Fort Valley State University
Upward Bound

Policy and Procedures Manual

Revised May 2015

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Upward Bound Regulations

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[Title 34, Volume 3]
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TITLE 34—EDUCATION

DEPARTMENT OF EDUCATION

PART 645—UPWARD BOUND PROGRAM—Table of Contents

Subpart A—General

Sec. 645.1 What is the Upward Bound Program?

(4) The Upward Bound Program provides Federal grants to projects designed to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.

(b) The Upward Bound Program provides Federal grants for the following three types of projects:

(1) Regular Upward Bound projects.
(2) Upward Bound Math and Science Centers.
(3) Veterans Upward Bound projects.

Sec. 645.2 Who is eligible for a grant?

The following entities are eligible to apply for a grant to carry out an Upward Bound project:

(a) Institutions of higher education.
(b) Public or private agencies or organizations.
(c) Secondary schools, in exceptional cases, if there are no other applicants capable of providing this program in the target area or areas to be served by the proposed project.
(d) A combination of the types of institutions, agencies, and organizations described in paragraphs (a) and (b) of this section.

Sec. 645.3 Who is eligible to participate in an Upward Bound project?

An individual is eligible to participate in a Regular, Veterans, or a Math and Science Upward Bound project if the individual meets all of the following requirements:

(a)(1) Is a citizen or national of the United States.
(2) Is a permanent resident of the United States.
(3) Is in the United States for other than a temporary purpose and provides evidence from the Immigration and Naturalization Service of his or her intent to become a permanent resident.
(4) Is a permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands.
(5) Is a resident of the Freely Associated States—the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau.
(b) Is—
(1) A potential first-generation college student; or
(2) A low-income individual.
© Has a need for academic support, as determined by the grantee, in order to pursue successfully a program of education beyond high school.
(d) At the time of initial selection, has completed the eighth grade but has not entered the twelfth grade and is at least 13 years old but not older than 19, although the Secretary may waive the age requirement if the applicant demonstrates that the limitation would defeat the purposes of the Upward Bound program. However, a veteran as defined in Sec. 645.6, regardless of age, is eligible to participate in an Upward Bound project if he or she satisfies the eligibility requirements in paragraphs (a), (b), and (c) of this section.

Sec. 645.4 What are the grantee requirements with respect to low income and first-generation participants?

(4) At least two-thirds of the eligible participants a grantee serves must at the time of initial selection qualify as both low-income individuals and potential first-generation college students. The remaining participants must at the time of initial selection qualify as either low-income individuals or potential first generation college students.

(b) For purposes of documenting a participant’s low-income status the following applies:
(1) In the case of a student who is not an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining—
(4) A signed statement from the student’s parent or legal guardian regarding family income;
(ii) Verification of family income from another governmental source;
(iii) A signed financial aid application; or
(iv) A signed United States or Puerto Rican income tax return.
(2) In the case of a student who is an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining—
(4) A signed statement from the student regarding family income;
(ii) Verification of family income from another governmental source;
(iii) A signed financial aid application; or
(iv) A signed United States or Puerto Rican income tax return.
© For purposes of documenting potential first generation college student status, documentation consists of a signed statement from a dependent participant’s parent, or a signed statement from an independent participant.
(d) A grantee does not have to revalidate a participant’s eligibility after the participant’s initial selection.

Sec. 645.5 What regulations apply?

The following regulations apply to the Upward Bound Program:
(a) The Education Department General Administrative Regulations (EDGAR) as follows:
(1) 34 CFR part 74 (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations);
(2) 34 CFR part 75 (Direct Grant Programs), except for Sec. 75.511;
(3) 34 CFR part 77 (Definitions that Apply to Department Regulations), except for the definition of "secondary school" in 34 CFR 77.1;
(4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities);
(5) 34 CFR part 82 (New Restrictions on Lobbying);
(6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants));
(7) 34 CFR part 86 (Drug-Free Schools and Campuses).
(b) The regulations in this part 645.

