NOTE: Various sections of this document were written by different staff members, thus accounting for different writing styles.

Some pages are blank in order to control the placement of start pages of each section so that section can be printed without displaying on page of another section.
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# OVERALL INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>4</td>
</tr>
<tr>
<td>OFFICE POLICY AND PROCEDURES</td>
<td>40</td>
</tr>
<tr>
<td>STAFF PROCEDURES</td>
<td>48</td>
</tr>
<tr>
<td>DIRECTOR</td>
<td>50</td>
</tr>
<tr>
<td>OFFICE ASSISTANT</td>
<td>60</td>
</tr>
<tr>
<td>OFFICE WORK STUDY ASSISTANTS</td>
<td>72</td>
</tr>
<tr>
<td>ENROLLMENT ADVISOR</td>
<td>78</td>
</tr>
<tr>
<td>BASIC SKILLS INSTRUCTORS</td>
<td>84</td>
</tr>
<tr>
<td>VUB CURRICULUM</td>
<td>88</td>
</tr>
<tr>
<td>SITE VISITS</td>
<td>94</td>
</tr>
<tr>
<td>CAMPUS &amp; FEDERAL TRIO PROGRAMS SUPPORT</td>
<td>98</td>
</tr>
<tr>
<td>USEFUL URLs</td>
<td>100</td>
</tr>
</tbody>
</table>
GENERAL SECTION

INDEX

LOCATION AND CONTACT INFORMATION 5
MISSION STATEMENTS 5
BACKGROUND 6
LAW, REGULATIONS & GUIDANCE 9
FUNDING 9
WSU Organizational Chart 10
VUB ORGANIZATIONAL CHART 10
STAFF / JOB DESCRIPTIONS 11
HIRING PROCEDURE 28
WHO THE PROGRAM SERVES 29
PROGRAM INTEGRITY AND PROTECTION OF STUDENT INFORMATION 30
FULFILLMENT OF GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 38
CONFLICT OF INTEREST 38
LOCATION AND CONTACT INFORMATION

Veterans Upward Bound is housed at Weber State University and provides services at the Ogden campus, the Davis Campus and at Salt Lake City Community College Redwood Campus.

Veterans Upward Bound
Weber State University
1342 Edvalson St. Dept. 4401
Ogden, UT 84408-4401
Office Phone: (801) 626-7173
FAX: (801) 626-6826
Web Site: http://www.weber.edu/vetsupwardbound/

Veterans Upward Bound (VUB) provides:

- Academic Assessment
- Academic instruction in math, English, and computer literacy
- Counseling and advisement
- College and life skills development workshops
- Information and assistance with financial aid and admissions applications
- Referrals to additional college and community services
- Dedicated computer lab and lounge/study areas

Veterans Upward Bound is a TRiO Program Funded by the Department of Education Administered by Weber State University.

MISSION STATEMENTS

Weber State University Mission Statement

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

Weber State Veterans Upward Bound Mission Statement

To provide excellent, responsive, individualized, and appropriate academic instruction and educational support services, as outlined in the current VUB Grant application, to qualified military veterans in order to help them enroll in and succeed at postsecondary programs of instruction.

Policy Statement

Veterans Upward Bound is committed to serving military veterans in their pursuit of higher education. We provide academic tutoring, educational counseling and mentoring, financial aid assistance, and other
support services particular to the needs of low-income and/or first-generation military veterans to ensure the successful completion of their postsecondary goals.

BACKGROUND

A Brief History of Veterans Upward Bound

Veterans Upward Bound (VUB) is a Department of Education TRiO Program designed to assist first-generation and/or low-income military veterans to become admitted, enroll in, and persist in postsecondary programs of study. VUB provides advising, mentoring, and academic services to qualified veterans to help them gain access to and succeed at the postsecondary level.

VUB AT WEBER STATE

- 1972 Veterans Upward Bound began in the USA
- 1978 The Veterans Upward Bound Program at WSU received a grand to administer the Veterans Upward Bound program (funding has been continuous since that time)
- 1987-89 VUB Director at WSU was elected the president of the state association for TRiO Projects
- 1989-92 VUB Director at WSU served as the President,-Elect, President, and Past-President of the Association of Special Project in Region Eight.
- 1990 VUB Director at WSU selected by the Governor of the State of Utah to sit on the first committee of Veterans Affairs Governor’s Council.
- 1991 Selected to serve on the Governmental Relations Committee for the National Council of Education Opportunities Association. Was a member of this committee until 2000.
- 1991 VUB hired Mr. Jim Shepherd as our Basic Skills instructor for math.
- 1993 Elected as the Vice President for the National Association of Veterans Upward Bound Personnel
- 1994 VUB Director receives the Golden Grenade for Best Practices from the National Association of Veterans Upward Bound Personnel
- 1999 VUB hired Mrs. Donna Rigby as our Basic Skills instructor for Computers and English.
- 2002 VUB Director selected to receive the Art Quinn Award for outstanding services to the Association of Special Projects in Region Eight.
- 2006 VUB Director served as the President of the National Association of Veterans Upward Bound Project Personnel.
- 2006 Mr. Jim Shepherd received the Division of Student Affairs Outstanding Individual Award.
- 2007 VUB Director nominated for the Student Development Life-Time Achievement Award
- 2008 VUB Hired Mr. Dan Czech as Enrollment Advisor.
- 2009 Mr. Jim Kopecky retired from Veterans Upward Bound and Weber State University.
- 2009 VUB Hired Ms Donna Rigby to become the Director of Veterans Upward Bound.
- 2009 The VUB office moved to Annex 12 at Weber State University.
- 2010 Ms. Donna Rigby Retired from Veterans Upward Bound.
- 2010 VUB hired Mr. Randy Wilson as Director of Veterans Upward Bound.
- 2011 VUB suffered a 3.1% cut in the budget
- 2012 VUB Refunded but to maintain the pre-3.1% reduction, had to start serving 144 participants instead of 120
- 2013 VUB suffered a 5.2% budget cut because of sequestration and started serving 136 participants instead of 144
- 2013 Allowed to serve 136 Due to budget cut related to sequestration
- 2013 James Shepherd retired after 22 years on the Ogden VUB staff.
- 2013 Daniel Kiser hired as the Math Instructor
2014 Expected partial return of 5.2% cut in budget. May have to increase number served.
2014 Director was elected as the Public Relations Officer of the national association (NAVUB)
2014 Campus based audit. We did pretty well but made some corrections in reconciling and computer security
2014 Must serve 144 participants per year in the 2014-15 year

Veterans Upward Bound Building

Annex 12 - November 5, 2014
Program Description

The Veterans Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Veterans Upward Bound serves: military veterans from low-income families and first-generation military veterans who are preparing to enter postsecondary education. The goal of Veterans Upward Bound is to increase the rate at which participants enroll in and graduate from institutions of postsecondary education.
Types of Projects

Veterans Upward Bound projects provide academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. The program also provides tutoring, counseling, mentoring, and cultural enrichment.

Additional Information

All Veterans Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services may include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams

LAW, REGULATIONS & GUIDANCE

The best place to find this resource is off the U.S. Education Department’s web page under Veterans Upward Bound. [http://www2.ed.gov/programs/triovub/legislation.html](http://www2.ed.gov/programs/triovub/legislation.html)

Individually you can find resources at:

**Title 34 Code of Federal Regulations, Part 645** [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=b9bc048d99b7bb797a74566d37d8f9ef&rgn=div5&view=text&node=34:3.1.3.1.18&idno=34](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=b9bc048d99b7bb797a74566d37d8f9ef&rgn=div5&view=text&node=34:3.1.3.1.18&idno=34)


FUNDING

Obtaining A Grant Award

When a competition is about to begin this link will lead to the guidelines and other information about the new writing process. [http://www2.ed.gov/programs/triovub/applicant.html](http://www2.ed.gov/programs/triovub/applicant.html)
Every 5 years a grant proposal must be written to compete for funding. The U.S. Department of Education provides guidelines and requirements for grant writers to meet and sets a firm due date. Funding is usually announced approximately 6 months later.

The program has been “flat funded” for two grant cycles.

**Basic Funding**

As of 2014-15 the program is funded for $323,217 of which 8% is indirect money that goes to Weber State University.

**WSU Organizational Chart**

The Weber State University Organizational Chart can be found at: [http://www.weber.edu/wsuimages/ppm/PDFs/Chart.pdf](http://www.weber.edu/wsuimages/ppm/PDFs/Chart.pdf)

**Veterans Upward Bound Organizational Chart**
The Position form is used to record the duties, responsibilities, qualifications sought and fiscal impact of classified and nonclassified positions. This information is the basis for determining the title, salary rate, and Fair Labor Standards Act exemption status for positions. To achieve these purposes, it is essential that detailed and exact information pertaining to current duties, responsibilities, and qualifications be accurately recorded on this form.

<table>
<thead>
<tr>
<th>Employee Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee First Name:</strong></td>
</tr>
<tr>
<td><strong>Employee Last Name:</strong></td>
</tr>
<tr>
<td><strong>Employee ID Number:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classification Type:</strong></td>
</tr>
<tr>
<td><strong>FLSA:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Number:</strong></td>
</tr>
<tr>
<td><strong>Pay Grade:</strong></td>
</tr>
<tr>
<td><strong>EEO Category</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Summary/Basic Function:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This position is created by a federal grant from the Office of Education, Washington D.C. Responsible for authorship, development and maintenance of all Veteran's Upward Bound services and project activities as they relate to the enhancement of 120 veterans who are low income and first generation participant's social and educational growth. Increase the sensitivity and understanding of community and postsecondary personnel to the needs of veterans to ultimately eliminate educational, physical and psychological barriers which impede their academic and personal pursuits. Manage four full time staff and six part time staff. Oversee the</td>
</tr>
</tbody>
</table>
Minimum Qualifications:
Please describe the minimum qualifications of your job in each of the four areas listed below:

Education:
Please describe the minimum educational requirements of your job, including specific degrees of coursework requirements.

A Master's Degree in an educational discipline required.

Experience:
Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be specific in terms of years and months of experience required in each area.

Five years of administrative experience, preferable in a TRIO project or training/work experience in fields related to the objectives of the projects. Extensive experience in the special problems of minority, low income, first generation and physically disabled individuals. Preference for individuals who have overcome the disadvantages of circumstances like those of the target population served. Veteran.

Licenses, registration, or certificates required:
Please list any specific credentials needed to meet the minimum requirements of your position.

Valid Utah Drivers License.

Skills:
Please list job skills that are a requirement of your position, such as personal computer skills and background in specific computer applications such as word processing, database, GroupWise, spreadsheets, etc.

Preferred Qualifications:

Additional Information:

Contact(s):

Contact Phone/Extension:

Contact Email:

Background Check?
Yes

Start Date:

Job Duties

Percent of Duty Total: **100**

<table>
<thead>
<tr>
<th>% of</th>
<th>Responsibility / Duty</th>
</tr>
</thead>
</table>

Last Update: May 14, 2015
### Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Coordinate and supervise the planning, implementing and evaluating of staff activities, program and services for VUB participants.</td>
</tr>
<tr>
<td>11</td>
<td>Prepare, document and assist in the administration of the budget and other project resources.</td>
</tr>
<tr>
<td>10</td>
<td>Monitor the recruitment of veterans into the project.</td>
</tr>
<tr>
<td>10</td>
<td>Direct advisement services to participants on career planning, educational information, financial aid and other areas consistent with the VUB project.</td>
</tr>
<tr>
<td>10</td>
<td>Establish, evaluate and revise management information and reporting systems to the University and the Division of Student Services in the U.S. Department of Education.</td>
</tr>
<tr>
<td>8</td>
<td>Collect, analyze and update data and compile evaluation reports and other reports.</td>
</tr>
<tr>
<td>8</td>
<td>Direct the development of staff and participant training and evaluation of personnel in the VUB project.</td>
</tr>
<tr>
<td>7</td>
<td>Monitor the recruitment of veterans into the project.</td>
</tr>
<tr>
<td>5</td>
<td>Direct advisement services to participants on career planning, educational information, financial aid and other areas consistent with the VUB project.</td>
</tr>
<tr>
<td>5</td>
<td>Formulate the participant selection process by working with other project directors, community leaders and postsecondary staff.</td>
</tr>
<tr>
<td>5</td>
<td>Monitor and update the overall schedule and timetable of activities.</td>
</tr>
<tr>
<td>3</td>
<td>Oversee the management of the VUB project and the recruitment and selection of key project staff.</td>
</tr>
<tr>
<td>3</td>
<td>Organize and conduct orientation for community personnel and staff. [CR]</td>
</tr>
</tbody>
</table>

### Budgetary Responsibilities

<table>
<thead>
<tr>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>126000</td>
<td>Assisting veterans preparing Pell Grant and Stafford Loans.</td>
</tr>
<tr>
<td>300989</td>
<td>Responsible for the preparing and administrating VUB Budget.</td>
</tr>
<tr>
<td>52000</td>
<td>Assisting veterans apply and prepare Chapter 31 entitlement packages.</td>
</tr>
</tbody>
</table>

### Context and Environment

1. Please describe the type of management, supervision, work direction or review you provide to those who report to you. For example, how are their goals, objectives, and work assignments made? How often do you review progress and results?

   For those who are new to the staff, weekly meetings to discuss how they are doing. The remainder of the staff meet bi-annually to discuss performance and talk about highlights, deficiencies and overall job performance.

2. Please describe the type of management, supervision, or work direction you receive. How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress and results? How often does this review take place?

   Weekly staff meetings are held during which project objectives, services, veterans, recordkeeping responsibilities, budget issues and individual staff needs and/or concerns are noted and discussed. Each staff member submits weekly reports to (VUB Director) describing the status of each veteran in his or her effort to achieve activity and project objectives.
### Employee Details

<table>
<thead>
<tr>
<th>3. If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.</th>
<th>Responsibilities include being a member of many committees and associations. Numerous recommendations are made locally and regionally on issues involving veterans educational matters, housing for the homeless and law and regulations that pertain to low income and/or first generation students. Presenting seminars locally, regionally and nationally on veterans issues are part of the responsibility. Communication with congressmen, senators and the Department of Education. Veterans and present seminars weekly within the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. List two or three of the most important matters on which you recommend action for another's decision.</td>
<td>Changes to Education Department General Administrative Regulations (EDGAR). For the last two years the Department of Education has requested input on Draft Regulations that effect TRIO. There are 50 individuals that the Department of Education has asked to make comments and suggestions on draft regulations. I have been chosen as one of 50.</td>
</tr>
<tr>
<td>5. Please list two or three of the most important matters on which you make the decision.</td>
<td>Create the budget. Develop the process, outcome objectives for the unit and the evaluation standards for which the staff is accountable.</td>
</tr>
<tr>
<td>7. Please list two or three of the most important contacts that are made within the University, the reason for the contact, and the frequency. Do not include your staff or your immediate supervisor, as these contacts are covered elsewhere.</td>
<td>Director of Financial Aid: insuring that the veterans receive all assistance they are eligible to receive. Weekly meetings or when required. Director of Veterans Affairs: to ensure that the veterans receives all of their entitlement they are authorized to receive. Weekly or when required.</td>
</tr>
<tr>
<td>8. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.</td>
<td>Vocational Counselor for the Department of Veterans Affairs: ensuring that veterans have completed all documentation to receive benefits. Weekly or when required. Director, Division of Student Services, Department of Education: policies dealing with TRIO publications. Monthly or when required. Director, Office of Veterans Affairs for the State of Utah: matters that deal with all veterans in the state. Monthly or when required.</td>
</tr>
<tr>
<td>9. Please describe the most difficult and complex problems that you deal with as part of your job. Please include typical examples and indicate why the problems are so challenging.</td>
<td>Ensuring that veterans receive all the services they are entitled to. Because the students have different problems there are different solutions and scheduling appointments with other agencies depending on what the problem circumstances are. For a homeless veteran, a meeting will be scheduled with the Red Cross, Vocational Rehabilitation and Workforce Services. Each and every veteran has different problems and the resources that are required are different in almost every case. There is constant training of staff and community on how the program interfaces with the university, community and veteran. The office is a refuge for the veterans where they can come and be nurtured not only on an academic level, but on an emotional one as well. Diligently pursuing a holistic approach to education - always keeping in mind the student's needs.</td>
</tr>
<tr>
<td>10. Please describe any working conditions experienced in your job that are different from those found in a normal office environment. Include such conditions as excessive heat, cold, noise, fumes, unusual physical effort, etc.</td>
<td>Always keeping in mind the spirit of the student, there are several outreach centers to better serve the student population. All professional staff are required to be stationed at these locations two days a week. Three of these centers are located in Salt lake City. The average monthly travel for this position is 600 miles, at least 10% of the time is spent driving to outreach centers, meetings or veterans homes.</td>
</tr>
<tr>
<td>11. Please describe any overnight travel required in your position. Include purpose and an estimate of how many nights away from home are required in a typical year.</td>
<td>45 days per calendar year. For a member of the Council for Opportunity in Education, and that sits on at least one committee for this organization. Have quarterly meetings that last five working days. As a member of Special Projects in Region Eight, an annual conference plus two state meetings during the year. There is always one national training during the year.</td>
</tr>
</tbody>
</table>
## Employee Information

<table>
<thead>
<tr>
<th>Employee First Name:</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Last Name:</td>
<td>Pollard</td>
</tr>
<tr>
<td>Employee ID Number:</td>
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## Classification Details

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<td>Non-Exempt</td>
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## Position Details

<table>
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<tr>
<th>Working Title:</th>
<th>VUB Assistant</th>
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<tbody>
<tr>
<td>Position Number:</td>
<td>C99543</td>
</tr>
<tr>
<td>Pay Grade:</td>
<td>N25</td>
</tr>
<tr>
<td>Department:</td>
<td>Veterans Upward Bound</td>
</tr>
<tr>
<td>Department Users with Access:</td>
<td>Wilson, Randal</td>
</tr>
<tr>
<td>Next Level Manager:</td>
<td>Porter, Carl</td>
</tr>
<tr>
<td>EEO Category:</td>
<td>No Response</td>
</tr>
<tr>
<td>Job Summary/Basic Function:</td>
<td>Perform all office/clerical functions of the Veterans Upward Bound Office; assist the Director with all administrative duties; assist and support three full-time professional employees. Supervise student worker positions.</td>
</tr>
</tbody>
</table>

## Minimum Qualifications

**Education:**
- Please describe the minimum educational requirements of your job, including specific degrees of coursework requirements.
- Two years college/equivalent

**Experience:**
- Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be
- Five years of administrative level office management or related experience. Must be able to perform all clerical functions and office administrative duties at a high level of competency and have an understanding of FERPA regulations.
specific in terms of years and months of experience required in each area.

<table>
<thead>
<tr>
<th>Licenses, registration, or certificates required:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list any specific credentials needed to meet the minimum requirements of your position.</td>
<td></td>
</tr>
</tbody>
</table>

**Skills:**

- Excellent organizational skills
- Experience in the special problems of minority low-income, first generation and physically disabled students.
- Experience and skill at the highly proficient level in the use of PC and software applications related to office management, including e-mail, database, spreadsheet, word processing, presentation, and desktop publishing software.
- Excellent interpersonal, oral, and written communication skills
- Two years supervisory experience
- Ability to handle confidential information appropriately

**Preferred Qualifications:**

- Experience with Microsoft software applications
- Ability to create and manage database applications
- Experience working in a higher education environment
- Knowledge of TRiO programs and their requirements
- Experience in the special problems of minority low-income, first generation, physically disabled students and military veteran students
- Excellent customer service skills.

**Additional Information:**

- Works closely with campus entities to accomplish Veterans Upward Bound goals and purposes
- Supervises hourly personnel

**Contact(s):**

- Randy Wilson

**Contact Phone/Extension:**

- 7047

**Contact Email:**

- randalwilson@weber.edu

**Background Check?**

- Yes

**Start Date:**

<table>
<thead>
<tr>
<th>Job Duties</th>
</tr>
</thead>
</table>

**Percent of Duty Total:** 100

**12 Records**

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Responsibility / Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Drafts correspondence. Gives out information in person and by telephone where judgment, common knowledge, and interpretation of policies and procedures are necessary. Informs administrator or dean of meetings and deadlines, schedules travel arrangements and accommodations; screens telephone calls; serves as first contact between the administrator, the public, faculty, staff and other university or state officials.</td>
</tr>
<tr>
<td>20</td>
<td>Under supervision of the director, responsible to manage and troubleshoot the Veterans Upward Bound database and oversee collection and input of required data for the purpose of submitting the yearly Department of Education Annual Performance Review.</td>
</tr>
</tbody>
</table>
Maintains all records and files for office. Oversees, creation, retention, and disposition of the same. Manages all clerical and administrative functions.

Supervises student staff and organizes work flow for them.

Collects and compiles statistical and financial data and other information for inclusion into specific reports.

Assists in preparing budget estimates. Assists in monitoring the budget and assists the director and others in the department regarding budget matters.

Coordinates facilities and supplies for all program staff.

