Ryan will reach out about your accountability status.</td>
</tr>
<tr>
<td>August</td>
<td>Summer Symposium! The first half of Scholarship Award checks are sent to schools.</td>
</tr>
<tr>
<td>September</td>
<td>Email your resume to Ryan/Lindsey to be reviewed by volunteers (optional).</td>
</tr>
<tr>
<td>October</td>
<td>A class representative may email your Community Impact Initiative to Lindsey/Ryan for review and feedback by volunteers. For Year 1 and Year 4 plans, email your Individual Impact Plan to Lindsey/Ryan for review and feedback by volunteers.</td>
</tr>
<tr>
<td>November</td>
<td>Peer Support Day topic sent to Scholars. The second half of Scholarship Award checks are sent to schools.</td>
</tr>
<tr>
<td>December</td>
<td>Email Lindsey/Ryan for Peer Day funding requests, as necessary. Include outline of event and budget.</td>
</tr>
</tbody>
</table>
Ryan Hunter - Associate, Program Management
rhunter@greenhousescholars.org, 740-504-1558

Ryan comes to Greenhouse Scholars after beginning his career in education as a middle school math teacher at a charter school in Denver. He has also worked as a Community Organizer in Denver, and loves working with volunteers and others who are passionate about educational equity. Ryan was the first in his family to earn a college degree when he graduated from Kenyon College in Ohio. While majoring in International Studies, he spent a year living and studying in China and London.

Lindsey Price - Associate, Program Management
lprice@greenhousescholars.org, 770-772-5642

Lindsey joined Greenhouse Scholars with over 10 years experience as a consultant, specializing in strategic sourcing for financial services clients with MMG Partners and transformational organization and process improvements for consumer products clients with Kurt Salmon. After moving to Colorado, she opted to retire her road warrior status in favor of focusing more intently on her role in the community. Lindsey is an enthusiastic advocate of mentoring as a powerful vehicle for support, connection and cultivation, and she believes we learn something from each person we encounter. She graduated with a BS in Industrial and Labor Relations from Cornell University. Lindsey has lived in Hong Kong, Atlanta, Sydney, New York City, and Shanghai.

Peter Burridge - President and CEO
pburridge@greenhousescholars.org, 303-460-1744

Pete is the founder of Greenhouse Scholars and its sister companies, Greenhouse Partners and The18.com. Greenhouse Partners is a professional services firm that applies a “whole brand” approach to building and growing leading brands. The18.com is an online hub for soccer enthusiasts. Pete previously served as a Senior Vice President and an officer at The Integer Group. Integer is a global powerhouse in promotional, retail, and shopper marketing. He was also a director of Wunderman Cato Johnson, a division of Young and Rubicam, and has an investment background, having spent four years as a Treasury Bond Trader at the Chicago Board of Trade. An entrepreneur his entire career, he has been a part of starting seven companies. Pete founded Greenhouse Scholars in order to create a Whole Person program that makes a broad and lasting impact by helping students to become community leaders that create change that will last through the generations. He believes that each of us is accountable to give back to the community. Pete lives in Boulder with his amazing wife and four equally amazing daughters. He spends most of his free time watching his girls compete in soccer and basketball across the state and country. Occasionally, he can be found fly fishing, snowboarding, and running and biking the mountain trails around Boulder.
Andra started as a volunteer for Greenhouse Scholars in 2005 while working as a Strategy Associate for Greenhouse Partners. Previously, Andra worked for the National Geographic Society’s Education Foundation, where she helped with strategic planning and grant-making to increase geographic literacy for children. Her additional work experience includes the Center for International Environmental Law in Washington, D.C., as well as the economic section of the U.S. Embassy in Amman, Jordan. Andra graduated cum laude from Dartmouth College with a major in Geography and a minor in Engineering. She completed her thesis on political and social impacts of water resource management in Turkey. Andra is an avid pilot, a skier, and a frequent backpacker.

Gret joined Greenhouse Scholars after beginning her career in higher education. She graduated from Lake Forest College with a degree in English Writing, and continued her studies to earn a Masters in Non-Profit Management from Spertus College. During her graduate studies, she interned with the Illinois Holocaust Museum in their development office. Most recently Gret was a development officer for her alma mater, overseeing the major West Coast markets. A lifelong Chicagoan, Gret lives in the city with her husband.

Kate joins Greenhouse Scholars after several years in the hospitality, food and beverage, and event planning industry. Having extensive experience planning weddings, galas, corporate and social affairs, Kate is excited for the opportunity to make a long and lasting impact with her work at Greenhouse Scholars. A proud graduate of the Leeds School of Business at the University of Colorado Boulder, Kate spends her free time enjoying CU Buffalo football games and exploring Colorado with her husband, Jeff.
Brianna Whitaker – Associate, Colorado Community Relations
bwhitaker@greenhousescholars.org,

Brianna is a Greenhouse Scholar alumni (Class of 2014) and is now a Relationship Associate for the organization, where she is managing and growing our community in Colorado. Brianna is a proud first generation college graduate of Colorado State University where she majored in Business Administration. For one year, she worked full-time as a tutor and mentor at a high-need middle school in Orlando, Florida with the AmeriCorps program, City Year. Thereafter, Brianna worked for the United Way in Orlando executing large scale volunteer events for corporate and community groups. Through educational and international service-learning experiences, Brianna established her conviction for serving a cause greater than herself. She is thrilled to call Colorado home again and appreciates the opportunity to assist future classes of Greenhouse Scholars. Brianna loves her family, books, and hot spring visits.