Sec. 645.6 What definitions apply to the Upward Bound Program?

(4) Definitions in EDGAR. The following terms used in this part are defined in 34 CFR 77.1:

Applicant
Application
Award
Budget
Budget period
EDGAR
Equipment
Facilities
Grant
Grantee
Project
Project period
Secretary
State
Supplies

(b) Other Definitions. The following definitions also apply to this part:

Family taxable income means—
(1) With regard to a dependent student, the taxable income of the individual’s parents;
(2) With regard to a dependent student who is an orphan or ward of the court, no taxable income;
(3) With regard to an independent student, the taxable income of the student and his or her spouse.

HEA means the Higher Education Act of 1965, as amended.
Independent student means a student who—
(1) Is an orphan or ward of the court;
(2) Is a veteran of the Armed Forces of the United States (as defined in this section);
(3) Is a married individual; or
(4) Has legal dependents other than a spouse.
Institution of higher education means an educational institution as defined in sections 1201(a) and 481 of the HEA.
Limited English proficiency with reference to an individual, means an individual whose native language is other than English and who has
sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

Low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. The poverty level amount is determined by using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Organization/Agency means an entity that is legally authorized to operate programs such as Upward Bound in the State where it is located.

Participant means an individual who—
1. Is determined to be eligible to participate in the project under Sec. 645.3;
2. Resides in the target area, or is enrolled in a target school at the time of acceptance into the project; and
3. Has been determined by the project director to be committed to the project, as evidenced by being allowed to continue in the project for at least—
   (4) Ten days in a summer component if the individual first enrolled in an Upward Bound project’s summer component; or
   (ii) Sixty days if the individual first enrolled in an Upward Bound project’s academic year component.

Potential first-generation college student means—
1. An individual neither of whose natural or adoptive parents received a baccalaureate degree; or
2. A student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Secondary school means a school that provides secondary education as determined under State law.

Target area means a discrete local or regional geographical area designated by the applicant as the area to be served by an Upward Bound project.

Target school means a school designated by the applicant as a focus of project services.

Veteran means a person who served on active duty as a member of the Armed Forces of the United States—
1. For a period of more than 180 days, any part of which occurred after January 31, 1955, and who was discharged or released from active duty under conditions other than dishonorable; or
2. After January 31, 1955, and who was discharged or released from active duty because of a service-connected disability.

Subpart B—What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.10 What kinds of projects are supported under the Upward Bound Program?

The Secretary provides grants to the following three types of Upward Bound projects:
(a) Regular Upward Bound projects designed to prepare high school students for programs of postsecondary education.
(b) Upward Bound Math and Science Centers designed to prepare high
school students for postsecondary education programs that lead to careers in the fields of math and science.

© Veterans Upward Bound projects designed to assist veterans to prepare for a program of postsecondary education.

Sec. 645.11 What services do all Upward Bound projects provide?

(4) An Upward Bound project that has received funds under this part for at least two years shall include as part of its core curriculum, instruction in—

1. Mathematics through pre-calculus;
2. Laboratory science;
3. Foreign language;
4. Composition; and
5. Literature.

(b) All Upward Bound projects may provide such services as—

1. Instruction in subjects other than those listed in Sec. 645.11(a) that are necessary for success in education beyond high school;
2. Personal counseling;
3. Academic advice and assistance in secondary school course selection;
4. Tutorial services;
5. Exposure to cultural events, academic programs, and other educational activities not usually available to disadvantaged youths;
6. Activities designed to acquaint youths participating in the project with the range of career options available to them;
7. Instruction designed to prepare youths participating in the project for careers in which persons from disadvantaged backgrounds are particularly underrepresented;
8. Mentoring programs involving elementary or secondary school teachers, faculty members at institutions of higher education, students, or any combination of these persons and other professional individuals; and
9. Programs and activities such as those described in paragraphs (b)(1) through (b)(8) of this section that are specifically designed for individuals with limited proficiency in English.