Serves as resource person for other office staff regarding university policies.

Performs other duties as assigned.

Closely works with the director to create and distribute the department newsletter.

Takes and disseminates minutes including agenda items for distribution to attendees.

Coordinates public notices and awards.

**Supervisory Responsibilities**

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Positions</th>
<th>Position Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly</td>
<td>1</td>
<td>Hourly/Workstudy</td>
</tr>
</tbody>
</table>

**Context and Environment**

1. Please describe the type of management, supervision, work direction or review you provide to those who report to you. For example, how are their goals, objectives, and work assignments made? How often do you review progress and results?

Exercises supervision over student workers.

2. Please describe the type of management, supervision, or work direction you receive. How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress and results? How often does this review take place?

Functions under the administrative and technical supervision of the supervisor who assigns job duties but allows autonomy in the performance of those duties. Job performance is rated and leave approved by the supervisor.

3. If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.

Director, Math Instructor, Enrollment Adviser, English/Computer Instructor

Keeps current with campus regulations and disseminates that information on an as needed basis to other department employees -often

4. List two or three of the most important matters on which you recommend action for another's decision.

Database management procedures - often

Department Purchases - often

Budget Reconciliation - often

5. Please list two or three of the most important matters on which you make the decision.

Office organizational procedures- often

Hourly employee scheduling and time off - often
<table>
<thead>
<tr>
<th>decision.</th>
<th>Office Supply Purchases - often</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Please list any committees that you serve on as a part of your regular job assignment.</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Please list two or three of the most important contacts that are made within the University, the reason for the contact, and the frequency. Do not include your staff or your immediate supervisor, as these contacts are covered elsewhere.</td>
<td>Accounting Services - budget reconciliation Executive Director ASCP - informing Purchasing - buying supplies</td>
</tr>
<tr>
<td>8. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.</td>
<td>Compensol for Blumen database issues - occasionally U.S. Department of Education - clarification of reporting requirements; occasionally Supplies providers - often</td>
</tr>
<tr>
<td>9. Please describe the most difficult and complex problems that you deal with as part of your job. Please include typical examples and indicate why the problems are so challenging.</td>
<td>Assist with creation and management of the Veterans Upward Bound database; creation of queries to extract needed statistical information</td>
</tr>
<tr>
<td>10. Please describe any working conditions experienced in your job that are different from those found in a normal office environment. Include such conditions as excessive heat, cold, noise, fumes, unusual physical effort, etc.</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Please describe any overnight travel required in your position. Include purpose and an estimate of how many nights away from home are required in a typical year.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Employee Details**

Employee First Name: Daniel

Employee Last Name: Czech

Employee ID Number: 

**Classification Details**

Classification Type: Professional

FLSA: Exempt

**Position Details**
<table>
<thead>
<tr>
<th>Working Title:</th>
<th>Recruiter/Advisor Veterans Upward Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Number:</td>
<td>P99574</td>
</tr>
<tr>
<td>Pay Grade:</td>
<td>E31</td>
</tr>
<tr>
<td>Department:</td>
<td>Veterans Upward Bound</td>
</tr>
<tr>
<td>Department Users with Access:</td>
<td>Wilson, Randal</td>
</tr>
<tr>
<td>Next Level Manager:</td>
<td>Porter, Carl</td>
</tr>
<tr>
<td>EEO Category</td>
<td>No Response</td>
</tr>
<tr>
<td><strong>Job Summary/Basic Function:</strong></td>
<td>This position is created by a federal grant from the Office of Education, Washington D.C. to recruit and enroll eligible veterans into the Veterans Upward Bound (VUB) TRiO Program at WSU. The position involves extensive local travel and the ability to present and promote the VUB program to interested individual and organizations in Weber, Davis, and Salt Lake counties. It entails advising program participants as to veterans benefits, financial aid and admissions procedures, post-secondary educational requirements and options, career directions, and all other activities related to the achievement of participants' educational goals. In addition, the recruiter/adviser is responsible for verifying program eligibility and initiating participant electronic files, according to established department procedures.</td>
</tr>
<tr>
<td><strong>Minimum Qualifications:</strong></td>
<td><strong>Please describe the minimum qualifications of your job in each of the four areas listed below:</strong></td>
</tr>
<tr>
<td><strong>Education:</strong></td>
<td>Please describe the minimum educational requirements of your job, including specific degrees of coursework requirements.</td>
</tr>
<tr>
<td></td>
<td>Bachelors degree in an appropriate discipline from an accredited university/college.</td>
</tr>
<tr>
<td><strong>Experience:</strong></td>
<td>Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be specific in terms of years and months of experience required in each area.</td>
</tr>
<tr>
<td></td>
<td>Three years experience working in the recruiting/advising area.</td>
</tr>
<tr>
<td><strong>Licenses, registration, or certificates required:</strong></td>
<td>Please list any specific credentials needed to meet the minimum requirements of your position.</td>
</tr>
<tr>
<td></td>
<td>Valid Utah State Drivers License.</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>Please list job skills that are a requirement of your position, such as personal computer skills and background in specific computer applications such as word processing, database, GroupWise, spreadsheets, etc.</td>
</tr>
<tr>
<td></td>
<td>Proficient in the use of Microsoft Office applications and e-mail and Internet applications.</td>
</tr>
</tbody>
</table>
### Preferred Qualifications:
- Experience working with the target population: veterans and/or low-income/first-generation individuals.
- Experience working in an academic environment.
- Experience working with Federal TRIO Programs.

### Additional Information:

#### Contact(s):

#### Contact Phone/Extension:

#### Contact Email:

#### Background Check?
- Yes

#### Start Date:

### Job Duties

#### Percent of Duty Total: 100%

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Responsibility / Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Recruit and enroll 144 participants in Veterans Upward Bound during each grant cycle. This includes working with veteran and community organizations as needed to fulfill grant objectives and to promote VUB within the community.</td>
</tr>
<tr>
<td>8</td>
<td>Maintain contact with Veterans Upward Bound project participants in order to facilitate their success and retention in the program and into postsecondary programs of study.</td>
</tr>
<tr>
<td>5</td>
<td>Initiate student electronic files and write up student interventions.</td>
</tr>
<tr>
<td>5</td>
<td>Work with Veterans Upward Bound staff to insure the success of the program and its participants, as assigned by the Director.</td>
</tr>
<tr>
<td>2</td>
<td>Represent Veterans Upward Bound as appropriate and in coordination with the Director at various community councils and activities.</td>
</tr>
</tbody>
</table>

1. Please describe the type of management, supervision, work direction or review you provide to those who report to you. For example, how are their goals, objectives, and work assignments made? How often do you review progress and results?

   N/A

2. Please describe the type of management, supervision, or work direction you receive. How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress?

   N/A
### Employees Role and Responsibilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>and results? How often does this review take place?</td>
<td></td>
</tr>
<tr>
<td>3. If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.</td>
<td>General office interaction with the Director, Education Specialists and the Secretary.</td>
</tr>
<tr>
<td>4. List two or three of the most important matters on which you recommend action for another's decision.</td>
<td>Change to program forms, Procedural improvements, Recruitment opportunities.</td>
</tr>
<tr>
<td>5. Please list two or three of the most important matters on which you make the decision.</td>
<td>Who to interview for enrollment, Locations for recruitment, Marketing opportunities</td>
</tr>
<tr>
<td>6. Please list any committees that you serve on as a part of your regular job assignment.</td>
<td>Military Outreach and Veterans Education (MOVE) Northern Utah Veterans Council (NUVC)</td>
</tr>
<tr>
<td>7. Please list two or three of the most important contacts that are made within the University, the reason for the contact, and the frequency. Do not include your staff or your immediate supervisor, as these contacts are covered elsewhere.</td>
<td>Veterans Services Offices to coordinate communication and contact with veterans MOVE Committee Chair to help influence outreach and programs for campus veterans Admissions to remain up-to-date on Admissions application procedures Student Support Center for advisement of students</td>
</tr>
<tr>
<td>8. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.</td>
<td>Veterans Services at Salt Lake Community College and the University of Utah Admissions at the above locations Department of Work Force Services offices</td>
</tr>
<tr>
<td>9. Please describe the most difficult and complex problems that you deal with as part of your job. Please include typical examples and indicate why the problems are so challenging.</td>
<td>Meeting the numbers we are required to serve Anticipate marketing opportunities</td>
</tr>
<tr>
<td>10. Please describe any working conditions experienced in your job that are different from those found in a normal office environment. Include such conditions as excessive heat, cold, noise, fumes, unusual physical effort, etc.</td>
<td>Outreach and travel requirements</td>
</tr>
<tr>
<td>11. Please describe any overnight travel required in your position. Include purpose and an estimate of how many nights away from home are required in a typical year.</td>
<td>Veterans Upward Bound or TRIO related conferences 8-12 days a year</td>
</tr>
</tbody>
</table>

### Employee Details

<table>
<thead>
<tr>
<th>Employee First Name:</th>
<th>Yulia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Last Name:</td>
<td>Goff</td>
</tr>
<tr>
<td>Employee ID Number:</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
</tbody>
</table>

### Classification Details

<table>
<thead>
<tr>
<th>Classification Type:</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA:</td>
<td>Exempt</td>
</tr>
</tbody>
</table>

### Position Details

<table>
<thead>
<tr>
<th>Working Title:</th>
<th>Basic Skills Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Number:</td>
<td>P99469</td>
</tr>
<tr>
<td>Pay Grade:</td>
<td>E31</td>
</tr>
<tr>
<td>Department:</td>
<td>Veterans Upward Bound</td>
</tr>
<tr>
<td>Department Users with Access:</td>
<td>Wilson, Randal</td>
</tr>
<tr>
<td>Next Level Manager:</td>
<td>Porter, Carl</td>
</tr>
<tr>
<td>EEO Category:</td>
<td>H30 - Professional</td>
</tr>
</tbody>
</table>

**Job Summary/Basic Function:**

This position is created by a federal grant from the Office of Education, Washington D.C. To assist veterans in their preparation for college level English classes. Review all English concepts they will encounter in becoming English competent and assist them with tutoring once they have enrolled in English classes on campus. Teach beginning level compute usage to veterans. Job exists because a government grant has established it to serve the needs of veterans who, upon completion of military service, need assistance in returning to the educational system, but are unable to find the needed help in the traditionally established system.

### Minimum Qualifications:

Please describe the minimum qualifications of your job in each of the four areas listed below:

**Education:**

Please describe the minimum educational requirements of your job, including specific degrees of coursework requirements.

- Bachelors degree · major/minor in English. (Masters preferred)

**Experience:**

Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be

- Teaching experience in the areas of direct concern (math, English, foreign language, and science). Formal training accepted.
specific in terms of years and months of experience required in each area.

<table>
<thead>
<tr>
<th>Licenses, registration, or certificates required: Please list any specific credentials needed to meet the minimum requirements of your position.</th>
<th>Valid Utah State Drivers License</th>
</tr>
</thead>
</table>
| **Skills:** Please list job skills that are a requirement of your position, such as personal computer skills and background in specific computer applications such as word processing, database, GroupWise, spreadsheets, etc. | **Preferred Qualifications:**
| Expertise in basic skills and the ability to communicate with other people. |
| History working with low-income and first generation veterans. |
| History of working in a Federal Trio program. |
| Teaching and or tutoring experience. |

**Additional Information:**

**Contact(s):**

**Contact Phone/Extension:**

**Contact Email:**

**Background Check?**

**Yes**

**Start Date:**

**Job Duties**

**Percent of Duty Total: 94**

**9 Records**

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Responsibility / Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Teaching refresher and remedial workshops/classes in English and beginning computer usage. Conducting seminars on study skills development. Classes are held at Weber State University, and where required.</td>
</tr>
<tr>
<td>10</td>
<td>Assessing needs of clients, writing individualized academic development plans for each and implementing plans.</td>
</tr>
<tr>
<td>10</td>
<td>Monitoring academic skills records of clients and providing ongoing assessment of academic needs and goals.</td>
</tr>
<tr>
<td>4</td>
<td>Coordinating academic outreach programs at locations in the geographical area defined by the federal grant. Programs are conducted under full compliance with grant requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Managing an academic outreach staff of learning specialists, and tutors.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td><strong>Provide personal counseling services to clients for problems creating barriers to academic success. Referring to appropriate resources for psychological counseling.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Create and monitor a time table and schedule of classes, tutoring appointments, and campus activities.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Monitor and update the overall schedule and timetable of activities.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Attend and/or make presentations at state and regional educational conferences.</strong></td>
</tr>
</tbody>
</table>

**Context and Environment**

1. Please describe the type of management, supervision, work direction or review you provide to those who report to you. For example, how are their goals, objectives, and work assignments made? How often do you review progress and results?

   On Mondays, decide objectives for the week and review strategies to use with individual participant. On Fridays, analyze progress and consider how to adjust if there is a lack of progress.

2. Please describe the type of management, supervision, or work direction you receive. How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress and results? How often does this review take place?

   Instructions and direction are received through periodic staff meetings and individual discussions with the project coordinator on expectations and achievements.

3. If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.

   Often called upon to give instruction, advise, or guidance to students as they try to understand various aspects of their studies. This is usually of a purely academic and/or instructional type, to include perspectives on course work and which courses require what type of preparation. On rare occasions, called upon to offer vocational or personal advice as regards issue of job availability, lifestyle issues, or similar problems. Provide financial aid application assistance when needed.

4. List two or three of the most important matters on which you recommend action for another's decision.

   Deciding on textbooks and academic resources on the internet
   Major actions to be taken regarding participants
   Classroom Scheduling

5. Please list two or three of the most important matters on which you make the decision.

   Content of the lessons and presentations. Presentation of English material. Class and tutoring schedule. Presentation of Computer Literacy Materials.

6. Please list any committees that you serve on as a part of your regular job assignment.

   Various campus committees
   State and regional ASPIRE organizations committees.

7. Please list two or three of the most important contacts that are made within the University, the reason for the contact, and the frequency. Do not include your staff or your immediate supervisor, as these contacts are covered elsewhere.

   Chairman of English Dept., as needed to help in establishing appropriate tutoring and instructional assistance. Tutoring coordinators at target schools outside the main Ogden WSU office.

8. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

   N/A

9. Please describe the most difficult and complex problems that you deal with as part of your job. Please include typical examples and indicate why the problems are so challenging.

   Ensuring that each veteran starts at the appropriate level of English for him or her. Each vet is different and needs special attention to ensure that they are properly assessed and that information is used appropriately in placing them at the level they would most benefit from. Often this is difficult because judgments do not coincide with what they had hoped would be the case.
10. Please describe any working conditions experienced in your job that are different from those found in a normal office environment. Include such conditions as excessive heat, cold, noise, fumes, unusual physical effort, etc.

<table>
<thead>
<tr>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to be of assistance to our clients, we must meet them when and where their schedules will allow. This requires teaching at a variety of different locations, including SLCC as well as WSU. As a result, this position is out of the office as much as forty percent of the work week at various other sites. One other notable difference would be the variety of task explanations that may be taking place simultaneously. It is important that with many students, these explanations are clear, concise, and do not interfere with other client's learning or study.</td>
</tr>
</tbody>
</table>

11. Please describe any overnight travel required in your position. Include purpose and an estimate of how many nights away from home are required in a typical year.

<table>
<thead>
<tr>
<th>Travel Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6 nights a year for professional TRIO conferences</td>
</tr>
</tbody>
</table>

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### Employee Details

<table>
<thead>
<tr>
<th>Details</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee First Name</td>
<td>Daniel</td>
</tr>
<tr>
<td>Employee Last Name</td>
<td>Kiser</td>
</tr>
</tbody>
</table>

### Classification Details

<table>
<thead>
<tr>
<th>Details</th>
<th>Value</th>
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<tbody>
<tr>
<td>Classification Type</td>
<td>Professional</td>
</tr>
<tr>
<td>FLSA</td>
<td>Exempt</td>
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</table>

### Position Details

<table>
<thead>
<tr>
<th>Details</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Title</td>
<td>Basic Skills Specialist</td>
</tr>
<tr>
<td>Position Number</td>
<td>P99575</td>
</tr>
<tr>
<td>Pay Grade</td>
<td>E31</td>
</tr>
<tr>
<td>Department</td>
<td>Veterans Upward Bound</td>
</tr>
<tr>
<td>Department Users with Access</td>
<td>Wilson, Randal</td>
</tr>
<tr>
<td>Next Level Manager</td>
<td>Porter, Carl</td>
</tr>
</tbody>
</table>
### Job Summary/Basic Function:
This position is created by a federal grant from the Office of Education, Washington D.C., to assist veterans in their preparation for college level math classes. Review all math concepts they will encounter in becoming math competent and also assist them with tutoring once they have enrolled in math classes on campus. Job exists because a government grant has established it to serve the needs of veterans who, upon completion of military service, need assistance in returning to the educational system, but are unable to find the needed help in the traditionally established system.

### Minimum Qualifications:
Please describe the minimum qualifications of your job in each of the four areas listed below:

#### Education:
Please describe the minimum educational requirements of your job, including specific degrees of coursework requirements.

- Bachelors degree - major/minor in Math. (Masters preferred)

#### Experience:
Please indicate the areas and amount of experience needed to meet the minimum requirements of your job. Please be specific in terms of years and months of experience required in each area.

- Teaching experience in the areas of direct concern (math, English, foreign language, and science). Formal training accepted.

#### Licenses, registration, or certificates required:
Please list any specific credentials needed to meet the minimum requirements of your position.

- Valid Utah State Drivers License.

#### Skills:
Please list job skills that are a requirement of your position, such as personal computer skills and background in specific computer applications such as word processing, database, GroupWise, spreadsheets, etc.

- Expertise in basic skills and the ability to communicate with other people.

#### Preferred Qualifications:

- History working with low-income and first generation veterans.
- History working in Federal TRIO Programs.
- Tutoring Experience.

#### Additional Information:

- Work with all staff to promote Veterans Upward Bound.
### Background Check?
Yes

### Start Date:

---

## Job Duties

**Percent of Duty Total: 100**

### 10 Records

<table>
<thead>
<tr>
<th>% of Time</th>
<th>Responsibility / Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Teaching refresher and remedial workshops/classes in math and science. Conducting seminars on study skills development. Classes are held at Weber State University, and where required.</td>
</tr>
<tr>
<td>10</td>
<td>Assessing needs of clients, writing individualized academic development plans for each and implementing plans.</td>
</tr>
<tr>
<td>10</td>
<td>Monitoring academic skills records of clients and providing ongoing assessment of academic needs and goals.</td>
</tr>
<tr>
<td>6</td>
<td>Plan instructional models and lesson plans to meet student's academic needs.</td>
</tr>
<tr>
<td>4</td>
<td>Coordinating academic outreach programs at locations in the geographical area defined by the federal grant. Programs are conducted under full compliance with grant requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Managing an academic outreach staff of learning specialists, peer counselors, and tutors.</td>
</tr>
<tr>
<td>2</td>
<td>Provide personal counseling services to clients for problems creating barriers to academic success. Referring to appropriate resources for psychological counseling.</td>
</tr>
<tr>
<td>2</td>
<td>Create and monitor a time table and schedule of classes, tutoring appointments, and campus activities.</td>
</tr>
<tr>
<td>2</td>
<td>Monitor and update the overall schedule and timetable of activities.</td>
</tr>
<tr>
<td>2</td>
<td>Attend and/or make presentations at state and regional educational conferences.</td>
</tr>
</tbody>
</table>

---

## Context and Environment

1. **Please describe the type of management, supervision, work direction or review you provide to those who report to you.** For example, how are their goals, objectives, and work assignments made? How often do you review progress and results?

   On Monday discuss objectives for the week and review strategies to use on individual students. Then on Friday, analyze progress or lack of it, and give consideration to how to adjust our approach.

2. **Please describe the type of management, supervision, or work direction you receive.** How are your goals, objectives, and/or specific work tasks assigned? Who reviews your progress and results? How often does this review take place?

   Instructions and direction are received through periodic staff meetings and individual discussions with the director on expectations and achievements.

3. **If your position involves giving instructions, advice, or guidance to people you do not supervise, please list the positions involved, the type of assistance provided, and the frequency.**

   Often called upon to give instruction, advise, or guidance to students as they try to understand various aspects of their studies. This is usually of a purely academic and/or instructional type, to include perspectives on course work and which courses require what type of preparation. On rare occasions, called upon to offer vocational or personal advice as regards issue of job availability, lifestyle issues, or similar problems. Provide Financial aid application assistance.
4. List two or three of the most important matters on which you recommend action for another's decision.

Academic choices of students, and helping to focus the objective of the organization for the grant year.

5. Please list two or three of the most important matters on which you make the decision.

Content of the lessons and presentations. Presentation of math material. Class and tutoring schedule. Days and times spent at outreach areas.

6. Please list any committees that you serve on as a part of your regular job assignment.

Committee assignments at the University. State and Regional ASPIRE committees.

7. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

Establish with Veterans Affairs and academic departments at SLCC - to arrange classroom time and space, to keep them supplied with our brochures and flyers to enable them to fully advertise the help offered.

8. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

Chairman of Math Dept., as needed to help in establishing appropriate tutoring and instructional assistance for classes within that dept. Chairman of Physics Dept., as needed to help in establishing appropriate tutoring and instructional assistance for classes within that dept.

9. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

Enforcing that each veteran starts at the appropriate level of math for him or her. Each vet is different and needs special attention to ensure that they are properly assessed and that information is used appropriately in placing them at the level they would most benefit from. Often this is difficult because judgments do not coincide with what they had hoped would be the case.

10. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

In order to be of assistance to our clients, we must meet them when and where their schedules will allow. This requires teaching at a variety of different locations, including SLCC as well as WSU. As a result, this position is out of the office as much as four percent of the work week at various other sites. One other notable difference would be the variety of task explanations that may be taking place simultaneously. It is important that with many students, these explanations are clear, concise, and do not interfere with other client's learning or study.

11. Please list two or three of the most important contacts that are made outside of the University, the reason for the contact, and the frequency.

Approximately 05-10 nights per year to attend regional and state conferences.

Hiring Procedure

VUB adheres to the hiring procedures used at Weber State University. This procedure can be found at http://www.weber.edu/HumanResources/Hiring_Procedure.html

Staff Training

Weber State University has a comprehensive staff training program that offers numerous opportunities for all staff at the University. A current semester schedule can be found on the Training Tracker page of the University's web site.

The director has access to see what training each staff has completed during their time at the University.

The director also organizes a staff retreat that takes place in December each year. Staff have some input as to what training they would like to see offered but the director makes the final decision based on his/her assessment of what will best serve the program as a whole.
In addition, a staff retreat takes place in December with various topics about how we work and what new information needs to be shared.

Staff are also expected to attend the monthly staff meetings held one Friday a month at 9:00 AM.

**Staff Evaluation**

Staff evaluations are done a minimum of once a year using the University’s PREP web page that can be accessed through the Weber State University portal. This is a somewhat formal system that not only involves evaluation of each employee but also contains a component for the employee to evaluate the director and for the employee to design goals to pursue the following year.

**Professional Memberships**

The program covers a professional membership for each staff in a professional organization of their choice as long as the membership will benefit the Veterans Upward Bound program. The program also covers the membership of the program to belong to the National Association of Veterans Upward Bound Project Personnel (NAVUBPP).

**WHO THE PROGRAM SERVES**

**Eligibility**

The program must have 2/3 low income and first generation veterans, the other 1/3 being either low income OR first generation.

**Income Levels**

Every year income eligibility levels are established and are posted on the web site for the U.S. Department of Education. The 2014 levels chart is shown below.

#### Federal TRIO Programs

**Current-Year Low-Income Levels**

(Effective January 28, 2014 until further notice)
For family units with more than eight members, add the following amount for each additional family member: $6,090 for the 48 contiguous states, the District of Columbia and outlying jurisdictions; $7,620 for Alaska; and $7,005 for Hawaii.

The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.

The figures shown under family income represent amounts equal to 150 percent of the family income levels established by the Census Bureau for determining poverty status. The poverty guidelines were published by the U.S. Department of Health and Human Services in the Federal Register on January 22, 2014.

**Program Integrity and Protection of Student Information**

1. Protection of Student Records
   The Veterans Upward Bound Project at Weber State University adheres to the university's policies regarding the Family Educational Rights and Privacy Act (FERPA). VUB staff receives periodic training through the university regarding compliance with this law.

FERPA - WEBER STATE UNIVERSITY

**Confidentiality of Records**

*Summary of the Family Rights & Privacy Act of 1974, as amended* The amended Family Educational Rights & Privacy Act (FERPA) applies to education institutions to which funds have been made available under any program administered by the Secretary of Education. The purpose of the Act is to set out requirements for the protection and privacy of parents and students. *(The following is a summary of FERPA stipulations. A copy of the complete law is available in the Registrar’s Office.)*

- Students’ Educational Records are the primary focus of the act and include records that are maintained by an education institution which are directly related to a student.
- Institutional Directory Information is the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes:
  - name,
  - address,
  - telephone number,
  - date of birth,
  - dates of attendance,
  - full-time/part-time status,
  - major program of study,
  - degree(s) received,
  - honors received.
• Parents or eligible students have a right to refuse to allow the institution to disclose any or all of the above information. A form to request non-disclosure can be accessed and printed by clicking on the FERPA Non-Disclosure tab in the purple bar at the top left.

• An Eligible Student is a student attending a postsecondary institution or one who has reached the age of 18. When a student becomes an eligible student, the rights accorded to parents transfer to the student.

Right to Inspect and Review – eligible students have the right to inspect and review their educational records within a reasonable time after making a request.

Limitation of the Rights – the institution does not have to permit a student to inspect and review educational records which are financial records or those which represent confidential letters and statements of recommendation under certain provisions of the law.

Right to Amend Record – eligible students who have inspected their education records may request amendments to the record if they believe the record contains information which is inaccurate, misleading, or in violation of their rights of privacy or other rights. The institution will decide whether to amend the record within a reasonable time, and inform the student of the decision. If the University decides not to amend the record, students have a right to a hearing with an official of the institution who does not have a direct interest in the outcome of the hearing.

Disclosure without Consent – an institution may disclose personally identifiable information from a student’s education record without consent, if the disclosure is to other school officials who have a legitimate education interest. This includes persons employed by the University in an administrative, supervisory, academic and/or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Officials of other state and federal agencies who have a legitimate interest, have a right to access without consent under parts 99.33, 34, 35 and 36 of the Act, provided they will not disclose the information to another party. Information may be released to parents upon submission of certified evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.


2. Privacy Disclosure

At the time of application, VUB project participants sign a waiver for release of student educational information for VUB purposes, as well as a release to permit VUB to use their photographs in appropriate publications (see Section Six).

3. Safeguarding Student Records

VUB adheres to the university’s Information Security Policy as outlined below:

The Information Security Policy (“Policy”) applies to all organizations within the University even though not all organizations are the same and the data needed and used by those organizations are used differently. The principles of academic freedom and free exchange of ideas apply to this policy, which is not intended to limit or restrict those principles. Also this Policy is in accordance with federal and state laws and regulations for information security.
Each organization within the University must appropriately apply this Policy to make certain it is meeting the requirements regarding information security. It is recognized that the technology at some organizations may limit immediate compliance with the Policy; such instances of non-compliance must be reviewed and approved by the Information Security Office function within Internal Audit (ISO) and the Information Security Task Force (ISTF).

University information technology resources are a valuable University asset and must be managed accordingly to ensure their integrity, security and availability for lawful educational purposes. This document is a high-level confidentiality and information security policy for use by all University staff, students and users of the University’s information technology resources.

Note: Throughout the Policy the term *data and information* are used interchangeably.

I. PURPOSE

The purpose of the Information Security Policy is to:

- Prescribe mechanisms which help identify and prevent the compromise of information security and the misuse of University data, applications, networks and computer systems.
- Define mechanisms which protect the reputation of the University and allow the University to satisfy its legal and ethical responsibilities with regard to its networks’ and computer systems’ connectivity to networks outside the University.
- Provide written guidelines and procedures to manage and control information considered to be high-risk, restricted and/or confidential whether in electronic, paper or other forms.
- Protect the integrity and validity of University data.
- Ensure the security and protection of high-risk, restricted and confidential information in the University’s custody, whether in electronic, paper, or other forms.

II. SCOPE

This Policy covers electronic and paper-based data defined to include, but not limited to, all information maintained, processed, or distributed by the University on primary computer systems or any subsidiary systems that contain data defined by law or policy as high-risk, restricted or confidential. This Policy also applies, but is not limited to, all faculty, staff, administrators, students, consultants, and any person or agency employed or contracted by the University or any of its auxiliary organizations who have a legitimate need to have access to University high-risk, restricted and confidential information.

The unauthorized addition, modification, deletion, or disclosure of high-risk, restricted or confidential information included in University data files and data systems is expressly forbidden. In certain limited circumstances, as specified in federal and state legislation, the University may disclose high-risk, restricted or confidential information.

III. DEFINITIONS

*Data Classifications*

**High-Risk** – Data that could be used to steal an individual's identity or cause harm to the individual, and for which there are legal requirements or industry standards prohibiting or imposing financial penalties for unauthorized disclosure. Data covered by GLB and PCI are in this class.

The Policy recognizes that other data may need to be treated as high-risk because it would cause severe damage to the University if disclosed or modified. The data owner (data security custodian) will make this determination. It is the data security custodian’s...
responsibility to implement the necessary security requirements should such data be considered high-risk, restricted or confidential.

Restricted – Information assets for which there are legal requirements prohibiting or imposing financial penalties for unauthorized disclosure. Data covered by federal and state legislation, such as FERPA, HIPAA, GRAMA, or the Data Protection Act, are in this class.

Confidential – Data that the University has determined should be protected because it may expose the University to loss if disclosed, but is not protected by federal or state legislation. For example a user ID in combination with a password is considered to be confidential.

Public – Although there are no restrictions on disclosure to protect public data (because the data are provided for broad viewing access), sufficient protection must be applied to prevent unauthorized modification of such data.

General Definitions

Centralized Computer Systems - Computer hardware (including but not limited to Servers, Routers, Switches and Access Points) and software systems (including but not limited to Web hosts, Customized databases, University databases, and Faculty developed software for educational purposes) maintained by the IT Division and located in the University's data centers.

Decentralized Computer Systems - Computer hardware (including but not limited to Servers, Routers, Switches and Access Points) and software systems (including but not limited to Web hosts, Customized databases, University databases, and Faculty developed software for educational purposes) maintained by any non-IT Division department.

Electronic Media - Electronic storage media including memory devices in computers (hard drives) and any removable/transportable digital memory medium, such as magnetic tape or disk, or CD (optical disk).

Frequently – At least every 90 days.

Portable equipment – Laptops, PDAs, and other removable storage devices such as flash drives (thumb drives).

Strong Password – A password that is at least 8 characters long and is a combination of upper and lower case letters, numbers and characters. Strong passwords do not include phrases, names, or other types of dictionary words.

IV. ROLES AND RESPONSIBILITIES

The persons responsible for implementing this Policy and their respective duties and/or responsibilities with respect to this Policy are described in Appendix A.

V. POLICY

A. CENTRALIZED / DECENTRALIZED COMPUTING SYSTEMS

· All University computing systems will comply with this Policy and the University security guidelines identified by the ISTF regardless of whether they are centralized or decentralized. These guidelines are available upon request from the University's ISO.

· If decentralized computing systems are unable to adhere to this Policy and the University security guidelines, decentralized systems must be relocated to a centralized computing system. Division
heads and/or deans may also choose to have a decentralized system relocated to the centralized computing system if desired.

B. COLLECTION OF DATA

- The collection of high-risk, restricted and confidential information, not supported by applicable law or policy or otherwise justified by legitimate University purposes, is not permitted except with notification and permission of the individual to whom the data applies.

- The collection of high-risk, restricted and confidential information must, to the extent practicable, be collected from the individual directly and not from other individuals or data sources outside the University.

- When information is obtained from data sources outside the University or other individuals, documentation or a log must be maintained of these sources.

- If providing high-risk, restricted or confidential information is purely voluntary, this fact must be communicated to the individual providing the information.

C. ACCESS CONTROL

- Access to high-risk, restricted and confidential information via the University's computer system is limited to those employees who have a legitimate business reason to access and/or use such information.

- Data access control must have sufficient documentation to allow the appropriate authorized access. There is a delicate balance between protecting the data and permitting access to those who need to use the data for authorized purposes. This balance should be recognized.

- High-risk, restricted and confidential information, electronic or paper, should not be left in plain sight to prevent unauthorized viewing and must be secured when unattended.

- All users of systems that contain high-risk, restricted or confidential data must have their own user name and use a strong password. The sharing of user names and passwords is not allowed.

- The password of empowered accounts, such as administrator, root or supervisor, must be changed frequently.

- Passwords used for University access must not be the same as passwords used for personal accounts (banks, g-mail, and credit cards).

- Passwords must not be placed in emails unless they have been encrypted.

- Human Resources and IT Division will work with other departments to ensure that terminated employees have their accounts disabled upon transfer or termination. Since there could be delays in reporting changes in user responsibilities, periodic user access reviews should be conducted by the organization's data security custodian.

- Personnel who have administrative system access must use other non-administrative accounts for performing non-administrative tasks.

- Accessing or attempting to access other computer systems through the University network, including those external to the University, without authorization of the owner of that system, as documented in the Acceptable Use Policy (PPM 2-19), is strictly prohibited.
D. REMOTE ACCESS

- Only authorized users will be permitted to remotely connect to University computer systems, networks and data repositories to conduct University related business. Such connections must be done through University approved, secure, authenticated and centrally managed methods of remote access.

- Individuals who work from remote locations are required to abide by the Standard for Secure Remote Access.

E. PHYSICAL SECURITY

- The party responsible for ensuring physical protection of all centralized computer systems is the IT Division.

- The party responsible for ensuring physical security of decentralized computer systems is the appropriate Campus Security Contact (CSC).

- At a minimum, the appropriate responsible party shall comply with University guidelines and procedures to protect physical areas with shared electronic information resources that contain high-risk, restricted and confidential information.

- Individual organizations/departments within the University are responsible for physical security of personal computers and other local electronic information resources, including portable equipment, housed within their immediate work area or under their control.

- Permanent copies of high-risk, restricted or confidential data must not be stored on portable equipment.

- High-risk, restricted or confidential data must be used only temporarily on portable equipment and then only for the duration of the necessary use and only if protective measures, such as encryption, are implemented that will safeguard the confidentiality and integrity of the data in the event of theft or loss of the portable equipment.

F. DATA SECURITY

- All desktop systems and servers that connect to the network must be protected with an approved licensed anti-virus software product that it is kept updated according to the vendor’s recommendations.

- Headers of all incoming data, including electronic mail, must be scanned for viruses by the email server where such products exist and are financially feasible to implement. Outgoing electronic mail should also be scanned where such capabilities exist.

- All employees, agents, or affiliates of the University who handle high-risk, restricted or confidential data for the purpose of performing their job duties or other functions directly related to their contractual affiliation with the University are responsible for the proper handling of this data while under their control.

- The University will take reasonable and appropriate steps consistent with current technological developments to make sure that all high-risk, restricted and confidential information is secure, and to safeguard the integrity of records in storage and transmission.
The IT Division requires that all servers must be registered before being allowed to transmit data through Weber State University’s firewall.

Encryption technology will be utilized for local or central storage and transmission when required by law, policy, business standards, and University guidelines.

All connections to the Internet must go through a properly secured connection point to ensure the network is protected when the transmitted data is classified high-risk, restricted or confidential.

All systems connected to the Internet should have a vendor-supported version of the operating system installed, including the most recent security patches.

G. BACKUP AND RECOVERY

Data backup and copies of data and software associated with any essential electronic information stored on centralized computer systems must be sufficient to satisfy disaster recovery requirements and must be stored at a secure, commercial site that provides standard protection. (see IT Division Continuity of Service Plan)

Backup and recovery procedures are required for essential data and software stored on decentralized computer systems, including desktop systems.

Electronic media used for backup purposes must be stored in a secured physical location (not an employee’s residence).

H. SECURITY INCIDENT RESPONSE AND HANDLING

The Incident Response guidelines outline procedures for responding to an actual or attempted unauthorized access to high-risk, restricted and confidential information. This guideline is available upon request from the University’s Information Security Office function.

Any person who becomes aware of any information security incident involving high-risk, restricted or confidential information must abide by the Information Security Incident Response Guidelines and Procedures. This guideline is available upon request from the University’s Information Security Office function.

The University will report and/or publicize unauthorized information disclosures, as required by law or specific industry requirements.

I. SERVICE PROVIDERS

Due to the specialized expertise needed to design, implement, and service new technologies, vendors may be required to provide resources that the University determines not to provide on its own. The service provider must provide assurance that it will protect the University’s high-risk, restricted and confidential information it receives according to commercially reasonable standards and should include the following provisions within a contract:

An explicit acknowledgment that the contract allows the contract partner access to high-risk, restricted and/or confidential information.

A specific definition or description of the high-risk, restricted and/or confidential information being provided.
A stipulation that the high-risk, restricted and/or confidential information will be held in strict confidence and accessed only for the explicit business purpose of the contract.

An assurance from the contract partner that the partner will protect the high-risk, restricted and/or confidential information it receives according to commercially reasonable standards.

A provision providing for the return or destruction of all high-risk, restricted and/or confidential information received by the contract provider upon completion or termination of the contract.

An agreement that any violation of the contract's confidentiality conditions may constitute a material breach of the contract and entitles the University to terminate the contract without penalty.

A provision ensuring that the contract's confidentiality requirements shall survive any termination agreement.

An agreement that an audit can be performed by a University employee, for any or no reason, with the intent of ensuring the integrity and confidentiality of high-risk, restricted and/or confidential information that has been provided to a service provider.

A provision requiring compliance certificates as proof of a service provider’s compliance with federal, state, or other industry regulations that include but are not limited to GLB and PCI.

J. TRAINING AND AWARENESS

Each new University employee will be trained on the Acceptable Use Policy and University Information Security Policy as they relate to individual job responsibilities. Such training will include information regarding controls and procedures to prevent employees from providing high-risk, restricted and confidential information to an unauthorized individual.

K. EMPLOYEE MANAGEMENT

References must be checked and criminal background checks obtained for all new employees in compliance with University’s background check policy.

L. MONITORING AND TESTING OF NETWORKS

- Operating system and application software logging processes must be enabled on all host and server systems. Where possible, alarm and alert functions, as well as logging and monitoring systems, must also be enabled.

- Server, firewall, and critical system logs should be reviewed frequently. Where possible, automated review should be enabled and alerts should be transmitted to the administrator when a serious security intrusion is detected.

- Intruder detection tools must be installed where appropriate and checked on a regular basis.

- System integrity checks must be performed on all host and server systems housing high-risk, restricted or confidential University data.

- Internal and external network vulnerability scans and penetration testing will be performed on the network infrastructure on a regular basis and after any significant change in the infrastructure, application upgrade or modification (e.g., new system component installations, changes in network topology, firewall rule modifications or product upgrades).
M. PENALTIES AND ENFORCEMENT

Penalties and enforcement of this policy will be in accordance with University policies and appropriate disciplinary and/or legal action will be taken when warranted in any area involving information security.

N. POLICY COORDINATION

- The University has identified the Information Security Office function to act as the coordinator of this Policy.
- The Information Security Office function will be responsible for assessing the risks associated with high-risk, restricted and confidential information and developing procedures to minimize those risks to the University.
- Internal Audit personnel will conduct reviews of areas that have access to high-risk, restricted and confidential information to verify that University departments comply with the requirements of this Policy.

O. REVIEW AND REVISION OF POLICY

- This Policy will be subject to periodic review and revision.
- Continued administration of the development, implementation and maintenance of the Information Security Policy will be the responsibility of the Information Security Task Force.
- The Information Security Office function, in consultation with the Office of University Legal Counsel, will review the standards set forth in this Policy and recommend updates and revisions as necessary.

Fulfillment of General Education Provisions Act (GEPA) Section 427

In accordance with GEPA, VUB ensures that special care is taken to identify, recruit, and provide services to low-income and first generation students through a non-discriminatory process without regard to gender, race, color, national origin, or disability. All VUB staff are trained annually on relevant GEPA legislation, Equal Employment Opportunity, Affirmative Action, and the American Disabilities Act. Special recruitment efforts identify veterans of under-represented groups and those with special needs. The program maintains networking and referrals with agencies that serve diverse populations.

Conflict of Interest

WSU PPM 4-32 relates to conflict of interest for grants and contracts (of which VUB is one) and references OMB Circular A-110, Subpart C-42 as well as other university policies related to ethical conduct. These policies are designed to help maintain a high ethical standard for all those who work for the university as well as those who work under federal grant and contract guidelines. Faculty and staff receive periodic training in these polices.
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OFFICE POLICY AND PROCEDURES SECTION

INDEX

INTRODUCTION 41
ADDRESS AND COMMUNICATION INFORMATION 41
VACATIONS AND SICK DAYS / TIME KEEPING 41
RECORDS 42
SECURITY 42
BUDGET 43
GIFT CARDS 44
VUB AWARDS CRITERIA 45
STAFF MEETINGS 46
LAPTOP LOAN PROGRAM 46
LOW-INCOME LEVELS (By Size of Family Units) 46
STAFF TRAVEL 47
TAKING A DAY OFF IF YOU HAVE TO TRAVEL TO A CONFERENCE ON A WEEKEND DAY 47
INTRODUCTION

Veterans Upward Bound (VUB) provides educational services for qualified veterans. This Federal TRIO program is funded through the U.S. Department of Education (DOE).