Allison Wallace – Associate, Georgia & North Carolina Community Relations
awallace@greenhousescholars.org,

A Charlotte, NC native, Allison graduated from the University of Georgia with a B.S. in Family and Consumer Sciences. She has spent the majority of her career honing her relationship building skills in the fashion industry as a buyer and manager for some of the Southeast’s most prestigious retailers. Her entrepreneurial spirit also led to her conceptualizing and launching her own successful retail business.

Throughout her career Allison has always had a yearning to serve others, be it through her volunteer work with Habitat for Humanity, the Humane Society of Charlotte, or teaching English to young students in Bangkok, Thailand. She is honored to now serve the North Carolina and Georgia communities she is so fond of through her work at Greenhouse Scholars. Allison lives in Charlotte, NC with her husband and loves to travel any chance she can get.
**Nicole Hulet – Associate, Administration**  
sskuba@greenhousescholars.org, 303-460-1734

Nicole joined Greenhouse Scholars as an Accounting Associate after graduation from Colorado State University-Pueblo with a degree in Biology with minors in Chemistry, Communications, and Accounting. At CSU, Nicole was President of an alcohol and drug education and prevention program, Speaker for the CSU-Pueblo Associated Students Government, a Senior Resident Assistant, and an Outdoor Program Supervisor for the Outdoor Pursuits Program. Nicole looks forward to continuing to make a positive impact with Greenhouse Scholars. In her free time, Nicole enjoys exploring Colorado on her motorcycle, rock climbing, wakeboarding, hiking, fishing, and camping.

**Saul Huerta – Senior Associate, Accounting**  
shuerta@greenhousescholars.org, 303-460-1740

Saul is a Greenhouse Scholars alumni (Class of 2011) and is now the accountant for the organization. Saul was the first in his family to graduate from college after graduating from the University of Denver. Immediately after graduation, Saul started his career at Greenhouse Partners as an accounting associate. His role has since expanded to being the accountant for the Greenhouse Family of Companies that includes Greenhouse Partners, Greenhouse Scholars and The18. In his free time, Saul loves watching sports, playing soccer and spending time with family and friends. Saul enjoys traveling and attending Broncos games.

**Sean Skuba – Associate, Administration**  
sskuba@greenhousescholars.org, 303-519-7764

As a Boulder native, Sean has a lot of appreciation for the city and all that it has to offer. After graduating from the Leeds School of Business, he spent over a year working and traveling abroad. His time spent as a teacher in Vietnam reinvigorated his passion for education. This passion, combined with a belief that all people are entitled to opportunity, drove him to pursue a position at Greenhouse Scholars upon his return. He considers himself lucky to have lived a great life and hopes to enable others to do the same.
Annual Inspire - Boulder, Colorado
August, each year

The Annual Inspire is Greenhouse Scholars’ hallmark annual event that celebrates our remarkable Scholars and community of volunteers, donors, and friends. It is free and open to our community and is also an opportunity for our supporters to meet Greenhouse Scholars and hear your inspirational stories directly.

It is the culminating event of Summer Symposium, and for most Scholars it is the first time you are able to meet and connect with our broader community of supporters.

A Scholar, or several Scholars, speak about their personal stories to share, connect, and inspire.
Greenhouse Scholars Events

Glass Half Full Colorado- Denver, Colorado
April/May, each year
http://glasshalffull-co.com/

Glass Half Full Colorado is Denver’s can’t-miss philanthropic food and wine event, attended by our supporters in Colorado. Attendees sample fine wines and craft cocktails, savor unique culinary creations, socialize, and bid on some once in a lifetime live auction experiences—all in support of Greenhouse Scholars’ mission to be a catalyst for changing lives and communities through generations.

Scholars are invited to engage with our supporters and share their background, passions, and the impact Greenhouse Scholars has had on them. A Scholar presentation is also a much anticipated part of the evening.
Greenhouse Scholars Events

**The Community Table** - Lake Forest, IL
June, each year
http://www.ghscommunitytable.org/

The Community Table features a three course meal from one of Chicagoland's top chefs, where attendees savor a delicious and inspiring evening Scholars and staff in a unique, intimate farm setting. This event is sponsored by our corporate partner, Gresham.

Scholars are invited to engage with our supporters and share their background, passions, and the impact Greenhouse Scholars has had on them.

**Glass Half Full Illinois** - Hinsdale, IL
September, each year
http://glasshalffull-il.com/

Glass Half Full Illinois is a first class block party in Hinsdale and sponsored by our corporate partner, RMB Capital. Attendees enjoy cocktails in a relaxed, informal atmosphere, cuisine from top restaurants, beverages from local purveyors, and the opportunity to get to know Scholars. Initially, different groups gather at houses, hosted by strong Greenhouse Scholars supporters, and then everyone meets together in a central part of the neighborhood.

Scholars are invited to engage with our supporters and share their backgrounds, passions, and the impact Greenhouse Scholars has had on them. A Scholar presentation is also a much anticipated part of the evening, both at the individual houses and at the meet-up location.
Greenhouse Scholars Events

Venus de Miles
Lake Forest, IL: July, each year
Boulder, CO: August, each year
http://www.venusdemiles.com/

Venus de Miles is Colorado and Illinois’ first women’s athletic event and finish line festival. It first started as a bike ride, with multiple course options welcoming all ability levels and ages for a celebration of sisterhood and community. In Illinois, we also have a 5K run. These events benefit Greenhouse Scholars.

Scholars are invited to cheer on riders/runners at the start and finish line and also engage with event attendees at the finish line. A short Scholar presentation is also included.