Sec. 645.12 How are regular Upward Bound projects organized?

(a) Regular Upward Bound projects—

1. Must provide participants with a summer instructional component that is designed to simulate a college-going experience for participants, and an academic year component; and
2. May provide a summer bridge component to those Upward Bound participants who have graduated from secondary school and intend to enroll in an institution of higher education in the following fall term. A summer bridge component provides participants with services and activities, including college courses, that aid in the transition from secondary education to postsecondary education.

(b) A summer instructional component shall—

1. Be six weeks in length unless the grantee can demonstrate to the Secretary that a shorter period will not hinder the effectiveness of the project nor prevent the project from achieving its goals and objectives, and the Secretary approves that shorter period; and
2. Provide participants with one or more of the services described in Sec. 645.11 at least five days per week.
©(1) Except as provided in paragraph ©(2) of this section, an academic year component shall provide program participants with one or more of the services described in Sec. 645.11 on a weekly basis throughout the academic year and, to the extent possible, shall not prevent participants from fully participating in academic and nonacademic activities at the participants’ secondary school.

©(2) If an Upward Bound project’s location or the project’s staff are not readily accessible to participants because of distance or lack of transportation, the grantee may, with the Secretary’s permission, provide project services to participants every two weeks during the academic year.

Sec. 645.13 What additional services do Upward Bound Math and Science Centers provide and how are they organized?

(a) In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), an Upward Bound Math and Science Center must provide—

(4) Intensive instruction in mathematics and science, including hands-on experience in laboratories, in computer facilities, and at field-sites;

(2) Activities that will provide participants with opportunities to learn from mathematicians and scientists who are engaged in research and teaching at the applicant institution, or who are engaged in research or applied science at hospitals, governmental laboratories, or other public and private agencies;

(3) Activities that will involve participants with graduate and undergraduate science and mathematics majors who may serve as tutors and counselors for participants; and

(4) A summer instructional component that is designed to simulate a college-going experience that is at least six weeks in length and includes daily coursework and other activities as described in this section as well as in Sec. 645.11.

(b) Math Science Upward Bound Centers may also include—

(1) A summer bridge component consisting of math and science related coursework for those participants who have completed high school and intend on enrolling in an institution of higher education in the following fall term; and

(2) An academic year component designed by the applicant to enhance achievement of project objectives in the most cost-effective way taking into account the distances involved in reaching participants in the project’s target area.

Sec. 645.14 What additional services do Veterans Upward Bound projects provide?

In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), a Veterans Upward Bound project must—

(a) Provide intensive basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs;

(b) Provide short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education. If the grantee is an institution of higher
education, these courses shall not duplicate courses otherwise available to veterans at the institution; and

© Assist veterans in securing support services from other locally available resources such as the Veterans Administration, State veterans agencies, veterans associations, and other State and local agencies that serve veterans.

Subpart C—How Does One Apply for an Award?

Sec. 645.20  How many applications for an Upward Bound award may an eligible applicant submit?

(a) The Secretary accepts more than one application from an eligible entity so long as an additional application describes a project that serves a different participant population.

(b) Each application for funding under the Upward Bound Program shall state whether the application proposes a Regular Upward Bound project, an Upward Bound Math and Science Center, or a Veterans Upward Bound project.

Sec. 645.21  What assurances must an applicant include in an application?

An applicant must assure the Secretary that—

(4) Not less than two-thirds of the project’s participants will be low-income individuals who are potential first generation college students; and

(b) That the remaining participants be either low-income individuals or potential first generation college students.

Subpart D—How Does the Secretary Make a Grant?

Sec. 645.30  How does the Secretary decide which grants to make?

(a) The Secretary evaluates an application for a grant as follows:

(1)(i) The Secretary evaluates the application on the basis of the selection criteria in Sec. 645.31.