The VUB program at, currently (2014 - 15) funded for $323,217, serves a minimum of 144 eligible veterans per

VUB is a pre-enrollment service for veterans who do not have a four-year college degree. Those individuals meeting the admission requirements and wishing to improve their educational skills are served with remedial and refresher academic courses, tutoring, study skills advisement, academic curriculum information, career exploration, financial aid application assistance, and preparation for entering college or a vocational/technical school.

All VUB services, including instruction, counseling, and supplies, are completely free of charge to participants.

ADDRESS AND COMMUNICATION INFORMATION

CURRENT STAFF  Updated April 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Randal (Randy) Wilson</td>
<td>Director</td>
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<tr>
<td>Yulia Goff</td>
<td>English Instructor/Tutor</td>
</tr>
<tr>
<td>Dan Czech</td>
<td>Enrollment Advisor</td>
</tr>
<tr>
<td>Daniel Kiser</td>
<td>Math Instructor/Tutor</td>
</tr>
<tr>
<td>Jan Pollard</td>
<td>Office Manager</td>
</tr>
</tbody>
</table>

OFFICE HOURS

Monday – Friday 8:00 am to 4:30 pm

VACATIONS AND SICK DAYS / TIME KEEPING

I. Vacations

Vacation time is accrued at the standard campus rate found at http://www.weber.edu/ppm/Policies/3-21_SickLeave. As a grant program, we may not roll unused vacation days over into a new year so they must be used or lost. The director requires at least a 24 hour notice if someone wants to be on vacation. If the vacation is longer than a day a week’s notice is needed to make alternate plans while the staff member is away. A specific vacation request form is available on the G Drive and all staff are expected to use it.

II. Sick Days

Sick time is accrued at the standard campus rate found at http://www.weber.edu/EmployeeHandbook/Vacation.html. If a person must miss work due to
illness the staff member is asked to e-mail or phone at least two other staff to let them know and those people are responsible for telling the rest of the office staff.

III. Time Sheets

Every month the Administrative Assistant will prepare Time %& Effort forms for all staff to sign and will send them to the grants accountant.

RECORDS

I. ADMINISTRATIVE RECORDS

II. DEPARTMENT OF EDUCATION RECORDS

Currently, the Department of Education requires annual performance reports, which are the responsibility of the Project Director. Staff members assist the Director by updating participant files, transferring information to the computer databases, and tallying the services provided by the project. The criteria for performance reports and for other federal documents, including grants, are made available to the Director by the U.S. Department of Education.

III. INTER-OFFICE COMMUNICATIONS

IV. PROCEDURAL REFERENCES

VUB staff can refer to several publications as procedural questions arise. A primary source of information should be the grant document currently on file with the U.S. Department of Education. A complete copy of the grant is provided to each staff member and is available in the VUB Office.

WSU has a PPM online at http://www.weber.edu/ppm/ for all its personnel, and staff can refer to this source for information on University benefits, grievance policies, and related issues by contacting Human Resources. The Administrative Assistant also maintains and updates the Administrative Assistant's manual, regularly updating procedures related to this position.

Though the Director is responsible for program compliance, all VUB staff should be aware of program policies.

SECURITY

I. ACCESS TO THE OFFICE

The VUB off is a stand-alone building dedicated just to VUB. The Director and staff have keys to enter the building as do the cleaning crew and select fiscal plant employees.

Student workers do not carry keys although it is possible that at certain times of the day they might be the only people in the office while staff members are at meetings or at lunch.

Keys to various cabinets and doors inside the building are kept in a key-lock box that only the Director and Administrative Assistant have.
II. FILES AND FILE CABINETS

Sensitive files and student records are kept in locked file cabinets to which only VUB staff have access. Older files are archived electronically in the VUB Shared BOX area.

III. CONFIDENTIAL OR SENSITIVE DOCUMENTS

Confidential and sensitive documents are kept under cover and are locked overnight in cabinets or when staff members are not around to guard their privacy. Information on the data base is held on a password protected computer and is backed up on a secured external drive.

IV. OFFICE ELECTRONICS

All computers and printers should be turned off each night. During electrical storms, it is wise to turn off and unplug any electronic machines.

BUDGET

The current budget is good through 2014-2015.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Salaries &amp; Wages</th>
<th>WSU/Community Support</th>
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<tr>
<td><strong>Salaries</strong></td>
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<tr>
<td>Project Director</td>
<td>100% 12 Mo. $56,549.00</td>
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<td>Enrollment Advisor</td>
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<td>English/Computer Instructor</td>
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<td>Office Assistant</td>
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<td><strong>Sub-Total Salaries</strong></td>
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<td><strong>Benefits</strong></td>
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<tr>
<td>Project Director</td>
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<td>Enrollment Advisor</td>
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<td>Math Instructor</td>
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<td>Office Assistant</td>
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<td><strong>Sub-Total Benefits</strong></td>
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**Total Personnel** $275,764.00

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<td>--------------------------------------------------------</td>
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<td>COE National Conference (Director)</td>
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<tr>
<td>National Meeting (Director or 1 staff)</td>
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<td>ASPIRE Regional Meeting (1 Staff)</td>
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<td>ASPIRE State Meeting (1 Staff)</td>
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<td>Technology (Computer &amp; Software)</td>
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<td>Blumen Database Annual Subscription</td>
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<td>Mailing to Participants and for Business</td>
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<td>Telephone / Long Distance</td>
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<td>Open Houses and Participant Seminars</td>
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<td>Scholarships</td>
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<tr>
<td><strong>TOTAL WSU/COMMUNITY</strong></td>
<td><strong>$2,500.00</strong></td>
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</tbody>
</table>

Actual salaries may vary due to staffing changes and allowed/disallowed pay increases.

**GIFT CARDS PROVIDED TO PARTICIPANTS**

VUB cannot buy gift cards but if another office buys then for us we are responsible for getting a signature from each person who receives a card. This can be an audit topic.
VUB AWARD CRITERIA

What you see in quotation marks is the past criteria. All other information is new.

VUB AWARD CRITERIA

What you see in quotation marks is the past criteria. All other information is new.

VUB ALUMNI AWARD

“The Alumni Award is presented annual by the VUB staff to one alumni student for being the outstanding alumni of the year.”

The Alumni Award should reflect a person who has completed VUB and education and is now earning a living based on the degree(s) he or she achieved. The more prestigious the career, the better should be considered for this award. Also, careers where the alumni is helping other veterans is good.

VUB ASPIRE TO ACHIEVE AWARD

“The Aspire to Achieve Award is presented annual by the VUB staff to one student for having the highest aspirations to achieve while having overcome the most to meet those aspirations.”

This award recognizes a participant who has had huge obstacle to overcome to become a student or to graduate with a degree. The obstacles should represent more than the run-of-the-mill barriers most veterans confront in their education. Consider post-traumatic shock. Traumatic brain injury, severe physical disabilities, the length of time out of school, the greatest academic challenges to overcome, learning disabilities, etc.

VUB STUDENT OF THE YEAR AWARD

“The Student of the Year Award is presented annual by the VUB staff to one current student for being the outstanding student for the year based on Instructor/Tutor recommendations.”

This award should represent a very involved participant in VUB who has worked hard in our program and has shown great improvement. Consider academics. Also consider if they were responsive to any advice or other help you offered. Consider how many VUB services were utilized. This should be the best participant you know.

VUB GOLDEN GRENADE

“The Golden Grenade Award is presented annually by Utah’s only Veterans Upward Bound program [housed at Weber State University] to individuals who are exemplary in volunteering service to help veterans make their lives more successful.”

Service should consider what they do outside their paid job responsibilities. Individuals on campus are eligible but must be involved beyond their duty assignments at the University. Consider how many veterans their volunteered service impacts. If you consider awards, please summarize the awards so it is clear why they were bestowed. It is suggested you interview the person to be as accurate and complete as possible.
Because we do not have a banquet, these awards will be presented privately unless a more public presentation is possible. Publicity should be generated with the winners such as VIBES, TRIO Campus Update, NAVUB Newsletter, and local papers.

A high resolution, color, digital picture should be provided with each nomination. (no camera phone pictures)

**STAFF MEETINGS**

Staff meetings are held approximately once a month on Fridays at 9:00 am. All full-time staff members are expected to attend. Staff members are encouraged to add topics to the agenda. After that, the agenda is prepared no later than Wednesday before the staff meeting and each staff member is provided a copy. During each staff meeting announcements are made followed by a review of old business and then discussing any new business that needs attention. The Administrative Assistant takes notes and provides them to the staff in typed form no later than one week after the meeting.

**LAPTOP LOAN PROGRAM**

1. We loan a laptop out for one semester at a time. A person must physically return the laptop after finals. No matter when in the semester it is borrowed it must be returned after finals.
2. We keep a list of people who want to borrow a laptop and the date they were added to the list.
3. When a laptop is returned, it goes to the longest waiting person on the list for one semester. If no one is waiting, then the person returning the laptop can use it another semester.
4. All laptops have received security tracking software so that if a computer is not returned, it can be found.

**LOW-INCOME LEVELS (By Size of Family Units)**

Go to: [Federal TRIO Programs Annual Low Income Levels](#). These change every year.

---

### Federal TRIO Programs
**Current-Year Low-Income Levels**
(Effective January 28, 2014 until further notice)

<table>
<thead>
<tr>
<th>Size of Family Unit</th>
<th>48 Contiguous States, D.C., and Outlying Jurisdictions</th>
<th>Alaska</th>
<th>Hawaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$17,505</td>
<td>$21,870</td>
<td>$20,130</td>
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<tr>
<td>2</td>
<td>$23,595</td>
<td>$29,490</td>
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<td>3</td>
<td>$29,685</td>
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<td>$35,775</td>
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<tr>
<td>5</td>
<td>$41,865</td>
<td>$52,350</td>
<td>$48,150</td>
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<tr>
<td>6</td>
<td>$47,955</td>
<td>$59,970</td>
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</tr>
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</table>
For family units with more than eight members, add the following amount for each additional family member: $6,090 for the 48 contiguous states, the District of Columbia and outlying jurisdictions; $7,620 for Alaska; and $7,005 for Hawaii.

The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.

The figures shown under family income represent amounts equal to 150 percent of the family income levels established by the Census Bureau for determining poverty status. The poverty guidelines were published by the U.S. Department of Health and Human Services in the Federal Register on January 22, 2014.

**STAFF TRAVEL**

- Check with the Director before committing to expenses for a trip so the budget can be reviewed
- Travel in the most economical way possible
- Stay two to the room if possible
- Get receipts for everything that is not a personal expense
- Fill out travel forms according to the University expectations
- If there is not an item to cover it in the budget you may not go on the trip

**TAKING A DAY OFF IF YOU HAVE TO TRAVEL TO A CONFERENCE ON A WEEKEND DAY**

There is no WSU written policy but you should take the day within the pay period of the trip.
STAFF PROCEDURES SECTION

The following Procedures are specific to particular staff positions.

<table>
<thead>
<tr>
<th>Position</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>49</td>
</tr>
<tr>
<td>VUB Assistant</td>
<td>60</td>
</tr>
<tr>
<td>Office Assistants</td>
<td>72</td>
</tr>
<tr>
<td>Enrollment Advisor</td>
<td>78</td>
</tr>
<tr>
<td>Basic Skills Instructors</td>
<td>84</td>
</tr>
</tbody>
</table>
# DIRECTOR SECTION

Updated November 06, 2014

## INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Writing</td>
<td>51</td>
</tr>
<tr>
<td>Annual Performance Report</td>
<td>51</td>
</tr>
<tr>
<td>Annual Success Report</td>
<td>51</td>
</tr>
<tr>
<td>Policy and Procedures Manual</td>
<td>51</td>
</tr>
<tr>
<td>Budget</td>
<td>51</td>
</tr>
<tr>
<td>Gift Account</td>
<td>52</td>
</tr>
<tr>
<td>Charge Card</td>
<td>52</td>
</tr>
<tr>
<td>Intake Processing</td>
<td>52</td>
</tr>
<tr>
<td>Certification of Eligibility</td>
<td>52</td>
</tr>
<tr>
<td>Academic Improvement</td>
<td>53</td>
</tr>
<tr>
<td>Participant Program Reentry</td>
<td>53</td>
</tr>
<tr>
<td>Participant File Folder Creation</td>
<td>53</td>
</tr>
<tr>
<td>Participant File Review</td>
<td>54</td>
</tr>
<tr>
<td>Archiving Old Participant Files</td>
<td>54</td>
</tr>
<tr>
<td>Monitoring Staff Job Performance</td>
<td>54</td>
</tr>
<tr>
<td>Professional Membership</td>
<td>54</td>
</tr>
<tr>
<td>Professional Conferences and Training</td>
<td>53</td>
</tr>
<tr>
<td>Politics</td>
<td>56</td>
</tr>
<tr>
<td>Campus and Community Committees</td>
<td>56</td>
</tr>
<tr>
<td>Speaking to Groups</td>
<td>56</td>
</tr>
<tr>
<td>Visibility</td>
<td>56</td>
</tr>
<tr>
<td>Brochures, Flyers, and Posters</td>
<td>57</td>
</tr>
<tr>
<td>Incentives to Students</td>
<td>57</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>57</td>
</tr>
<tr>
<td>Staff Training</td>
<td>57</td>
</tr>
<tr>
<td>Technology</td>
<td>57</td>
</tr>
<tr>
<td>Web Site</td>
<td>58</td>
</tr>
<tr>
<td>Vacation/Sick Leave</td>
<td>58</td>
</tr>
<tr>
<td>FERPA</td>
<td>58</td>
</tr>
<tr>
<td>References</td>
<td>58</td>
</tr>
<tr>
<td>Regulations</td>
<td>58</td>
</tr>
<tr>
<td>Organizations</td>
<td>59</td>
</tr>
</tbody>
</table>
GRANT WRITING

Grant writing takes place on a 5 year cycle with the coming writing to take place (estimated) in the fall of 2016. While the director is the main writer, all staff are expected to contribute and respond to the director when the process is in action. Close ties with Sponsored Programs are maintained throughout the process to allow for their advice and assistance.

Prior to grant writing the director requests funding from WSU to be used to attend a grant writing workshop put on by either COE or the U.S. Department of Education. This training is not an allowable cost for grants funds but the Director's supervisor has paid for it in the past.

ANNUAL PERFORMANCE REPORT

Each year VUB has to submit a program performance report to the U.S. Department of Education (DOE). The report is submitted electronically. The director ensures throughout the year that documentation of services is being completed. When the U.S. Department of Education website indicates the report is due, the director provides information (with examples) for the staff to follow. Once all information is gathered, the director assures that the Office Manager has it all entered on the database. Then the director goes online to the APR reporting site and submits the information. Copies are made for the director's supervisor and the Sponsored Programs Staff, who may assist in the uploading.

It is important to read and follow all directions from the U.S. Department of Education precisely to be sure you are accurate and complete. The future of the program can rest on the accuracy and the thorough reporting of the information submitted in the annual report.

ANNUAL SUCCESS REPORT

Once a year the director compiles data about the program after the APR is submitted and prepares a success report that can be shared with campus officials and supporters of VUB. This report contains data in graphic form with explanatory text and will highlight successes, rather than struggles.

NAVUB also requests a report, as does ASPIRE, each having their own format.

POLICY AND PROCEDURES MANUAL

It is the director’s responsibility to monitor the PPM and to assure it is accurate and up-to-date. When revisions are needed the director assigns appropriate staff to the task of updating particular sections. A printed copy will be kept in the director’s office but a .pdf version will be available on the project’s website, and in the VUB Departmental Shared area of BOX at the University, so that any person can reference the document.

BUDGET

The director oversees the budget and approves all expenditures. The Director works closely with the Office Manager to review the budget monthly and to determine any changes or corrections that must be made. The director also speaks with the grants accounting accountant and with the Sponsored Programs staff as conditions require to clear up issues or to make major changes.
Each year the Director formulates the annual budget after the Award Letter arrives indicating that the program is still in operation for another year. This budget is prepared in Excel format to allow for electronic sharing with Sponsored Projects and other campus offices.

**REMEMBER: Restrictions include:**

- You cannot move any money up to salaries unless perhaps it is from staff salaries and even then it should be discussed with the TRIO director.
- You can move money out of salaries and benefits if you are sure there will be enough left to covers salaries and benefits through the end of the year.

Remember: if you move money, always keep a local record. The office manager should reconcile it to be sure it was moved and was entered into the right lines.

This office manager keeps a paper version of the budget as a cross reference to Banner. This version gives a different view of the budget because it is often more up-to-date that the Banner version and if the two do not match, it raises a flag for the office manager to raise questions and find out what the discrepancies are. These conflicts of information are discussed with the director and a decision is made about what action to follow.

General supplies and textbooks are ordered by the office assistant on a monthly basis. While other staff may request these supplies, no spending within the program should be done without prior approval of the director. University staff may not spend their own funds for supplies, expecting to be reimbursed for such expenses; the University makes no allowance for such reimbursement.

**GIFT ACCOUNT**

An account is currently being set up to receive donations to VUB. The reason for this separate account is to be able to use donated money without having to apply U.S. Department of Education restrictions to it.

**CHARGE CARD**

Every staff member has a charge card that can be used for travel purposes. The Office Manager also uses the card to purchase supplies and subscriptions for the office. On a regular basis the Office Manager checks the charge card bills for accuracy and the director signs by expenditures to certify that they are legitimate.

**INTAKE PROCESSING**

When the Enrollment Advisor is unavailable, the director can step in to do limited in-processing and advising of new participants. All paperwork will be left for the Enrollment Advisor to cross-check before it is processed.

**CERTIFICATION OF ELIGIBILITY**

Once folders are made they are handed to the director for approval. The director considers several factors in the approval process, all of which are included on a “fillable” form found on the directors’
computer desktop. Once the form is filled in it is printed and inserted into the folder that is then returned to the Office Manager.

ACADEMIC IMPROVEMENT

Project participants are required to complete a pre-and post-test to assess academic readiness and to show academic improvement. The project uses the Accuplacer test through the College Board, which assesses English, math, and computer readiness and improvement. The Director is the Site Administrator and point of contact for Accuplacer testing.

Testing for math and English academic placement is mandatory for project entrance; testing for computer placement is administered on an as needed basis.

In the event, that students have already taken the Accuplacer through WSU or SLCC, VUB requests those test scores from the testing institution by contacting the Director of Veterans Services at SLCC or the secretary in the testing center at WSU.

Participants are required to take the post-test before receiving any stipend money, which they acknowledge by signing the stipend contract upon entering the program.

EXCEPTIONS:
When the participant cannot be contacted or refuses to complete the post-test, VUB accepts a passing grade in the academic subject, or a related one, in lieu of the post-test.

VUB also accepts gains in Passkey as proof of academic improvement in cases where participants cannot or will not complete the Accuplacer post-test.

NOTE: Participants who do not come in for post-testing are no longer eligible for VUB services.

PARTICIPANT PROGRAM REENTRY

Applicants who desire to re-enter the program must be cleared by the Director. The Director will take into account reason for leaving VUB initially, change in circumstances and/or change in participant’s educational plan, participant’s need, participant’s ability to complete outlined educational plan, and other factors deemed relevant by the Director. Upon Director approval and re-taking of the relevant portion of the Accuplacer test, the participant may be re-admitted to VUB.

PARTICIPANT FILE FOLDER CREATION

1. The department maintains both an electronic and a paper file on all program participants.
2. All participant files must contain the following:
   a. DD-214, showing active duty dates and type of discharge
   b. Income tax verification (one or all of the following)
      i. Income tax form filed for applicable year, showing taxable income of participant
      ii. Student statement, certifying taxable income for applicable year
      iii. Signed application form, certifying taxable income for applicable year
   c. Initial write-ups by person initiating participant’s electronic file
      i. Intake
      ii. Financial aid
      iii. Academic Assessment
PARTICIPANT FILE REVIEW

In order to ensure the integrity of program data, participant files are reviewed at various times during the project year:

1. At the time of file creation:
   a. The person initiating the participant’s electronic file reviews the information entered into the VUB database for completeness and accuracy.
   b. The person initiating the paper file reviews the information in the paper file and the database file for completeness and accuracy.
   c. The Office Manager reviews the information in the paper file and database file for completeness and accuracy.

2. Annually: The Director reviews the paper file and the electronic file to insure that 1) all required documents have been received and inserted in the paper file and 2) that the information on the documents received matches the information entered into the electronic database file.

3. Year-end APR reporting: The Director, in cooperation with other appropriate staff member(s), reviews the files for correctness and completeness and to ascertain whether mandated US Department of Education objectives have been met regarding each current year participant.

ARCHIVING OLD PARTICIPANT FILES

Once a participant is no longer in the program and his or her college status has been determined (continuing or graduated) the file is scanned to a .pdf format and is stored in the VUB Staff folder in BOX. Once archived, these file will not be removed From BOX but the paper copy will be shredded for security purposes.