(ii) The maximum score for all the criteria in Sec. 645.31 is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(2)(i) If an applicant for a new grant proposes to continue to serve substantially the same target population or schools that the applicant is serving under an expiring project, the Secretary evaluates the applicant’s prior experience in delivering services under the expiring Upward Bound project on the basis of the criteria in Sec. 645.32.

(ii) The maximum score for all the criteria in Sec. 645.32 is 15 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(b) The Secretary makes grants in rank order on the basis of the application’s total scores under paragraphs (a)(1) and (a)(2) of this section.

© If the total scores of two or more applications are the same and there are insufficient funds for these applications after the approval of higher-ranked applications, the Secretary uses whatever remaining funds are available to serve geographic areas that have been underserved by the Upward Bound Program.

(d) The Secretary may decline to make a grant to an applicant that
carried out a project that involved the fraudulent use of funds under section 402A©(2)(B) of the HEA.

Sec. 645.31 What selection criteria does the Secretary use?

The Secretary uses the following criteria to evaluate an application for a grant:

(4) Need for the project (24 points). In determining need for an Upward Bound project, the Secretary reviews each type of project (Regular, Math and Science, or Veterans) using different need criteria. The criteria for each type of project contain the same maximum score of 24 points and read as follows:

(1) The Secretary evaluates the need for a Regular Upward Bound project in the proposed target area on the basis of information contained in the application which clearly demonstrates that—

(4) The income level of families in the target area is low;

(ii) The education attainment level of adults in the target area is low;

(iii) Target high school dropout rates are high;

(iv) College-going rates in target high schools are low;

(v) Student/counselor ratios in the target high schools are high; and

(vi) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students.

(2) The Secretary evaluates the need for an Upward Bound Math and Science Center in the proposed target area on the basis of—

(4) The extent to which student performance on standardized achievement and assessment tests in mathematics and science in the target area is lower than State or national norms.

(ii) The extent to which potential participants attend schools in the target area that lack the resources and coursework that would help prepare persons for entry into postsecondary programs in mathematics, science, or engineering;

(iii) The extent to which such indicators as attendance data, dropout rates, college-going rates and student/counselor ratios in the target area indicate the importance of having additional educational opportunities available to low-income, first-generation students; and

(iv) The extent to which there are eligible students in the target area who have demonstrated interest and capacity to pursue academic programs and careers in mathematics and science, and who could benefit from an Upward Bound Math and Science program.

(3) The Secretary evaluates the need for a Veterans Upward Bound project in the proposed target area on the basis of clear evidence that shows—

(4) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide;

(ii) A large number of veterans who reside in the target area are low income and potential first generation college students;

(iii) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education; and

(iv) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area.

(b) Objectives (9 points). The Secretary evaluates the quality of
the applicant’s proposed project objectives on the basis of the extent to which they—

(4) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying;

(2) Address the needs of the target area or target population; and

(3) Are measurable, ambitious, and attainable over the life of the project.

© Plan of operation (30 points). The Secretary determines the quality of the applicant’s plan of operation by assessing the quality of—

(1) The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project;

(2) The plan for identifying, recruiting, and selecting participants to be served by the project;

(3) The plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound;

(4) The plan for locating the project within the applicant’s organizational structure;

(5) The curriculum, services and activities that are planned for participants in both the academic year and summer components;

(6) The planned timelines for accomplishing critical elements of the project;

(7) The plan to ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management;

(8) The applicant’s plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students;

(9) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives; and

(10) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education.

(d) Applicant and community support (16 points). The Secretary evaluates the applicant and community support for the proposed project on the basis of the extent to which—

(4) The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and the time and effort of personnel other than those employed in the project.

(2) The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d)(1) of this section.

(e) Quality of personnel (8 points). To determine the quality of personnel the applicant plans to use, the Secretary looks for information that shows—

(4) The qualifications required of the project director, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects;

(2) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in
fields related to the objectives of the project;

(3) The quality of the applicant’s plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project’s target population.