MONITORING STAFF JOB PERFORMANCE

Staff performance is monitored throughout the year. The director looks for outstanding practices of the staff and offers help if staff need guidance or help. Considerations are applied when staff offer ideas, interact in staff meetings, evaluate students regularly to monitor their needs, interact on campus, participate in staff development opportunities and professional conferences, and provide exceptional “customer service”. The PREP process takes place in the spring. Staff should not be “dinged” in PREP without first discussing the problem and having a chance to correct the problem.

PROFESSIONAL MEMBERSHIP

The program maintains a membership in the National Association of Veterans Upward Bound [http://www.veteransupwardbound.org/](http://www.veteransupwardbound.org/). This organization represents all the VUB programs in the nation who pay for membership (and sometimes even if they do not pay membership).

Annually the organization has a conference and this is the best conference for the program to be represented at because it related totally to VUB. Conferences include professional training and information sharing and organization business while also emphasizing networking.
For one membership fee, each staff member gets one vote in all business meetings and elections of the organization and receives periodic newsletters and an annual directory.

The director also maintains a membership in the state and regional organizations (ASPIRE) even if budget money will not support attending all their conferences and meetings.

PROFESSIONAL CONFERENCES AND TRAINING

Professional development is encouraged among the staff as long as the budget can support the travel or if staff members wish to attend “out-of-pocket”. Staff may not make commitments to travel or to spend travel money without prior approval from the director.

Within the confines of the budget, the director is expected to attend the following conferences to represent the rest of the staff. The director may allow other staff to attend when the budget allows, or the director may wish to assign one conference per staff. In such a case, the staff who attends is expected to take copious notes and to share information with the rest of the staff at the next staff meeting after they return.

*National Association of Veterans Upward Bound (NAVUB)*: This is the primary focus of the director because of VUB specific business requiring votes. If staff members wish to forgo other conferences there might be enough budget support for others to go to the national conference also.

*COE* is a national conference of all TRiO programs. Being the most expensive to attend only the director, or one staff will attend but help from campus should be sought to cover expenses or the Director should not attend. Using a Staff Development Grant might be a way to attend when one is available.

*Policy Seminar and Relations with the US Department of Education*: The policy seminar cannot be paid for out of grant funds because of lobbying that takes place there. Technically, a staff member who attends should do so on their own time so as to comply with regulations stating that no grant funds may be used for lobbying activities. IF the attending staff member also goes to the Relations with the US Department of Education, the plan trip and one a day of per diem and one night in a hotel is acceptable but the other expenses have to come from non-grant funds.

*ASPIRE* is the regional conference and one staff member may cover this conference or the director will attempt to go.

*ASPIRE UTAH* is the state conference and the most economical for staff to attend but if none wish to attend then the director will go.

*Grant writing seminars* are offered prior to a competition. It is not an allowable cost for a director or staff to attend by using grant money. The training is important and WSU should be approached for support of this event.

*OTHER* conferences will be approved if money is available and the conference has a direct relationship to the mission of the program.
POLITICS

It is not allowed for the director or any staff member to be engaged in lobbying activities during the course of their regular work day. Grant resources cannot be expended for such activities. Ideally if a person wishes to contact a Senator or Congressman about issues relating to TRIO that person should be off the clock such as making the contact after work or while on vacation.

CAMPUS AND COMMUNITY COMMITTEES

The director is involved in campus committees as a means of maintaining a VUB presence on the campus and to support the home institution. The director serves on committees as time permits. Two regular committees are the Military Outreach and Veterans Education (MOVE) committee on campus and the Northern Utah Veterans Council that meets the first Friday of the month at noon at the Golden Coral Restaurant.

The director serves on search committees at WSU. The director also volunteers to serve on Student Affairs committees and the campus-wide MOVE Committee.

Other committees are option for the director but are encouraged as part of a networking effort.

PUBLICITY

The director must always be alert to publicity opportunities to maintain a presence in the minds of the community and to reach out to future participants.

SPEAKING TO GROUPS

Groups who have asked us to speak or provide tables and staff at events include:

- VFW
- American Legion
- Military Officer's Association
- Other TRIO programs
- Local National Guard Units
- Davis Campus
- Salt Lake Community College
- DWATC

VISIBILITY

The director must maintain a certain visibility for the sake of the program. The director should make an effort to go to related events such as Veterans Day celebrations, and should periodically go with the enrollment advisor to visit various campuses and offices. Furthermore, the director should attend most Student Affairs meetings and participate when possible.
BROCHURES, FLYERS and POSTERS

It is important to make sure such all brochures and publications indicate they were paid with grant money from DOE and to list the current year funded amount.

Some posters can be made in the office if only a small number are needed. We usually make them on tabloid sized paper that we can print through our color printers, sometimes in cardstock weight paper.

Before committing a design to print all information should be triple checked for accuracy and WSU regulations about logos, mailing, etc, should all be considered before the printer begins.

Flyers are made in the office and are taken by staff to various locations to be posted with approval by local business managers.

INCENTIVES TO STUDENTS

With a flat funded budget it is difficult to purchase incentives for participants. Incentives have been removed from the budget.

STAFF MEETINGS

One Friday every month a staff meeting is held at 9:00 am to discuss business and to facilitate planning. The Director generates the agenda and distributes it to staff before the meeting. The standard part of the agenda includes Announcements, Old Business, New Business and Student Discussions, but other areas are open for discussion also. The Office Manager takes minutes and publishes them within 5 working days of the meeting.

STAFF TRAINING

On occasion the director offers staff training in conjunction with a staff meeting. Topics are determined by what is needed at the time. In December the Director organizes a staff retreat with training and a meal. All full-time staff members are expected to attend and part-time staff, student workers and the VUB Director’s supervisor are invited. The retreat takes place at a local restaurant that has space for us to meet privately for approximately 4 hours.

Staff members are also provided information for external training and are allowed to go if the budget permits. If not, requests can be made through the Director’s supervisor for assistance or a staff development grant application can be submitted.

TECHNOLOGY

The director is responsible to encourage staff to use technology available on campus and to stay up-to-date with campus technology expectations. An attempt must be made to encourage staff to use the same programs available across campus and to use the same resources (to coordinate what we produce with what others produce.) This encouragement should include some high expectations rather than adapting downward to the least technologically experienced staff member.
The director needs to watch all equipment in the office to plan for regular upgrade or replacement of computers, copiers, etc., as necessary.

WEB SITE

The department’s web site is at http://www.weber.edu/vetsupwardbound/ and is part of the larger web site of Weber State University. The University designed a CMS system to update the web site and requires certain templates that are provided through the technology area of Student Affairs.

The Director is the primary web master for VUB.

When help is needed for updating problems, go to http://sat.weber.edu/.

The web editing tool is found in the WSU Portal. It may have to be added to a new director’s portal if it does not first appear.

VACATION / SICK LEAVE

Campus policies are followed regarding vacation and sick time. One the first or second work day of a month the Director goes through the WSU portal, “Staff Tab” accessing “Leave Tracker”, and approves all times that have been entered or challenges incorrectly reported times.

Every week the Director also must approve the office managers hours that are entered weekly. This is done by going through the portal and accessing “Timer Entry Approval” and then “Verify Work Week” under “Select Function”.

FERPA

The director must make sure the staff and the director receive FERPA training, according to the campus based auditor’s office. Contact the Registrar’s office to make the arrangements. Staff must sign a roster to show that they attended and a copy of this roster must be kept in the VUB office for future audits. The training is usually part of a monthly staff meeting in the VUB office.

REFERENCES

A few References the director must know are:

<table>
<thead>
<tr>
<th>Regulations</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFR for Upward Bound</td>
<td><a href="http://www.access.gpo.gov/nara/cfr/waisidx_00/34cfr645_00.html">http://www.access.gpo.gov/nara/cfr/waisidx_00/34cfr645_00.html</a></td>
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<td>HIGHER ED. ACT</td>
<td><a href="http://www.ed.gov/about/offices/list/ope/trio/triohea.pdf">http://www.ed.gov/about/offices/list/ope/trio/triohea.pdf</a></td>
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<td>OMB Circular a21</td>
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</tbody>
</table>
### Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVUBPP</td>
<td><a href="http://veterasnupwardbound.org">http://veterasnupwardbound.org</a></td>
</tr>
<tr>
<td>ASPIRE</td>
<td><a href="http://www.aspire-online.org/">http://www.aspire-online.org/</a></td>
</tr>
<tr>
<td>ASPIRE UTAH</td>
<td><a href="http://dsc.dixie.edu/sss/newaspire_files/UT-ASPIRE-Index.html">http://dsc.dixie.edu/sss/newaspire_files/UT-ASPIRE-Index.html</a></td>
</tr>
<tr>
<td>COE</td>
<td><a href="http://www.coenet.us/">http://www.coenet.us/</a></td>
</tr>
</tbody>
</table>
VUB ASSISTANT SECTION
(Last Updated May 28, 2014)

INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Meeting Agenda and Minutes</td>
<td>61</td>
</tr>
<tr>
<td>Purchase Card (P-Card) Reconciliation</td>
<td>61</td>
</tr>
<tr>
<td>New VUB Participant Folder Procedure</td>
<td>63</td>
</tr>
<tr>
<td>Mail</td>
<td>65</td>
</tr>
<tr>
<td>Month End Reports</td>
<td>66</td>
</tr>
<tr>
<td>Headcount Report</td>
<td>66</td>
</tr>
<tr>
<td>Participant Temporary Parking Passes</td>
<td>67</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>67</td>
</tr>
<tr>
<td>Telephone Report</td>
<td>68</td>
</tr>
<tr>
<td>Shoe Boxes for Veterans</td>
<td>69</td>
</tr>
<tr>
<td>VIBES Newsletter</td>
<td>70</td>
</tr>
<tr>
<td>Staff Leave Forms</td>
<td>70</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>70</td>
</tr>
<tr>
<td>Time and Effort Forms</td>
<td>70</td>
</tr>
<tr>
<td>Copier Repair</td>
<td>71</td>
</tr>
<tr>
<td>Office Inventory</td>
<td>71</td>
</tr>
<tr>
<td>Participant Follow-up</td>
<td>71</td>
</tr>
</tbody>
</table>
STAFF MEETING AGENDA AND MINUTES

Agenda Creation
1. Request meeting agenda items from director
2. Create agenda using previous agenda as a template
3. Agenda should include:
   a. Date and time of meeting
   b. Invited attendees as well as anyone excused because of absence
   c. Name of minute taker
   d. Items for discussion
4. Save completed agenda in appropriate folder in G:staff meetings
5. Print copies of agenda for each attendee

Minute Creation
1. Takes notes during meeting recording all important information
2. Create minutes using previous meeting minutes as a template
   a. Use complete sentences
   b. Keep information for each topic succinct
   c. Include the names of persons responsible for each item
3. Save minutes in same folder as agenda
4. Print copies of the minutes for each person who attended and place in their mailboxes
   a. Complete minutes within one day of meeting
   b. Make edits as suggested should any attendee find an error
   c. Email copies to Staff, Carl Porter, and Jan Winniford

PURCHASING CARD (P-CARD) RECONCILIATION
1. P-cards for entire department are reconciled monthly by the Office Manager
2. An email will be received from Purchasing when the P-card statement is ready for review and reconciliation
3. Reconcile P-card following the procedures and guidelines from Purchasing
a. Staff members should provide receipts for P-card usage throughout the month; if receipts are missing, it is the responsibility of the individual staff member to correct the problem.

4. All P-card purchases are placed into a holding account and then must be reallocated when P-cards are reconciled.
   a. Complete P-card reallocation form listing the date of purchase, vendor, item(s) description; dollar amount, account to which to reallocate, and director signature.
   b. Each line item on the P-card statement must be put on the reallocation form.
   c. Complete a separate form for each staff member.

5. P-card statements must be signed by the reconciler as well as the staff member.

6. Staff P-card statements must then be reviewed and signed by the director.
   a. Director’s P-card statement must be reviewed and signed by Executive Director for Academic Support Services and programs.

7. Once reconciliation is complete, make copies of statements, receipts, and reallocation forms and submit to Accounting Services.

8. Originals of all documents are filed in the VUB Office.

P-Card Monthly Statements

It is the cardholder's responsibility to obtain a monthly statement when there are charges made on the P-Card and to obtain Reconciler and Supervisor signatures.

Statements are available on the Pathway Net website at https://pwnet.procard.com/weber/

Getting Started Guides

These guides contain detailed instructions for printing statements.

- Guide for Printing P-Card Statements (Cardholder)
- Guide for Printing P-Card Statements (Reconciler)

Login Instructions:

P-card statements are available at the J.P. Morgan Commercial Card website at https://www.paymentnet.jpmorgan.com. To login to your account, enter:

- Organization ID: WSU0001
- User ID: (Your W# with leading W)
- Password: (A temporary password will be emailed to first-time users.)

Instructions For Cardholders
Select: Reports > Create > Statement of Account Landscape
- Create a name of your choice for your statement in the Name box.
- Under the “Date Range” section:
  - Select: “Post Date” in the Field box.
  - Select: “Cycle Is” in the Operation box.
  - Select: “Monthly Cycle” in the Value box.
    - Select the date range of your desired statement.
- Under the “Criteria” section:
  - Select “Cardholder Last Name” in the Field box.
  - Select “Is Equal to” in the Operation box.
  - Enter your last name in the Value box.
- Click “Save”
- Click “Process Report”
- Click “refresh” to get the “Status” of your statement.
- Once your statement shows as “Successful” in the “Status” column, click the underlined statement name to open it.
- After the statement opens, you can then print.

Instructions for Reconcilers:

Select: Reports > Create > Statement of Account Landscape
- Create a name of your choice for your statement in the Name box.
- Under the “Date Range” section:
  - Select: “Post Date” in the Field box.
  - Select: “Cycle Is” in the Operation box.
  - Select: “Monthly Cycle” in the Value box.
    - Select the date range of your desired statement.
- Under the “Hierarchy” section:
  - Click on the “+” button.
    - The “Hierarchy ID” box will appear.
  - Enter your department’s organization ID code in the Hierarchy ID box and press “Tab”.
    - Your department’s name will appear to the right of the Hierarchy ID box.
  - Click the “Include Children” box.
- Click “Save”
- Click “Process Report”
- Click “refresh” to get the “Status” of your statement.
- Once your statement shows as “Successful” in the “Status” column, click the underlined statement name to open it.
- After the statement opens, you can then print.

NEW VUB PARTICIPANT FOLDER PROCEDURE

Prepare Manila folder

1. Start with a Classification folder, (it’s the one with the two dividers in the middle.
2. Label the tabs with the stickers. (Found in top left hand drawer) SEE MASTER COPY
a. With the top tab to the right. The CORRESPONDANCE sticker goes on the right side of the first divider
b. Turn the divider
c. TESTING goes on the left side tab
d. TRACKING goes on the right tab

Creating New Folder

1. Use Label maker to make Name label for folder
   a. It's in the right side middle drawer.
   b. Turn on clear out any old names
      i. Don’t clear format, only text
   c. Put the last name, then a comma, then the first name, followed by middle initial if need
      i. IE “SMITH, JOHN R.”
      ii. All caps
   d. Place Name label on the top tab of folder so it can be seen in the file cabinet

2. Cover Sheet
   a. To find the cover sheet go to the G drive and open the COVER SHEET file
      i. G:\Forms&_Letters\Participant File Materials
   b. Change the photo by clicking on the photo area then click the change photo button
      i. Find the applicants photo (If they have one)
      ii. Insert
   c. Change Name
      i. First name, Last name
   d. Print
      i. It’s double sided be sure to change setting for this page
      ii. Don’t save over template

3. Page order (see cover sheet and compare with an already existing file)
   a. The 1st section is
      i. Cover sheet
      ii. Yellow application
      iii. DD214 (discharge papers)
      iv. W-2 (tax form) or statement of income
      v. Participation Agreement
   b. The 2nd section is CORRESPONDENCE
      i. Welcome letter after the Director Approves the file.
         1. Create a "welcome letter"
            a. Open the “Welcome _letter” file on the G-drive
               i. G:\Forms & Letters\Letters
            b. Change all the info that’s in yellow
               i. IE Date, Name, Address from yellow application
               ii. Check to make sure the letter is current
            c. Print and don’t save over template
      2. Printing letter
a. While the welcome letter is open click on the "Mailings" tab
   i. Then click envelope and print

3. Make a copy of the letter and mail the original in the envelope
   ii. Other contact via mail, e-mail, and other means.

c. The 3rd Section is TESTING
   i. Place all Accuplacer, and other tests in this section

d. The 4th Section is TRACKING
   i. Place Grades, Transcripts, and other similar documents in this section

e. The 5th and last section is for Notes from the VUB data base
   i. Open the Data base like you would to enter data (see other procedure)
   ii. Print all the notes for that student and place in this section

4. Sign and date on cover sheet next to file creation

MAIL

Bulk mailings must have 200 pieces or more before they may be mailed. All pieces in a bulk mailing must be identical as to size, including the size of envelopes if material is placed in envelopes, weight, number of enclosures, color, texture and weight of paper used.

a. All Bulk Mail will be sorted in ascending order by ZIP CODES. A zip code is required on each piece of mail.

b. The University's return address must appear on each mail piece.

c. The endorsement (Return Service Requested) must be printed 1/4 inch under the Return Address.

d. Any information sent at bulk rate must indicate the University as the originator or sponsor of the material.

Bulk Mail:

Bulk mailings must have 200 pieces or more before they may be mailed. All pieces in a bulk mailing must be identical as to size, including the size of envelopes if material is placed in envelopes, weight, number of enclosures, color, texture and weight of paper used.

a. All Bulk Mail will be sorted in ascending order by ZIP CODES. A zip code is required on each piece of mail.

b. The University's return address must appear on each mail piece.

c. The endorsement (Return Service Requested) must be printed 1/4 inch under the Return Address.

d. Any information sent at bulk rate must indicate the University as the originator or sponsor of the material.

Campus Mail:

1. All Campus Mail must be put in campus identified envelopes--these may be purchased through the Stores Department. The use of other envelopes presents problems in handling and sorting. Many times this results in a letter being sent through the regular mail which, in turn, wastes envelopes and money. Campus envelopes are BLUE in color.
Addressing of Campus Mail should indicate the person's name and mail code. Other designations, abbreviations, etc; are not accepted.

Campus Mail is sorted in the Mail Center by Mail Code, Room numbers, building and buildings numbers, phone numbers, and department names are of no use to the personnel sorting the mail. Campus mail not meeting the above standards may be delayed or returned to the sender, for an address correction.

**MONTHEND REPORTS**

Reports are run each month to let Director know the status of the budget. These are the steps to get three reports we use the most.

Current Month Transaction

http://report.weber.edu This bring you to a logon page. When username and password is entered it takes you to the Argos site

Click Argos Web Viewer button

Click Finance – month-end and Campus Access button. There are several reports listed there. We run from this site

- Current Transaction
- Grant Inception to Date
- Revenue and Expenditure (Financial Summary without )

For Current month transaction (double click) (or Grant Inception to Date etc.)

- Enter Fiscal Year ‘12’ for 2012 ‘14’ for 2014 so enter 14
- Enter Period 01 is July 02 August so 10 is April so enter 10
- Enter Org Level 53900

Click reports (bottom ribbon on top)

Shows Current Month Transaction Report – click dropdown arrow- choose top choice Then click on Run immediately to the right of the this button

On the bottom of the page click open

Cntl P
Go to properties change to landscape
Print

**HEADCOUNT REPORT**

Aaron Feller requests monthly headcount numbers.

To Print Report
Blumen
Report
Email info to Aaron and place a hard copy in the folder in the drawer in Jan’s desk.

PARTICIPANT EMPORARY PARKING PERMITS

VUB receives 6 parking permits for temporary students to check out for the time they are working in our office. We laminate them onto brightly colored pieces of paper to make them easily identifiable. When a student checks one out he/she places their name on a white board near the front door and then displays the permit on their dash so it can be seen through the windshield. The student must return the permit and remove he/her name from the whiteboard before leaving for the day.

OFFICE SUPPLIES

When supplies are needed by staff members, they should contact Jan to order the necessary items. Normal office supplies don’t need the Director’s approval, but laptops, shredders or other more expensive items must be approved by the Director prior to purchase.

To order supplies from the Campus supply:

Go to Weber State site
Choose Bookstore from the alphabetical list
Choose Academics on the top ribbon
Choose campus supplies from the dropdown

Log in – My email comes up
Normal password

Find supplies in Search Products box

Add to cart

Once order is complete click continue on bottom right corner
Billing information will appear. Now it lists my name and contact info

Continue

Asks for costcode. Right now this is 630465

Continue

Must submit order before it is complete

**TELEPHONE REPORT**

Each month the telephone bill is available for budget purposes. It is printed and placed in the budget book under telephone. A copy of the telephone bill is also attached to the budget printout each month as backup for the charge.

1) Log into e-weber and add the channel "Departmental Usage Report and IT Services."

2) Click on "Departmental Usage Report" and log into the Pinnacle department portal using your WSU log on.

3) In the upper right hand corner click on "billing" and then click the "search" button.

4) Click on the billing date hyperlink to view report.