(f) Budget and cost effectiveness (5 points). The Secretary reviews each application to determine the extent to which—

(1) The budget for the project is adequate to support planned project services and activities; and

(2) Costs are reasonable in relation to the objectives and scope of the project.

(g) Evaluation plan (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant’s methods of evaluation—

(1) Are appropriate to the project and include both quantitative and qualitative evaluation measures; and

(2) Examine in specific and measurable ways the success of the project in making progress toward achieving its process and outcomes objectives.

Sec. 645.32 How does the Secretary evaluate prior experience?

(a) In the case of an application described in Sec. 645.30(a)(2), the Secretary reviews information relating to an applicant’s performance under its expiring Upward Bound grant. This information includes information derived from annual performance reports, audit reports, site visit reports, project evaluation reports, and any other verifiable information submitted by the applicant.

(b) The Secretary evaluates the applicant’s prior experience in delivering services on the basis of the following criteria:

(1) (3 points) Whether the applicant serves the number of participants agreed to under the approved application;

(2) (3 points) The extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages;

(3) (3 points) The extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program;

(4) The extent to which participants who complete the project, or were scheduled to complete the project, undertake programs of postsecondary education; and

(5) (3 points) The extent to which participants who complete the project, or were scheduled to complete the project, succeed in education beyond high school, including the extent to which they graduate from postsecondary education programs.

Sec. 645.33 How does the Secretary set the amount of a grant?

(a) The Secretary sets the amount of a grant on the basis of—

(1) 34 CFR 75.232 and 75.233, for new grants; and

(2) 34 CFR 75.253, for the second and subsequent years of a project period.

(b) If the circumstances described in section 402A(b)(3) of the HEA exist, the Secretary uses the available funds to set the amount of the grant at the lesser of—

(1) $190,000; or

(2) The amount requested by the applicant.
Sec. 645.34  How long is a project period?

(a) Except as provided in paragraph (b) of this section, a project period under the Upward Bound Program is four years.

(b) The Secretary approves a project period of five years for applicants that score in the highest ten percent of all applicants approved for new grants under the criteria in Sec. 645.31.

Sec. 645.40  What are allowable costs?

The cost principles that apply to the Upward Bound Program are in 34 CFR part 74, subpart Q. Allowable costs include the following if they are reasonably related to the objectives of the project:

(a) In-service training of project staff.

(b) Rental of space if space is not available at the host institution and the space rented is not owned by the host institution.

(c) For participants in an Upward Bound residential summer component, room and board—computed on a weekly basis—not to exceed the weekly rate the host institution charges regularly enrolled students at the institution.

(d) Room and board for those persons responsible for dormitory supervision of participants during a residential summer component.

(e) Educational pamphlets and similar materials for distribution at workshops for the parents of participants.

(f) Student activity fees for Upward Bound participants.

(g) Admissions fees, transportation, Upward Bound T-shirts, and other costs necessary to participate in field trips, attend educational activities, visit museums, and attend other events that have as their purpose the intellectual, social, and cultural development of participants.

(h) Costs for one project-sponsored banquet or ceremony.

(i) Tuition costs for postsecondary credit courses at the host institution for participants in the summer bridge component.

(j)(1) Accident insurance to cover any injuries to a project participant while participating in a project activity; and

(2) Medical insurance and health service fees for the project participants while participating full-time in the summer component.

(k) Courses in English language instruction for project participants with limited proficiency in English and for whom English language proficiency is necessary to succeed in postsecondary education.

(l) Transportation costs of participants for regularly scheduled project activities.

(m) Transportation, meals, and overnight accommodations for staff members when they are required to accompany participants in project activities such as field trips.

(n) Purchase of computer hardware, computer software, or other equipment for student development, project administration and recordkeeping, if the applicant demonstrates to the Secretary’s satisfaction that the equipment is required to meet the objectives of the project more economically or efficiently.

(o) Fees required for college admissions applications or entrance examinations if—

(1) A waiver of the fee is unavailable;

(2) The fee is paid by the grantee to a third party on behalf of a
Sec. 645.41 What are unallowable costs?

Costs that may not be charged against a grant under this program include the following:
(a) Research not directly related to the evaluation or improvement of the project.
(b) Meals for staff except as provided in Sec. 645.40 (d) and (m) and in paragraph © of this section.
© Room and board for administrative and instructional staff personnel who do not have responsibility for dormitory supervision of project participants during a residential summer component unless these costs are approved by the Secretary.
(d) Room and board for participants in Veterans Upward Bound projects.
(e) Construction, renovation or remodeling of any facilities.
(f) Tuition, stipends, or any other form of student financial aid for project staff beyond that provided to employees of the grantee as part of its regular fringe benefit package.

Sec. 645.42 What are Upward Bound stipends?

(a) An Upward Bound project may provide stipends for all participants who participate on a full-time basis.
(b) In order to receive the stipend, the participant must show evidence of satisfactory participation in activities of the project including—
(1) Regular attendance; and
(2) Performance in accordance with standards established by the grantee and described in the application.
© The grantee may prorate the amount of the stipend according to the number of scheduled sessions in which the student participated.
(d) The following rules govern the amounts of stipends a grantee is permitted to provide:
(1) For Regular Upward Bound projects and Upward Bound Math and Science Centers—
(4) For the academic year component, the stipend may not exceed $40 per month; and
(ii) For the summer component, the stipend may not exceed $60 per month.
(2) For Veterans Upward Bound projects, the stipend may not exceed $40 per month.

Sec. 645.43 What other requirements must a grantee meet?

(4) Number of participants. (1) In each budget period, Regular Upward Bound projects shall serve between 50 and 150 participants and Upward Bound Math and Science projects shall serve between 50 and 75 participants.
(2) Veterans Upward Bound projects shall serve a minimum of 120 veterans in each budget period.
(3) The Secretary may waive the requirements of paragraphs (a)(1) and (a)(2) of this section if the applicant can demonstrate that the project will be more cost effective and consistent with the objectives of the program if a greater or lesser number of participants will be
(b) Project director. (1) A grantee shall employ a full-time project director unless paragraph (b)(3) of this section applies.

(2) The grantee shall give the project director sufficient authority to administer the project effectively.

(3) The Secretary waives the requirement in paragraph (b)(1) of this section if the applicant demonstrates that the requirement will hinder coordination—

(i) Among the Federal TRIO Programs; or

(ii) Between the programs funded under sections 402A through 410 of the HEA and similar programs funded through other sources.

© Recordkeeping. For each participant, a grantee shall maintain a record of—

(1) The basis for the grantee’s determination that the participant is eligible to participate in the project under Sec. 645.3;

(2) The basis for the grantee’s determination that the participant has a need for academic support in order to pursue successfully a program of education beyond secondary school;

(3) The services that are provided to the participant;

(4) The educational progress of the participant during high school and, to the degree possible, during the participant’s pursuit of a postsecondary education program.
Mission Statement

The Mission

The purpose of Fort Valley State University Upward Bound is to motivate and prepare those students who are socially and economically underrepresented in higher education due to their families' educational background and other federal or institutional criteria to enter and complete postsecondary education.

The Vision

Fort Valley State University Upward Bound will serve as a channel in helping students excel in all facets of life. Upward Bound's vision is to produce students who will impact their families and communities as a result of their participation in educational, social, and cultural services offered by the program.

Program Goals

The goals of Fort Valley State University Upward Bound are to:

- Empower socially and economically challenged students to successfully graduate from high school
- Aid students and families in the college admissions process
- Motivate students to enroll in and graduate from an institute of postsecondary education
- Enrich students' lives academically, socially, and culturally

Program Description

General Program Information

Fort Valley State University (FVSU) proposes to serve students at two high schools with one being among the lowest achieving schools in Georgia (GA). FVSU is a comprehensive higher education institution located in Middle GA in the town of Fort Valley in Peach County, the original site of the nation's peach industry.