5) You will see your "Departmental Bill Summary" and then click the "View Report" button.

You'll first see the "Subscriber - Account Overview". This is a summary of all of your charges. You'll then see a couple of other summary pages that can seem a bit redundant. Keep scrolling through the summary pages until you get to sections titled "Detail for Account" to view the detail of each charge.

If you like you can print your report by clicking on the printer icon.

**SHOEBOXES FOR VETERANS**

The Shoeboxes for veterans program is an annual program conducted by this office. Generally in early fall, flyers are sent to everyone on campus and posted at SLCC and offices Dan visits. The flyers give general information concerning what is allowed and size information and a deadline of when boxes are due back to the VUB office. Flyers are placed in plastic shoe box sized containers.

When people take a box, they fill them with assortments of socks, t-shirts, cards, books, candy, treats or whatever they feel appropriate. No money is accepted.

Boxes are wrapped and returned to VUB. Gifts are delivered to the Ogden Homeless Veterans Fellowship, Freedom Landing Homeless Veterans Shelter (Salt Lake), Sunrise and Valor Homeless Apartments (Salt Lake) and also Utah State Veterans Nursing Home on the VA campus.

**Printing Shoebox Flyer**

Open Publisher version in Adobe
Print page

Pages tap
  Click Multiple copies per sheet

Copies of each page
  Click 2

Print on Both sides
  Flip sheets on short edge

Print

**VIBES NEWSLETTER**

Printing Newsletter

Open document in PUBLISHER

File

Print

Tab – one page per sheet
  Choose – **Booklet side fold**

Tab – Print one sided
  Choose – **Flip sheets on short side**

Tab – Printer properties
  Uncheck black and white

  Click on picture of copier Tray 4

Tab – Print on one side again
  Choose flip sheets on short side

Print

Note these directions work on the Office Assistant’s computer. The student worker’s computer was a little different.

**Sending the Newsletter**

Login:  http..lists.weber.edu/wws

Opens site

Upper right hand corner

Email Address:  janpallard@weber.edu
Password: (mine)

Manage your subscriptions (left banner)
   Click Admin (blue box)

Manage subscriber (middle banner)
   Add new email address
   Check quiet
   Check add

Log out upper right hand corner

To send newsletter
Go to normal Google mail page

Compose

Type in address
   vubstudentcommunications@lists.weber.edu

   attach PDF version of the newsletter

   An email will be received that it has been forwarded for approval
   Then again that it has been sent

STAFF LEAVE FORMS

Staff members submit requests for leave on Leave Request form. Once Randy approves the request a copy is given to the staff member and a copy to The Office Assistant for filing.

Copies are filed in the monthly grant book under tab labeled Leave Requests.

STAFF MEETINGS

Staff meetings are generally held once a month at the Director’s discretion. The Office Assistant takes minutes of each staff meeting. Minutes are typed no later than one week after the meeting takes place. Copies of the minutes are sent to all staff members as well as Jan Winifred and Carl Porter. Copies of minutes and all attachments given out at the meeting are filed in the file cabinet under the Staff Minutes tab.

TIME AND EFFORT FORMS

Forms are sent quarterly from Office of Sponsored Projects to verify the manner in which each staff member is paid. The forms are signed by the individual as well as Randy. Originals are returned to OSP and copies filed in the file cabinet under the Time and Effort tab.
COPIER REPAIR

The phone number for LOC is located on the front of the copier. When there is a problem, a work order is placed. The company is very good about coming out to make repairs. They also furnish us with toner when needed.

OFFICE INVENTORY

Inventory costing more than $1,500 is monitored by Property Control. White tags are placed on such equipment. VUB has no equipment on such inventory at this time. Computers costing less than $1,500 are tagged by the IT division of Student Support. This IT information can be found on the Life Cycle System channel of the eWeber site.

We are asked to regularly check all items that are inventoried to be sure the campus has an accurate record.

A copy of the computer inventory is place in a folder in the file cabinet behind The Office Assistabt’s desk.

No other inventory is performed.

PARTICIPANT FOLLOWUP

The only follow-up with files is done when new information is acquired on a student, such as an updated phone number, address or contact information. It is entered in the appropriate area of Blumen and noted in the comments area on the student information page.

All participants must be followed for 6 years after leaving the program to record if they entered school, are still in school, or if they left school and why they left. The National Student Clearing House is used for much of this information. Any information discovered is entered into the data base and is compared ever year of the required time period. This information will be required on the U.S. Department of Education Annual Performance Report (APR) each year so the tracking task must be accomplished and kept up-to-date.
## OFFICE WORK STUDY ASSISTANTS SECTION

(Last Updated 4/9/2014)

**INDEX**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONES</td>
<td>73</td>
</tr>
<tr>
<td>VUB OPENING AND CLOSING PROCEDURE</td>
<td>74</td>
</tr>
<tr>
<td>DOCUMENTING HOURS OF WORK</td>
<td>75</td>
</tr>
<tr>
<td>COMMITTING TO A WORK SCHEDULE</td>
<td>75</td>
</tr>
<tr>
<td>CUSTOMER SERVICE</td>
<td>75</td>
</tr>
<tr>
<td>STUDY TIME</td>
<td>75</td>
</tr>
<tr>
<td>COMPUTER USE BY THE STUDENT WORKER</td>
<td>75</td>
</tr>
<tr>
<td>HELPING OTHER STAFF</td>
<td>76</td>
</tr>
<tr>
<td>PERSONAL PHONE CALLS</td>
<td>76</td>
</tr>
</tbody>
</table>
PHONES

Office Extensions

<table>
<thead>
<tr>
<th>Name/Location</th>
<th>Extension</th>
<th>Intercom</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone</td>
<td>7173</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy</td>
<td>7047</td>
<td>3</td>
<td>(270) 792-9734</td>
<td><a href="mailto:randalwilson@weber.edu">randalwilson@weber.edu</a></td>
</tr>
<tr>
<td>Dan</td>
<td>7327</td>
<td>4</td>
<td>(801) 920-4735</td>
<td><a href="mailto:danczech@weber.edu">danczech@weber.edu</a></td>
</tr>
<tr>
<td>Jan</td>
<td>8946</td>
<td>2</td>
<td>(801) 231-7111</td>
<td><a href="mailto:janpollard@weber.edu">janpollard@weber.edu</a></td>
</tr>
<tr>
<td>Yulia</td>
<td>6758</td>
<td>5</td>
<td>(801) 390-4486</td>
<td><a href="mailto:yuliagoff@weber.edu">yuliagoff@weber.edu</a></td>
</tr>
<tr>
<td>Daniel</td>
<td>6758</td>
<td>5</td>
<td>(801) 946-4780</td>
<td><a href="mailto:danielkiser@weber.edu">danielkiser@weber.edu</a></td>
</tr>
<tr>
<td>Fax</td>
<td>801-626-6826</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Porter</td>
<td>6872</td>
<td></td>
<td>(435) 681-0179</td>
<td></td>
</tr>
<tr>
<td>Charlie Chandler (VA)</td>
<td>6042</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans Services Office</td>
<td>6039 or 6040</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs Techs</td>
<td>8628</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messages (Desk Phone)</td>
<td>7400 7173#</td>
<td></td>
<td>Password 882123#</td>
<td></td>
</tr>
<tr>
<td>SLCC Veterans Office</td>
<td>801-957-4289</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phone calls

1 Answer the Phones before they roll over to voice mail.
2 Say “This is Veterans Upward Bound, _your name_ speaking.

Transfers

1. While on the line with the person who called
2. Press the transfer button
3. Dial the transfer extension normally four digits
4. Press transfer again

Messages

1 If the red light on the phone is on
2. Dial 7400
3 Then follow the prompts
4 The office is 7173#
5 The password is 882123# or VUB123#
6 Follow prompts
7 To go back press 2
8 To delete a message press D# or 2#

Messages to Staff

If someone calls for a staff member, always ask for their name and phone number and if they want to leave a message. Write it down and leave it on the staff member’s desk.

VUB Monthly Tasks

Update the Files

1 Go thru the current student’s file and compare the notes on the data base
2 If new notes have been added on the data base, discarded the old notes in the file
3 Print new ones from data base by
   a. Opening the data base
   b. Finding the student
   c. Opening notes
   d. Clicking the print button

Data base entry procedures

See the Secretary for training in this area.

The data base information is confidential so never leave the database screen open for students to see.

VUB Opening and Closing Procedure

Opening and Closing Procedure (General)

The first staff to arrive on each floor will make sure the lights for that floor are on and the appropriate doors are unlocked.

At the end of the day the last staff member to leave each floor will assure that all outside doors are locked and the lights are turned out. Then that person will check with the other floor to see if staff are still there.

Opening Office:

1. Turn on computers in lab
2. Fill paper in lab printer and ensure all lab supplies are adequate
3. Turn on copy machine and fill paper as needed
4. Distribute any faxes that have come in overnight
5. Unlock file cabinets as need (Cabinets are to remain locked when not in use).
6. Check Student Sign-in sheets

Closing Office (Afternoon Assistant):

1. Tidy up desk area
2. Turn off copy machine
3. Lock all file cabinets and front supply closet
4. Turn off desk computer (Fridays only)
5. Tidy up computer lab
6. Put the day’s sign-in sheet in To-Do basket on desk
7. Turn off lab computers (Fridays only)
8. Empty recycle and shredder bins as needed
9. Empty pencil sharpener as needed
10. Turn down heat/turn up air (Fridays only)
11. Turn off all lights and lock the door

DOCEMENTING HOURS OF WORK

This is a VA paid position so we must document all hours you work each day and report the hours each time you accumulate 50. You will have a sheet to document these hours each day and then you bring the sheet to the director when you reach 50 hours and the director will submit them to the VA for your next check.

COMMITTING TO A WORK SCHEDULE

Every semester you need to work out with the secretary what hours (starting and ending times) you will work each day so that we have a standard schedule on file. Be sure the director receives a copy.

It is important to commit to the times you agree to work and do not be absent without prior notice to the secretary. Try not to miss often or your future employment will be in question.

Treat your hours like a job you will have after graduation, not like a student who can come and go at will.

CUSTOMER SERVICE

Always be courteous, friendly and helpful with anyone who comes in. You represent the program in your interactions while at work.

The VA expects you to work in things that relate to veterans such as the database, filing paperwork and advising veterans regarding your knowledge of veterans services. Unofficially, you are welcome to help veterans with academics and computers but that is not your primary focus.

STUDY TIME

You may study when there is no work to do but work comes first.

COMPUTER USE BY THE STUDENT WORKER

You are welcome to do homework on the computer or to use the internet so long as your internet time is respectable and does not cause distractions.

If you need sound from the computer, use a head set but be sure you can still hear the phones to answer them.
HELPING OTHER STAFF

You should be willing to help other staff but the database and files and the secretary’s work needs come first.

PERSONAL PHONE CALLS

Personal phone calls should be conducted on your own personal phone and should never interfere in your work or the customer service you provide.
This page was left blank on purpose
ENROLLMENT ADVISOR SECTION
(Last updated June 4, 2014)

INDEX

<table>
<thead>
<tr>
<th>PROCEDURE FOR COMPLETING THE ENROLLMENT APPLICATION/DATABASE ENTRY</th>
<th>79</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>79</td>
</tr>
<tr>
<td>Eligibility</td>
<td>79</td>
</tr>
<tr>
<td>Required Documentation</td>
<td>80</td>
</tr>
<tr>
<td>Application Process</td>
<td>80</td>
</tr>
<tr>
<td>VUB Participant Agreement</td>
<td>80</td>
</tr>
<tr>
<td>VUB Orientation and Resources Guide</td>
<td>81</td>
</tr>
<tr>
<td>VUB Pamphlet</td>
<td>81</td>
</tr>
<tr>
<td>VUB Newsletter</td>
<td>81</td>
</tr>
<tr>
<td>Welcome to VUB</td>
<td>81</td>
</tr>
<tr>
<td>Data Entry Into the Blumen Database</td>
<td>81</td>
</tr>
<tr>
<td>Procedures for Networking and Recruitment Activities</td>
<td>82</td>
</tr>
<tr>
<td>General</td>
<td>82</td>
</tr>
<tr>
<td>Contact with Prospective Participants</td>
<td>82</td>
</tr>
<tr>
<td>Networking and Recruitment in the Community</td>
<td></td>
</tr>
</tbody>
</table>
Procedure for Completing the Enrollment Application/Database Entry

1. **General**
   a. The enrollment application must be completed prior to the applicant being entered into the VUBS database. All required documentation to verify eligibility must be present. Any missing information and/or missing documentation will result in a delay in official enrollment (database entry).

2. **Eligibility**
   a. Eligibility will be verified prior to enrollment in Veterans Upward Bound (VUB). Applicant will not be allowed to take part in VUB services prior to verification of eligibility and entry in the VUBS database.
   b. The following eligibility criteria must be met:
      i. Must be a U.S. Citizen, Permanent Resident the U.S., or provide evidence of intent to become a permanent resident. Or, be a permanent resident of Guam, Northern Mariana Islands, or the Trust Territory of the Pacific Islands. Or, be a resident of the Federated States of Micronesia, the Republic of Marshall Islands, or the Republic of Palau.
      ii. Must be a veteran of active military service of more than 180 days, and whose character of service at discharge was anything other than "dishonorable". Or, be (or been) a member of a reserve component of the active military who was deployed for over 30 days (character of service still applicable). Or, be (or been) a member of a reserve component who was activated "in support of a contingency operation" since 9/11/2001, without regard to length of service (character of service still applicable). A service member discharged because of a "service connected" disability can also qualify without regard to length of service.
      iii. Also be considered to be a first-generation college student, or a low-income veteran.
1. First-generation means a person neither of whose natural or adoptive parents received a baccalaureate degree, or whose supporting parent (in cases of divorce, or single parent) received a baccalaureate degree.

2. Low-income means an individual whose family taxable income did not exceed 150% of the poverty level in the calendar year preceding enrollment (see chart on the front of the application).

c. **Required Documentation**
   
   i. **Copy of Military Discharge/DD 214 (Member 4 copy, which includes character of service).**
      
      1. If unavailable or lost, it can be ordered at the following website: http://www.archives.gov/veterans/evetrecs
   
   ii. **Copy of Activation/Deployment Orders (only for applicable reserve members).**
   
   iii. **Copy of most recent federal tax return (signed).**
      
      1. If unavailable, use the Applicant Statement of Income included in the application packet.
   
   iv. **Accuplacer test results (Administer test if not already taken for the parent institution).**

d. **Application Process**
   
   i. **Application page 1 (eligibility).** VUB staff member will check the eligibility blocks, and fill in the scheduled completion date (normally 31 August of the current year). All other items will be completed by the applicant, along with the signature and date. Explain that the signature is verifying their eligibility.
   
   ii. **Application page 2 (educational/employment history).** The applicant will complete all items based on their history and current status.
   
   iii. **Application page 3 (needs and services).** Applicant will complete items based on current situation and anticipated need.
   
   iv. **Application page 4 (individual education plan, IEP).** Normally completed by VUB staff member, after the accuplacer. If test is needed, save this page for last. Applicant and staff member will sign and date agreeing to the plan. The plan should include short-term plans on how VUB can assist the veteran in preparing for college, and also address the veteran’s long-term plans.
   
   v. **Application page 5 (privacy and media releases).** Privacy release is required and may be used to access appropriate student records to show academic progress. Have the applicant read, sign, and date. Media release is optional. Only complete if the applicant agrees to have their photo taken for future use. Have the applicant read, sign, and date if they agree. Staff member signs as a witness.
   
   vi. **Application page 8 (income statement).** Completed by the applicant, only in the absence of a copy of signed federal tax forms.

e. **VUB Participation Agreement**
   
   i. VUB staff member will explain that the applicant is filling one of a limited number of vacancies, and therefore is required to begin utilizing the program within 2
weeks of enrollment. Have the applicant read, choose how they will participate (i.e. face to face tutoring or classroom instruction), and then sign and date.

f. **VUB Orientation and Resources Guide**
   i. Introduce the guide and explain the “Staff Directory”, “Facebook Page”, and “Services Available” sections. Cover each area of the “Resources” section and emphasize the resources that the applicant may be in need of in the future. Upon completion, have the applicant initial the last page of the guide and keep it with the application. Provide the guide to the applicant for future reference.

g. **VUB Pamphlet**
   i. Introduce the VUB pamphlet and explain that it will reiterate some of the benefits that we have to offer. Encourage them to share it with fellow veterans who may have need for our services.

h. **VUB Newsletter**
   i. Introduce the newsletter and explain that they will be receiving one of these each semester. Highlight the articles, calendar, and tutoring schedule. Explain that the tutoring schedule changes each semester, so it is important not to throw it away. Point out the tutoring schedule for their desired location and see if they have questions.

i. **Welcome to VUB**
   i. Upon completion of all parts of the application process, welcome them to VUB. If at the main office (WSU) give them a tour of the facilities and introduce them to all of the staff. Remind them that they are required to begin using services within 2 weeks of their enrollment. Explain that they can contact us at any time if they are unsure, confused, have questions, need assistance, etc.

j. **Data Entry into Blumen**
   i. See Blumen 10.0 workbook.

### Procedures for Networking and Recruitment Activities

1. **General**
   a. The Recruiter/Advisor is responsible for, in most cases, the initial contact and advisement with prospective participants, application procedures (included in PPM), and networking within the community in order to publicize VUB and its benefits to veterans and those with contact and influence over veterans.

2. **Contact with Prospective Participants**
   a. Contact with prospective participants comes in various ways such as referral from a veteran’s agency, referral from other participants or community members (word of
mumount), fliers and other forms of advertisement, contact via our website, and various
other ways.
b. Regardless of the type of initial contact, it is the responsibility of the Recruiter/Advisor
to prescreen the applicant for eligibility for VUB (see eligibility in the PPM) and for
their particular needs. If the applicant is qualified and has particular need, then
arrangements can be made to meet to complete the application and testing process
(see procedures for completing enrollment application).
c. Ensure that the applicant’s full name and contact number are received at the time the
appointment is made, for contact in case of a missed appointment or need to
reschedule.
d. During the application appointment, the Recruiter/Advisor will question the applicant
in order to get an understanding of what they need and how VUB can help. In
addition, any questions regarding the college admission process will addressed and
advice will be given accordingly.
e. Referrals may be made to appropriate offices on their respective campus that may be
of further assistance to the veteran.

3. Networking and Recruitment in the Community
a. Recruiter/Advisor will make every effort possible to inform professionals and other
members of the community about the benefits of VUB. Anyone that has contact with
veterans either personally or professionally is someone who should have a general
knowledge of VUB and what it does to serve veterans. This will help increase the
volume of referrals to the program.
b. Professional organizations and their staff such as VA Vocarehab, Department of
Workforce Services (DWS), VA Hospital Complex, College VA Certifying Officials,
College Advisement Offices, College Disability Offices, and other like organizations
are good to keep informed about VUB programs or changes to programs. The
Recruiter/Advisor should plan to visit with these types of organizations on a regular
basis, to continue to remind existing staff and to inform new staff where necessary.
c. Participation in area Veterans Council meetings is another way to get the word out
and inform the veteran community of the benefits of VUB. Members of these veteran
organizations are in contact with possible applicants on a regular basis, and
reminding them of what VUB offers is important.
d. In addition various forms of advertisement such as brochures, fliers, take-one
posters, and full-size posters are another good way of putting the word out in the
community. Every effort should be made to place such items in locations where
veterans have a chance of seeing them, or where influencers of veterans can see
them.
e. Any forms of free advertisement in newspapers, on radio, or on television should be
utilized as well. Local media should always be informed of newsworthy events
regarding VUB or its participants, which will increase the chances that the news event
will be further publicized.
f. The Recruiter/Advisor should be aware of possible incidental contact with veterans
and influencers, in many different venues, and be prepared to speak of VUB
opportunities in an impromptu way. Contact with veterans is not always straightforward, so be ready to speak of VUB at all times.
# BASIC SKILLS SPECIALISTS SECTION

*(Last updated May 28, 2014)*

## INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PARTICIPANT’S FIRST FEW DAYS</td>
<td>85</td>
</tr>
<tr>
<td>Enrollment</td>
<td>85</td>
</tr>
<tr>
<td>Review admissions testing (ACT/Compass/Accuplacer)</td>
<td>85</td>
</tr>
<tr>
<td>Review and adjust Educational Prescription Plan with the student</td>
<td>85</td>
</tr>
<tr>
<td>ROUTINE/REGULAR CLASSROOM ACTIVITIES</td>
<td>85</td>
</tr>
<tr>
<td>The curriculum</td>
<td>85</td>
</tr>
<tr>
<td>Formative assessment</td>
<td>85</td>
</tr>
<tr>
<td>Documentation of attendance</td>
<td>85</td>
</tr>
<tr>
<td>Instructor Absence</td>
<td>86</td>
</tr>
<tr>
<td>Student Absences</td>
<td>86</td>
</tr>
<tr>
<td>Motivation</td>
<td>86</td>
</tr>
<tr>
<td>Take a break!</td>
<td>86</td>
</tr>
<tr>
<td>CLASS COMPLETION</td>
<td>86</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>86</td>
</tr>
<tr>
<td>Assessment</td>
<td>86</td>
</tr>
<tr>
<td>Ongoing relationship</td>
<td>86</td>
</tr>
<tr>
<td>Always welcome at VUB</td>
<td>86</td>
</tr>
<tr>
<td>CLASS SIGN-IN SHEETS</td>
<td>87</td>
</tr>
<tr>
<td>CONTACTING MISSING STUDENTS</td>
<td>87</td>
</tr>
<tr>
<td>OTHER DUTIES</td>
<td>87</td>
</tr>
<tr>
<td>Other duties may include</td>
<td>87</td>
</tr>
</tbody>
</table>

![Image of a veteran and a specialist working together](image-url)
THE PARTICIPANT’S FIRST FEW DAYS

- **Enrollment**
  - When encountering a new student, make sure that they have already registered with the Enrollment Advisor (Dan). If not, put them in touch with (Dan) ASAP. If (Dan) is unavailable to meet with them immediately, forward (Dan) the veteran's contact information, as well as make a note for yourself to follow up on it.

- **Review admissions testing (ACT/Compass/Accuplacer)**
- **Review and adjust Educational Prescription Plan with the student**
  - Talk about what goals they have. Learning where they are “trying to go” will enable you to help them “get there”
  - Perform any additional academic assessment if necessary
  - Talk about one of the numerous options for achieving their goals. These may include checking out a textbook (see the secretary [Jan] for textbook checkout forms), watching videos online (ex. [https://www.khanacademy.org/](https://www.khanacademy.org/)), or using any other resources you see fit
  - Establish a timeline. This is especially important for precollege participants. One of the biggest downsides of not being enrolled in a class that takes attendance and gives grades is the lack of accountability and pacing. When students have a goal to reach, they can more readily see snippets of success when the goal is subdivided, and there are some deadlines for achieving pieces and making progress. This much helps with the pacing side of things, and gives about as much accountability as is possible in this setting.

ROUTINE/REGULAR CLASSROOM ACTIVITIES

- **The curriculum**
  - Customize the curriculum to participants’ needs as much as reasonably possible
  - Take time to find quality current tutorials and other learning aids on the Internet
  - Refer to VUB Curriculum section for information on topics, standards, and resources

- **Formative assessment**
  - Perform regular, low-stakes academic assessments
  - Conduct regular informal interviews with students to
    - find out how they feel about their progress
    - discuss whether any changes need to be made
    - provide realistic encouragement
    - have students take the Accuplacer occasionally to measure their progress and to make them comfortable with the test format, especially if they will eventually have to take it for college placement

- **Documentation of attendance**
  - Whatever the method of logging (paper or digital), be sure to include:
    - Student's Name
    - Date/Time student came in and received help, as well as what time he or she left
    - College class that the student is enrolled in (or none if none)
    - Brief summary of covered subject matter during time assisted (Ex: adding fractions; punctuation independent clauses; charting in Excel; etc.)
    - Location
• **Instructor Absence**  
  o Instructors should create a mailing list of their participants and e-mail each student to announce any days or times the instructor will be absent from class.  
  o Instructors should also use Facebook to announce absences from class  
  o In addition, where appropriate, a sign on a door or classroom white board should announce the absence  
  o With the announcement of absence, the instructors should include an anticipated return time.  
  o When you know in advance that you will not be available, be sure to let as many veterans know as possible. When possible, see if someone can put a note on a door or in a viewable place to alert veterans of your current and future predictable absences.

• **Student Absences**  
  o Encourage students to call the VUB main phone number if they cannot attend a scheduled VUB class. In addition to helping the instructors plan, it also encourages good behaviors which can help them in postsecondary school  
  o Call  
    ▪ Regular students who are absent a full week without notice  
    ▪ Incoming students who never make it to class  

• **Motivation.** While some students are very self-motivated, not all are. The flexibility our open enrollment/open classroom can unfortunately lead to some students becoming complacent and those students need to be carefully guided to make sure they achieve their goals while also helping them learn better personal responsibility. It is important that the teachers encourage students to work not only in class, but also while at home so they can retain more between classroom visits.

  Due to lack of self-esteem, some students need motivation in the form of pep-talks. For these students, regular teacher feedback can be crucial, but be careful not to let the student become too dependent on you for validation.

• **Take a break!**  
  Veterans have a tendency to work long and hard, but this can sometimes compound frustration. Recognize the need for breaks, both for students and yourself.

**CLASS COMPLETION**

• **Accuplacer:** All students need to take the Accuplacer which serves as a record of their academic progress for Veterans Upward Bound grant and reporting purposes

• **Assessment:** Preform whatever assessments you deem necessary to ensure the students achieved their Educational Prescription Plan objectives.

• **Ongoing relationship:** Encourage students to contact you if they need help in any of their college courses. While you may not always be able to help them directly, you can connect them with tutoring and other support services on campus.

• **Always welcome at VUB:** Invite students to continue to use the computer lab, the lounge, and the classroom for studying.
CLASS SIGN-IN SHEETS

Each instructor creates a sign-in sheet that documents student attendance in one of the following ways:

Paper sign-in sheets

Weekly paper sign-in sheets should include subject, location, date of service, student name, in-out times, and short comment fields for topic covered or any other pertinent remarks. In addition to these fields, others may be added to suit the instructor’s needs. Each session is documented separately.

Excel:

The basic contents of this are the same as paper sign-in sheets, but can allow for more information that can roll between semesters (such as noting changes to contact info, keeping track of who has been seen each semester, or noting future needs). The instructor may also find it handy to add comments related to “Topics Covered”, because this can be good to refer back to at a later date. As mentioned previously, extra comment fields can easily be added for reference without space limitations. One advantage of having these digital is that years of records are easily accessible and able to be shared/referenced as needed. Feel free to look at previous examples for inspiration for formatting.

The hard copies of the sign-in sheets are turned in weekly to the hourly employee (or to the administrative assistant, if the hourly employee is not available), who enters the information into the database and files the hard copies.

CONTACTING MISSING STUDENTS

If a student is absent unexpectedly for more than two weeks, the instructor who has been working with the student up to that point contacts the student in the preferred contact method to find out if there are any problems that are preventing the student from attending, if there have been any changes, and documents them accordingly in the database. If the student has concerns the instructor feels compelled to resolve or assist the student with, the instructor should consult with the director.

OTHER DUTIES

Other duties may include:

- Helping students with admission, registration, financial aid or any concerns affecting their academic performance AND
- Referring students to appropriate services for issues that are out of our scope of expertise
- Scheduling rooms and study spaces for use off the main WSU campus
- Filling in for another staff member if he or she is absent
- Being awesome
VUB CURRICULUM SECTION

INDEX

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>89</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>89</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td>90</td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>90</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>91</td>
</tr>
<tr>
<td>COMPUTER LITERACY</td>
<td>92</td>
</tr>
</tbody>
</table>

![Image of people working at a table]
MATHEMATICS CURRICULUM

Mathematics instruction is presented in a continuum of instruction from basic mathematics through pre-calculus, supplemented with computer-based instruction, with regular student learning assessment, and with collaborative engagement.

Useful Links:
- https://www.wolframalpha.com/
- https://www.khanacademy.org/
- http://www.gcflearnfree.org/

<table>
<thead>
<tr>
<th>Mathematics Instruction</th>
</tr>
</thead>
</table>
| **Level I**
Topics: Properties of equalities, real numbers, simple polynomials and other algebraic expressions, solving simple linear equalities, and graphing |
| **Level II**
Topics: Basic terms and definitions of Euclidean geometry, logic, equality and inequality, relationships between angles, triangles and polygons, circles and lines and their corresponding relationships, length, area, volume and angle measure of geometric figures |
| **Level III**
Topics: Linear systems, polynomials, exponents and radicals, rational expression, simple and complex fractions and fractional equations, quadratic expressions and equations, complex numbers, preview of calculus: limit, derivative, and integral |

FOREIGN LANGUAGE CURRICULUM

Foreign language instruction is designed to assist students to go from Novice to a Novice High skill level in reading, speaking, and writing the language, with additional instruction in the culture of the language.

<table>
<thead>
<tr>
<th>Foreign Language Instruction</th>
</tr>
</thead>
</table>
| **Level I**
Objectives & Topics: Novice Level: Students will focus on learning the spelling and sound system of the language by memorizing words and phrases. **Topics:** Vocabulary building, basic grammar structure, elementary translation, speaking and writing simple sentences, introduction to the culture of the language |
| **Level II**
Objectives & Topics: Novice Level Continued: Students will focus on the skills taught in Level I, advancing in the basics of writing and speaking. **Topics:** Vocabulary building, irregular and regular grammar constructions, grammar skills, translation skills, novice speaking and writing skills, cultural awareness |
| **Level III**
Objectives & Topics: Novice High Level: Students will progress to the ability to create language face-to-face, to ask and answer simple questions, and to create sentence-level constructions. **Topics:** Application of strategies for language acquisition; culture of the language |
Laboratory Science Curriculum

Laboratory science instruction is coupled with project-based assignments and Internet research, designed to give students a broad-based view of the scientific method and scientific principles in both the physical and life sciences to prepare them for post-secondary education requirements.

<table>
<thead>
<tr>
<th>Laboratory Science Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I Objectives &amp; Topics</strong></td>
</tr>
<tr>
<td><strong>Level II Objectives &amp; Topics</strong></td>
</tr>
<tr>
<td><strong>Level III Objectives &amp; Topics</strong></td>
</tr>
</tbody>
</table>

Composition Curriculum

Composition instruction, based on proven composition theory, helps students develop writing skills necessary for postsecondary education. A battery of higher order critical thinking skills, including response, summarization, comparison, and evaluation are integrated into the learning process. Assignments are project-based and have application to academic, home, workplace, and other settings that students operate in.

Useful links:
http://www.gcflearnfree.org/
https://owl.english.purdue.edu/owl/
http://www.quickanddirtytips.com/grammar-girl
Composition Instruction

**Level I Objectives & Topics**
Students will develop fundamental reading, thinking and writing skills by focusing on the mechanical constructs of English in the production and presentation of short written works at the paragraph and essay level. **Topics:** Grammar, spelling, punctuation, vocabulary building, idea development, beginning Internet research skills, basic structures, understanding and avoiding plagiarism, summarizing, responding, collaborative writing to complete individual projects.

**Level II Objectives & Topics**
Students will build on the reading, writing, and thinking skills by expanding their knowledge to include the concept of genre, appropriateness, and intermediate length essay development through the use of model texts from various genres to produce and present 3-5 page written works. **Topics:** Usage, syntax, style, voice, genre types, research skills in both electronic and traditional environments, thesis development, effective use of language, in-text citation methods, presentation skills, collaborative writing to complete groups projects.

**Level III Objectives & Topics**
Students will expand their writing and thinking skills through the research, creation, and defense of a 6-8 page argumentative paper. **Topics:** Rhetorical theory, advanced research skills, more complex citation rules, elements of argument, sustained thesis development, oral presentation skills, collaborative writing.

LITERATURE CURRICULUM

Through literature study, students read, analyze, and discuss appropriate literary genres to explore the conscious structuring and use of rhetorical strategies employed by various authors. This learning process enables them to relate to archetypical themes present throughout all cultures, fields, and disciplines, thus preparing them for postsecondary education critical thinking.

Literature Instruction

**Level I Objectives & Topics**
Students will increase fundamental reading, thinking and writing skills by focusing on short literary works that present a variety of subject matter for discussion and thought. **Topics:** Vocabulary building, critical thinking skills, collaborative thinking skills, cultural literacy awareness

**Level II Objectives & Topics**
Students will build on the skills gained in Level I by reading longer and more difficult works and by studying the authors, the time frame, setting, and impact of the literary works. **Topics:** Advanced vocabulary building, expanded critical thinking and collaborative thinking skills, texts in the context of culture and time; greater awareness of their own cultural context

**Level III Objectives & Topics**
Students will focus on the literature of the world, increasing understanding of a diverse number of cultures and ideas. **Topics:** Short stories and poetry of Latin America, Africa, the Caribbean, and Asia
COMPUTER LITERACY CURRICULUM

Computer literacy instruction, enhanced by a fully functional computer lab, is based on National Educational Technology Standards (NETS) and incorporates its six outcome standards: 1) Basic Operations and Concepts; 2) Social, Ethical, and Human Issues; 3) Technology Productivity Tools; 4) Technology Communication Tools; 5) Technology Research Tools; and 6) Technology Problem-Solving and Decision-Making Tools. This instruction complements and enables learning in the VUB core curriculum.

Useful links:
http://www.gcflearnfree.org/
http://support.microsoft.com/
https://www.apple.com/support/mac/

<table>
<thead>
<tr>
<th>Level I Objectives &amp; Topics</th>
<th>Students will gain proficiency in Windows OS, Microsoft Office software, and basic Internet use to help them succeed in a postsecondary environment and beyond. Topics: Basic operations: computer and file management; word processing, spreadsheet, database, and presentation software; use of the Internet and e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II Objectives &amp; Topics</td>
<td>Students will use technology tools to enhance learning, increase productivity, and promote creativity, often collaborating with other students to complete projects. Topics: Internet ethics and responsibility issues; desktop publishing; web page creation</td>
</tr>
<tr>
<td>Level III Objectives &amp; Topics</td>
<td>Students will use technology to locate, evaluate, and collect information, process data and report results. Topics: Use of technology to complete advanced research project, reporting results through print media, class presentation software, and on the Internet</td>
</tr>
</tbody>
</table>
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SITE VISITS SECTION

INDEX

| SITE VISIT RING BINDER | 95 |
| SITE VISIT CHECKLIST   | 95 |
SITE VISIT RING BINDER

VUB has prepared a site visit binder in case we are ever site visited. We used the following information to prepare the file. This ring binder is maintained in the Directors Office above the desk. The creation of this ring binder is based on the following guide.

Council for Opportunity in Education
Preparing for the Site Visit or Audit

SITE VISIT CHECKLIST

The following is a checklist of items that should be prepared in advance of a Site Visit. It is a good idea to have these materials available and well organized before the Site Visitor arrives on campus. An institution may want to establish a special Site Visit file for every fiscal year that includes everything in the Checklist at the close of every fiscal year.

1. An unduplicated, reconciled separate list for each award year of project participants by name and social security number as well as;
   a. Eligibility criteria for their selection
   b. Year in school
   c. Year in program
   d. Race
   e. Gender

2. The last three performance reports submitted to the Department.

3. Documentation the project relied on to demonstrate accomplishments of objectives in each of these years.

4. For the current grant period, copies of all audits.

5. A copy of the most recently approved project budget for the current and previous year.

6. Your institution's organizational chart; including the TRIO director(s) and the reporting chain for the project.

7. For the current grant, any progress reports sent to the president or project director’s supervisor.

8. A list of all individuals employed since the inception of the current grant cycle and the percentage of time they were employed. Current employees should be noted as such.

9. A job description for all positions in the project since the inception of the last grant cycle.

10. Copies of informational or PR materials produced for or used by the project.

11. Samples of all forms used by the project to document activities, eligibility and participation.

12. The institution’s policies and procedures manual for grant management, including personnel, purchases, expenditures and internal controls.
13. A copy of your institution’s procedures for fund expenditure including:
   a. Personnel with grant funds
   b. Travel
   c. Equipment
   d. Supplies
   e. Consultants
   f. Stipends

14. The project’s written policies and procedures (for example, how it defines need for academic
    support in SSS or UB; how admissions decisions are made).

15. A list of all consultants, contractors or temporary employees utilized since the inception of the
    current grant as well as services they provided, dates employed and documentation of such
    service.

16. Copies of any contracts for individuals or organizations providing products or services to the
    grant.

17. A map of the campus and any off-campus sites used by the project.

18. An inventory of every item of equipment purchased with grant funds since the inception of the
    current grant including:
   a. Description of equipment
   b. Intended purpose
   c. Requisition
   d. Purchase order
   e. Invoice, including acquisition cost
   f. Receiving report, including acquisition date
   g. Manufacturer’s serial number, federal stock number or other identification number
   h. Inventory control number
   i. Location and condition of equipment
   j. Record of the use of equipment by program participants
   k. Current value as depreciated

The Business Officer should be prepared to make available:
   1. A chart of accounts containing a complete listing of all ledgers, account titles and numbers in the
      TRIO general ledger control account, including the titles and numbers of any subsidiary ledgers
      that show the details from the balance of the ledger control account;

   2. A chronological list of all cash requests made to the Department and copies of the documents
      supporting those requests. (Original cancelled checks, bank statements, deposits slips,
      checkbook or check rosters),

   3. A chronological printout of all grant expenditures (i.e. general journal containing chronological
      entry of all grant transactions),

   4. A list of all specific journals maintained for the TRIO program(s),

   5. Certification of time and effort, time sheets, for all grant-funded personnel.
Veterans Upward Bound supports the campus in several ways that are not specified in the grant proposal.

**Veterans Web Page**

http://weber.edu/vetaffairs

**Working to Develop a Veterans Friendly Campus**

The director of the Veterans Upward Bound program has felt that the WKU campus needs to expand services for veterans to become more veteran friendly. The campus is military friendly but can improve regarding veterans so a project is underway to research various groups' opinions about services that are available and services that need to be added. This information, in addition to later work by a Veterans Task Force is intended to generate sound suggestions to the campus that will improve the lives of veterans who are students at WKU.

**Campus Committees and Organizations**

Staff members are encouraged to participate in campus committees as a way of interacting with the campus community. Several staff members over the years have been on search committees the MOVE committee, Student Affairs staff committees, etc., and they are encouraged to continue this effort, although it is beyond their job description.
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USEFUL URLS SECTION

<table>
<thead>
<tr>
<th>Useful URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Legion</td>
<td><a href="http://www.legion.org/American_Legion">http://www.legion.org/American_Legion</a></td>
</tr>
<tr>
<td>Veterans Administration</td>
<td><a href="http://www.vba.va.gov/index.htm">http://www.vba.va.gov/index.htm</a></td>
</tr>
<tr>
<td>VFW</td>
<td><a href="http://www.vfw.org/">http://www.vfw.org/</a></td>
</tr>
</tbody>
</table>

For Veterans

WSU Veterans Links

**Apply on-line or in person**
[http://www.weber.edu/admissions/studentapplication.html](http://www.weber.edu/admissions/studentapplication.html)

Once you’ve decided WSU is for you, your next step is to apply for admission. You can apply in person at the Ogden or Davis campuses. Your admissions application also serves as your scholarship application. So if you qualify for any academic scholarship, we’ll let you know. Keep in mind you only have to be admitted once, so you can take classes next semester or next year.

**Apply to Receive Utah Resident Tuition Rates**
[http://www.weber.edu/Admissions/tr_military.html](http://www.weber.edu/Admissions/tr_military.html)

If you are stationed in Utah on active duty military orders, or are a Utah resident stationed outside the state, you and your spouse/dependents likely qualify for resident tuition rates which can be received by completing the application for courtesy military resident classification.

**Book Store**
[http://bookstore.weber.edu/](http://bookstore.weber.edu/)

Visit the bookstore at the Ogden or Davis campus to pick up your books and gear. The mission of the bookstore is to efficiently provide students and the campus community with educational materials, WSU merchandise, convenience items, and excellent service. We support faculty, students, staff, and administration in creating an enjoyable and positive student-centered learning environment.

**Counseling Center**
[http://www.weber.edu/CounselingCenter/](http://www.weber.edu/CounselingCenter/)

We all get temporarily frustrated, confused and disrupted by the circumstances of life. College alone can be stressful. Balancing your academic responsibilities with other roles and obligations can sometimes be overwhelming. Our highly trained staff has years of education and experience in helping people like you develop effective coping strategies. Together, you and one of our caring professionals can identify your
concerns and work toward resolution. If you feel blocked on your journey toward health and wellness in emotional, social, educational, and/or career areas, you are not alone. Whether you are struggling with depression, anxiety, relationship problems, academic or career uncertainty, identity confusion, loneliness, grief, or other concerns, the WSU Counseling & Psychological Services Center can help.

**Course Catalog**
https://selfservice.weber.edu/pls/proddad/bwckschd.p_disp_dyn_sched
You can check out the entire course catalog here. The catalog also lists the major and minor requirements, as well as general education requirements. If you’d like to meet with an advisor to help you navigate the course listing and decide which classes to take.

**Dantes Exams (DSST)**
http://getcollegecredit.com/
College credits are available in 38 unique subjects. Disciplines include Business, Humanities, Mathematics, Physical Science, and more. From personal accounting to public speaking, from your health to law enforcement or ethics, there’s a DSST subject you already know well. Make sure to check with your college or university to learn about their credit awarding policy. Whether you’re looking to start a new career or advance in your current job, a few more academic credits can make a big difference. And because you’re on your way to a college degree, the extra credits you earn through DSST will free you up to focus your time and energies on the courses you want to take. These exams are available at the Davis and the Ogden campuses.

**Davis Campus**
http://www.weber.edu/wsudavis/

**Financial Aid and Scholarships Office**
WSU provides more than $50 million in financial aid and scholarships each year. We’re among the most affordable universities in the state, and offer scholarships and financial aid options that can meet your needs.

**First Year Experience**
http://www.weber.edu/fye/
If you haven’t been to college before, be sure to check out the First-Year Experience (FYE) Program. This program includes a three-credit hour class (EDUC 1105-Introduction to the University) designed to help with your transition to the college experience. The class assists with improving academic skills, exploring majors and becoming familiar with campus resources. The class is offered at both Ogden and Davis campuses.

**Military Students**
http://departments.weber.edu/ce/Options/military/
Complete a degree. Improve your skills. Develop an interest. Lifelong learning that fits your life.

**Military Transfer Students**
http://www.weber.edu/Admissions/tr_military.html
Weber State University accepts some of your military training credits.

**Multicultural Center**
http://www.weber.edu/multicultural/missions.html
The Multicultural Student Center is committed to planning, developing and implementing services, programs and interventions that foster the learning and personal development of the various students served. The Multicultural Student Center promotes a strong campus sense of common community and
aids students in building essential skills for independent critical thinking and self-determination through in and out of classroom experiences. Furthermore, through collaborative efforts with university and community partners, the Multicultural Student Center provides educational efforts to promote multicultural sensitivity, awareness, competency, and understanding.

**Nontraditional Student Center**
http://www.weber.edu/nontrad
The Nontraditional Student Center has a lounge, kitchen, computer lab, study area, and Hourly Childcare Center to help meet the needs of students who are over 25, married/divorced/widowed, have legal dependents or disabled or a veteran. The center provides free hot drinks daily. Peer mentors are available to help navigate the campus. The mentors plan free events for students to help make the most of their educational experiences at WSU while still balancing family, home, and work.

**On-line Transfer Guide**
https://selfservice.weber.edu/pls/proddad/WPTRANSARTIC.WP_TRANSHIST
An advisor can also help you determine how to best use your transfer courses, if you are transferring from another institution. You can also check out the online transfer guide, to see which courses may transfer.

**Parking Services Office**
http://www.weber.edu/parking
Parking Services strives to maintain a safe and economical parking system that continuously adapts to the ever-changing needs of the University community. This is where you get a parking permit for your car.

**Placement Exam**
http://www.weber.edu/testingcenter
If you need to take a placement exam, this is where you go for testing center hours and locations. If you live more than 50 miles away from WSU and need to arrange an alternate testing site, call 801-626-6645.

**Pre-Admission Advising**
http://departments.weber.edu/ce/Options/military/contact.asp
This is a place where you can use an on-line form to contact a pre-admission advisor.

**Services for Students With Disabilities**
http://www.weber.edu/ssd/
This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. These services cover all generally acknowledged types of disabling conditions including certain cognitive and emotional problems (subject to documented verification) in addition to visual impairments, hearing impairments, and mobility impairments. Individualized service programs are designed specifically to fit each student's needs and abilities. SSD supports a strong philosophy of individual independence and self-determination.

**Services for Veterans**
http://www.weber.edu/vetaffairs
We, the Services for Veteran's Services Staff at Weber State University, are honored to assist military members and entitled family members in using their educational benefits. We help students through the process of eligibility, admissions, registration, and paying for their education. We provide information and referral to military resources.
Student Success Center Advisors
http://www.weber.edu/sss
Most narrowly defined, Weber State University’s ACADEMIC ADVISEMENT COMMUNITY consists of 170+ faculty and other academic advisors responsible for supporting you in pursuit of your Weber State University program of study. Faculty advisors are subject area specialists who serve in an academic advising role for their program on a part-time basis. Most of Weber’s full-time academic advisors are members of the National Academic Advising Association (NACADA) who are bound by NACADA’s Core Values that benefit you, Weber State University, and higher education.

Student Support Services
http://www.weber.edu/sss
Student Support Services provides the following services: basic study skills instruction, tutoring, mentoring, book loans, academic advising, financial advising, a computer lab, and other services. All SSS services are personalized and offered by a staff of professional advisors and trained peer mentors or tutors.

Talk With An Advisor
http://www.weber.edu/sss
Schedule an appointment with the appropriate academic advisor to create your plan of study or if you already know what you want to study this is the place to go.

Test Proctor for Commuting and Online Students
http://wsuonline.weber.edu/students/testing/
If you are taking an Online or Independent Study course and live more than 50 miles away, you need to set up a test proctor.

UTA EdPass
http://www.weber.edu/EdPass/
The UTA Ed pass will give you free transportation on all UTA buses, Frontrunner and TRAX. Ride to school, work, the mall or even Salt Lake or Provo. You won’t have to worry about traffic or gas prices. You’ll be contributing to a healthier environment and you’ll get stuff done that you couldn’t driving a car -- like studying, working on your lap top or taking a nap.

Veterans Upward Bound
http://www.weber.edu/vetsupwardbound/default.html
We help veterans prepare for and succeed in post-secondary education, FREE of charge. We serve veterans attending or planning to attend colleges, universities, technical schools, certificate programs, and more.

Wild Card
http://www.weber.edu/wildcard
Your Wildcard is your Weber State ID card. It allows you access to services such as the library and gym. It also allows you access and discounts to special events.

Women’s Center
http://www.weber.edu/womenscenter
The focus of the Weber State University Women’s Center is to provide programs and opportunities for the women on campus and in our community.
External Veterans Links

**After Deployment**
http://www.afterdeployment.org/web/guest?sessionid=3FE1A608B52A15E446AFCD6011AB87CC
Wellness resources for the military community

**Army/ACE Registry Transcript System (AARTS)**
http://aarts.army.mil/
Our mission is to provide transcripts of military training and experience to Soldiers and Veterans of the Army, Army National Guard, and US Army Reserve. AARTS maintains a database of over 4,000,000 Soldier records and fills over 2,000 requests per week. Transcript requests are processed on the work day (M-F) they are received and mailed not later than two work days later (usually less) to academic institutions, Army Education Centers, and employers around the world.

**Center for Minority Veterans**
http://www1.va.gov/centerforminorityveterans/
The Center for Minority Veterans is part of the Office of the Secretary. The Center assists eligible veterans in their efforts to receive benefits and services from VA. The Center acts only as a mediator and facilitator -- As such the Center does not process claims, handle equal employment complaints, or employee relation problems. The Center is dedicated to ensuring that all veterans are aware of benefits, services, and programs offered by VA.

**Center for Women Veterans**
http://www1.va.gov/womenvet/
On May 5, 2010, President Obama signed the Caregivers and Veterans Omnibus Health Services Act of 2010 into law. The law includes provisions that help provide support for the caregivers of seriously injured Iraq and Afghanistan Veterans, helps improve services for our nation’s 1.8 million women Veterans, and helps expand the availability of health care for Veterans and services preventing Veterans from becoming homeless. These measures and others honor the sacrifices of our men and women who have served this country proudly, the commitment and dedication of those who care for our wounded service members every day, and our Nation's sacred responsibility to stand by our troops, our Veterans, and their families.

**Community College of the Air Force**
CCAF serves the educational needs of the Air Force enlisted community by offering associate in applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of enlisted Airmen. The college is the only federally chartered institution in the United States that awards college degrees solely to USAF enlisted personnel. CCAF is accredited by the Commission of College of the Southern Association of Colleges and Schools.

**DD 214 Online**
A location to get copies of DD Form 214, Discharge Papers or Separation Documents

**Defense and Veterans Brain Injury Center**
http://www.dvbic.org/
The mission of the Defense and Veterans Brain Injury Center (DVBIC) is to serve active duty military, their beneficiaries, and veterans with traumatic brain injuries (TBIs) through state-of-the-art clinical care, innovative clinical research initiatives and educational programs. DVBIC fulfills this mission through...
ongoing collaboration with military, VA and civilian health partners, local communities, families and individuals with TBI.

**Disabled American Veterans**
http://www.dav.org/
Disabled American Veterans has never wavered in our commitment to serve our nation’s service-connected disabled veterans, their dependents and survivors. Our largest endeavor in fulfilling that mission is our National Service Program. In 88 offices throughout the United States and in Puerto Rico, the DAV employs a corps of approximately 260 National Service Officers (NSOs) who represent veterans and their families with claims for benefits from the Department of Veterans Affairs (VA), the Department of Defense and other government agencies. Veterans need not be DAV members to take advantage of this outstanding assistance, which is provided free of charge.

**DOD Non-Traditional Education System (DANTES)**
http://www.dantes.doded.mil/Dantes_web/DANTESHOME.asp
DANTES mission is to support the off-duty, voluntary education programs of the Department of Defense and to conduct special projects and development activities in support of education-related functions of the Department.

**E-Benefits**
https://www.ebenefits.va.gov/ebenefits-portal/appmanager/eb/veterans
eBenefits is your one-stop shop for online benefits-related tools and information. This portal is designed for Wounded Warriors, Veterans, Service Members, their families, and their caregivers. We invite you to explore eBenefits and become a registered user.

**Employer Support of the Guard and Reserve**
http://esgr.org/site/
Mission Statement: We will develop and promote employer support for Guard and Reserve service by advocating relevant initiatives, recognizing outstanding support, increasing awareness of applicable laws, and resolving conflict between employers and service members.

**Evaluation of Educational Experiences in the Armed Services**
http://www.militaryguides.acenet.edu/
For more than a half century, the *Guide to the Evaluation of Educational Experiences in the Armed Services* has been the standard reference work for recognizing learning acquired in the military. Presented here in online format, the *Guide Online* contains ACE recommendations for formal courses and occupations offered by the services as individual exhibits.

**FAFSA Express**
http://studentaid.ed.gov/PORTALSWebApp/students/english/fafsa.jsp
Check out the free FAFSA on the Web: the way to apply online for student financial aid! When you apply online, you don't hassle with paperwork, and you get your results faster. Plus, help filling out your FAFSA is built into the system, so you'll know what to do as you go along. You can even chat live online with a customer service representative if you need personal assistance. This help is free. You don't have to pay us or anyone else for assistance.

**GI BILL Official Web Site**
http://www.gibill.va.gov/
Official G.I. Bill information
Helmets to Hardhats  
http://helmetstohardhats.org/  
Are you looking for a job, or are you looking for a career? If you're looking for a career, you're in the right place. Helmets to Hardhats places quality men and women from the Armed Forces into promising building and construction careers.

Homeless Veterans  
http://www1.va.gov/HOMELESS/index.asp  
The Department of Veterans Affairs (VA) is taking decisive action to end Veteran homelessness in five years. All Veterans at risk for homelessness or attempting to exit homelessness must have easy access to programs and services. VA offers a variety of resources, programs, and benefits which are detailed below.

House Committee on Veterans Affairs (Legislative Actions)  
http://veterans.house.gov/  
Status on what is going on in Congress specific to veterans.

Mental Health Care  
http://www.militarymentalhealth.org/Welcome.aspx  
To help those who may be struggling, the Department of Defense teamed up with the nonprofit organization, Screening for Mental Health®, to launch Military Pathways (formerly the Mental Health Self-Assessment Program®). The program is available online, over the phone, and at special events held at installations worldwide. It provides free, anonymous mental health and alcohol self-assessments for family members and service personnel in all branches including the National Guard and Reserve. The self-assessments are a series of questions that, when linked together, help create a picture of how an individual is feeling and whether they could benefit from talking to a health professional.

Military.com  
http://www.military.com/  
Military.com's free membership connects service members, military families and veterans to all the benefits of service — government benefits, scholarships, discounts, lifelong friends, mentors, great stories of military life or missions, and much more.

National Center for PTSD  
http://ptsd.va.gov/  
The Center aims to help U.S. Veterans and others through research, education, and training on trauma and PTSD.

National Resource Directory  
http://www.nationalresourcedirectory.gov/  
The National Resource Directory (NRD) provides access to services and resources at the national, state and local levels that support recovery, rehabilitation and community reintegration.

Navy Sailor/Marine American Council on Education Registry Transcript (SMART)  
http://www.military.com/education/content/timesaving-programs/sailor-marine-american-council-education-registry-transcript.html  
An official transcript endorsing and recommending college credit for military education and training and recognized by the American Council on Education (ACE) increases college credit awarded, enhances opportunities to complete a college degree, and offset tuition assistance costs through increased college and university recognition of military schools and experience for credit.
National Association of Veterans Upward Bound
http://navub.org/
The National Association of Veterans Upward Bound Project Personnel (NAVUBPP) is the professional association for Veterans Upward Bound (VUB) staff personnel. Forty-eight Veterans Upward Bound projects, supported by NAVUBPP, are dedicated to fully developing the personal potential of all U.S. military veterans. VUB staff and instructors assist veterans by developing, improving, and extending educational access and opportunities to eligible veterans through academic needs assessment, instruction, enrichment, and other academic support activities.

ONE Freedom
http://www.onefreedom.org/
ONE Freedom offers service members, veterans and military families a powerful framework of education and training that builds strength, resilience and a clearer understanding of how to maintain balance in the face of military deployments and other lifestyle challenges. Taught by a dynamic team of field experts, military and civilian, ONE Freedom programs guide participants in exploring strength through effective skills and balanced living, and provide tools and resources for on-going personal learning and growth.

On-line Benefits Application (VONAPP)
The VONAPP (Veterans On Line Application) website is an official U.S. Department of Veterans Affairs (VA) website that enables service members, veterans and their beneficiaries, and other designated individuals to apply for benefits using the Internet.

Real Warriors
http://www.realwarriors.net/
The Real Warriors Campaign is an initiative launched by the Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury (DCoE) to promote the processes of building resilience, facilitating recovery and supporting reintegration of returning service members, veterans and their families.

Returning Service Members (OIF/OEF)
http://www.oefoif.va.gov/
Have you recently returned from military service? If you've served, you've earned benefits. Now is the time to take advantage of the benefits VA offers OEF/OIF Veterans.

Social Security Online
http://www.ssa.gov/
The Social Security disability insurance program (sometimes referred to as SSDI) pays benefits to you and certain family members if you worked long enough and paid Social Security taxes.

Students Veterans of America (National)
http://www.studentveterans.org/
Student Veterans of America (SVA) is a coalition of student veterans groups from college campuses across the United States. Founded in January of 2008, SVA is a 501(c)(3) tax-exempt organization that works to develop new student groups, coordinate between existing student groups, and advocate on behalf of student veterans at the local, state, and national level.

Transition Assistance Program
http://www.turbotap.org/register.tpp
The full transition resources are available through this portal. Access them well before or after your military-to-civilian transition on your timing and when you need them.
Troops to Teachers
http://www.proudtoserveagain.com/
Troops to Teachers is a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed.

US Department of Labor Veterans Employments and Training Service
http://www.dol.gov/vets/
VETS Proudly Serves Veterans & Service Members! We Provide Resources and Expertise to Assist and Prepare them to Obtain Meaningful Careers, Maximize their Employment Opportunities, and Protect their Employment Rights.

US Office of Veteran Affairs
http://www.va.gov/
Veterans of the United States armed forces may be eligible for a broad range of programs and services provided by the VA. Eligibility for most VA benefits is based upon discharge from active military service under other than dishonorable conditions, and certain benefits require service during wartime.

VA Forms
http://www.gibill.va.gov/GI_Bill_Info/education_forms.htm
G.I. Bill forms online

Veterans Administration
http://www.vba.va.gov/VBA/
Link to the Veterans Administration

Vocational Rehabilitation
http://www.vba.va.gov/bln/vre/index.htm
The Vocational Rehabilitation and Employment (VR&E) VetSuccess Program is authorized by Congress under Title 38, Code of Federal Regulations, Chapter 31. It is sometimes referred to as the Chapter 31 program. The VetSuccess program assists Veterans with service-connected disabilities to prepare for, find, and keep suitable jobs. For Veterans with service-connected disabilities so severe that they cannot immediately consider work, VetSuccess offers services to improve their ability to live as independently as possible.

WAVE
https://www.gibill.va.gov/wave/index.do
The WAVE application is for those using benefits under chapter 30 (Montgomery GI Bill -Active Duty), chapter 1606 (Montgomery GI Bill - Selected Reserve), and chapter 1607 (Reservist Educational Assistance Program, REAP) that must verify their attendance each month. It is not currently available to those receiving chapter 33 (Post 9/11 GI Bill) benefits.

Utah Veterans Links

Army National Guard Education Services Office
Provides educational information for those associated with the Utah National Guard

Department of Veteran's Affairs
http://www.veterans.utah.gov/
Referral for Health Care, Employment, State and Federal Veterans' Benefits
Department of Workforce Services, Veterans Services Portal
http://jobs.utah.gov/jobseeker/veterans/
- Veterans, Service members or their families applying for or investigating Veterans benefits and services, exploring training or looking for a job
- Employers requiring information on veterans’ issues or employment laws regarding veterans.
- State staff needing information to assist Veteran customers
- Anyone interested in Veterans or Veterans issues.

Disabled American Veterans Department of Utah
http://www.utdav.org/
Our officers and members are dedicated to the fulfillment of the mission of the DAV. by word and deed to aid and assist disabled veterans, their widows, their orphans and their dependants as they strive to be worthy citizens of their community and country. Your recommendations and suggestions for the improvement and enhancement of this web site are always in order

Homeless Veterans Fellowship
http://www.homelessveterans.org/
Like the aid stations that are placed strategically behind combat zones, the HVF stands poised to receive veterans who are wounded and hurting and who need support and treatment as they transition to their new and healthy role in our community.
The HVF is a community-based aid station founded and administered by veterans. It provides transitional housing and support services to homeless and threatened veterans in Utah in order to transition them to self-sufficiency. The goal is reintegration into society of men and women, currently excluded from the benefits of productivity and self-sufficiency as a result of the physical and emotional wounds they carry.
- It is our compassion that drives our caring for needy veterans as well as our relationships with each other.
- We believe in the philosophy of being "our brother's keeper".
- We believe in the military commitment of duty, honor, and country.
- As a privately-supported agency, we are open and accountable.
The HVF is a private, non-profit corporation organized to provide transitional housing, psychotherapy, substance-abuse counseling, case management, employment guidance and community referral services to homeless veterans, committed to improve their social and economic status.

Utah Vietnam Veterans of America
http://www.utahvva.org/
If you are interested in becoming a member of a Utah Chapter of Vietnam Veterans Of America, organizational meetings are now underway and YOU are invited to get involved! Membership is open to U.S. armed forces veterans who served on active duty (for other than training purposes) in the Republic Of Vietnam between February 28, 1961 and May 7, 1975, or in any duty location between August 5, 1964 and May 7, 1975.

VA Salt Lake City Regional Office
http://www2.va.gov/directory/guide/facility.asp?ID=314
The Salt Lake City VA Regional Office is located on the VA Salt Lake City Health Care System campus, approximately four miles East of downtown Salt Lake City. The total Regional Office authorized employment level is 234 full time equivalent employees, which includes 154 FTEE Salt Lake City, 32 FTEE Anchorage, and 48 FTEE Fort Harrison. The Regional Office is responsible for the administration of veterans’ benefits for the entire state of Utah, as well as Montana and Alaska through remote management of the Anchorage and Fort Harrison Offices, to include compensation and vocational rehabilitation and employment. The Regional Office serves approximately 161,350 veterans in Utah out of a total state population of 2.6 million residents, 71,552 veterans in Alaska, and 106,080 veterans in
Montana. Additionally the Regional Office performs remote management of the Vocational Rehabilitation and Employment program for the state of Idaho. Itinerant service to remote areas of the state is provided by veterans’ service organizations; and housebound service by a veterans contact representative is available locally. Compensation and pension payments amount to approximately $162 million annually for Utah, $112 million in Alaska, and $157 million in Montana. The combined offices of Vocational Rehabilitation and Employment in Salt Lake City and Boise have approximately 1,600 veterans participating in the VR&E Program, with the two offices rehabilitating an average of over 200 veterans annually.

**Vets Center**
http://www2.va.gov/directory/guide/facility.asp?ID=5186&dnum=All&stateid=UT&v=1
The local VA center for the Salt Lake area

**Veterans Health and Outpatient Clinic, 982 Chambers Street, Ogden**
http://www.va.gov/
Our goal is to provide excellence in patient care, veterans’ benefits and to help veterans get the services they have earned.

**Defense Finance and Accounting Service:**
http://www.dfas.mil/
Military/Retired pay issues

**GI Bill website:**
http://gibill.va.gov/
Information on veteran education benefits

**Hill AFB Main Page**
http://www.hill.af.mil/

**Veterans Online Application (VONAPP):** Application for veterans benefits, i.e. disability, vocrehab, etc.
http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp

**Online Military Records Request (DD 214, etc):**

**National Resource Directory**
http://www.nationalresourcedirectory.gov/
The National Resource Directory (NRD) provides access to services and resources at the national, state and local levels that support recovery, rehabilitation and community reintegration (for wounded warriors and family).