The university's 3,500-plus students represent more than 30 states and about 10 international countries. Its 1,365-acre campus is the second largest (in acreage) public university in the state. Ninety-four percent of the student body is African American. About one-third of students live on campus, and 85 percent attend college full-time. FVSU is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award associate, baccalaureate and master’s degrees. The FVSU Upward Bound
program mission is to provide supplemental academic instructions supporting rigorous High School Courses, cultural and social enrichment activities to high school students who meet federal eligibility criteria thereby increasing the rate at which they successfully complete high school and enroll and graduate from college.

The FVSU Upward Bound target high schools are in predominantly rural towns located in Macon County and Peach County respectively. The target area has a combined 2010 population of 42,435 (U.S. Census Bureau). The target area is largely made up of very small agri-business towns that encompass rural isolated communities that are highly impoverished due to factors such as extreme high unemployment rates, low median household incomes and very low educational attainment among adults 25 years and older. In 2010 the unemployment rate in Macon County was 13.7% and 12.0% in Peach County, thereby making the target areas among the most impoverished counties in Georgia, as well as the United States. (U.S Census Bureau report, 2010)

FVSU agrees with the Department’s position that many Upward Bound-eligible students are enrolled in some of the nation’s lowest-performing high schools, and Upward Bound has an important role to play: furthering the goals of improving academic performance and college access for students attending these high schools. Therefore, the proposed Upward Bound program will address all three of the U.S. Department Education’s competitive preference priorities: 1). Turning around Persistently Lowest - Achieving Schools; 2). Enabling More Data-Based Decision-Making; and, 3) Improving Productivity.

During the 5-year performance period the FVSU Upward Bound Program will provide academic services to students attending Peach County High that is targeted as a “persistently low-achieving school” and Macon County High School to better prepare the students to successfully complete high school and to enroll and complete a post-secondary education (PSE) at a higher rate than the adults in the target area. The FVSU Upward Bound program will employ more than 25 full-/part-time staff, instructors, student tutors, and drivers to assist in achieving its goals.

More information, including schools served, eligibility, a current calendar of activities and a staff listing, can be obtained at the Upward Bound web site (http://www.fvsu.edu/admissions/upward_bound). The office phone number is (478) 825-6963.

**Participating High Schools**

- Peach County High School
- Macon County High School
Program Components

Upward Bound program is divided into two major components: October through May comprise the Academic Year (AY); and a six-week summer residential session which typically operates mid-June to mid-July. The following accomplishments took place during the 2013-14 FY:

1. ACADEMIC YEAR: Services were provided to sixty (66) high school students from Crawford County, Macon County, Peach County and Taylor County High Schools. These are the target high schools and the target number of students funded to serve during the FY. Sixteen Academic Saturdays were scheduled to bring students on campus; however, because of transportation mix-up in Auxiliary Services, met sixteen Saturdays. On each Saturday, students were provided supplemental instructions in grade-level mathematics, science and language arts courses for which they were enrolled in at their target schools. Certified instructors were hired to provide the classroom instruction.
   a) On each of the sixteen Saturdays, Junior and Senior Seminars were held. Sixteen juniors were enrolled and fifteen seniors were enrolled with nine graduating from the program during the FY.
   b) Junior focus:
      - Academic and social skill development sessions were held to help students acquire skills necessary to successfully complete high school and transition into college.
      - Test-taking skills workshop were conducted in preparation for taking the first SAT/ACT standardized test; and the Georgia High School Graduation Test (GHSGT) and the End of Course Test (EOCT). All juniors passed each portion of GHSGT on first attempt making them eligible to graduate with a diploma.
   c) Senior focus:
      - Took SAT/ACT standardized test in effort to obtain „Code 1“ --college ready status. Fifty percent (5) seniors obtained Code 1 status by the end of the FY.
      - Completed college admission applicant. Completed college admission applications and obtained acceptance into three or more postsecondary institutions (PSI). Nine or 90% of graduating seniors enrolled into a PSI during the 2010 Fall enrollment.
      - Completed financial aid application process and received Student Aid Reports.
      - Conducted scholarship searches and completed applications if qualified. d) Developmental Sessions conducted each Saturday: Facilitated by UB Alumni (Erica Smith); S.T.R.E.A.M (PJ Petterson); Georgia Southern Campus Visit; Black History Trivial (UB Staff); FVSU”s KAPPAS-Campus Life; Team Building Exercise (UB Staff); FVSU’s Admissions Office; Georgia Probation Management (Career Day); DARE (Fort Valley Police Department); Hodac (Substance Abuse); Mr. & Miss Upward Bound selection; Upward Bound Student Committee meeting; Awards Program and Fun Day. All sessions focused on improving the skills required for personal, social, and cultural development of teens.
   f) Monitored grade reports for intervention. Sixty-six (100%) passed to next grade level.
   g) Provide Senior Recognition Graduation Luncheon at end of Academic Year. Recognized nine graduating seniors; one seniors was awarded a one-time $500.00 Upward Bound Scholarship.

2. SUMMER COMPONENT: Summer session started June 6th and ended on July 17th. Students resided on campus Sundays thru Thursdays. Fifteen students lived on campus for six weeks. Students resided in Wildcat Commons under supervision of three adult dormitory staff hired by the program. Objective was to provide students a simulated college-going experience.
Structured activities in course offerings at the next grade level were offered; and afternoon social activities as follow:

a) Eleven (11) sophomores; three (3) juniors and (1) senior participated: enrolled in biology, chemistry, physics, math 2 math 3, math 4/trigonometry; language arts, research, Sign Language and career development. Objective was to provide exposure to content information at next grade level (jump start). Certified instructors were hired to teach respective courses.

b) All students participated in work-study where they were placed in various offices throughout the campus. Objective was to provide exposure to professional work environment. Students were given in-depth job-readiness training with focus on work-place ethics. Students received $100 per week stipend through program funds.

c) Students were required to attend study-hall Mondays-Thursdays. They engaged in various supervised on- and off-campus social activities. Upward Bound students collaborated with FAME (Fine Arts Department). Extended trip college visits included South Carolina State and Benedict College.

d) All students received individualized evaluations at end of session by panel of all instructors, representative from male and female dormitory staff and administrative staff. Objective was to give students honest feedback on overall academic performance with concentration on areas for improvement as well as attention on social behaviors. Both the 2013-14 Academic Year and 2014 Summer Session were completed without any major incidents. All Department of Education mandated objectives and regulatory requirements as indicated throughout the report were met.

Program Services

- Supplemental Instruction in Math, Laboratory Science Composition, Literature, & Foreign Language
- Cultural awareness
- Tutorial services
- Mentoring programs
- Work-study
- Preparation for college entrance exams
- Career exploration
- Postsecondary education opportunities
- Academic counseling
- Financial literacy awareness
Eligibility

High School students who meet the income, first-generation, and/or at risk requirements and live in Macon and Peach counties.

Students must have completed the 8th grade but have not yet completed the 11th grade; and, they must have a need for academic support in order to pursue a program of post-secondary education.

Selection and Application Process

Students are selected based on recommendations from teachers and counselors, thoughtfulness of personal statements, and staff observations from interviews.

In addition to meeting the minimum qualifications for admission into the program, Fort Valley State University Upward Bound wants students who are committed to education and the benefits associated with receiving higher education. Students must be dedicated to striving towards academic excellence in order to maintain an active status in the program, and students must have positive attitudes and open minds ready to be enriched by all that the program has to offer.
Section 2 – Office Procedures

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Hours
The office is located in room 111 of the Bywaters’ Building at Fort Valley State University. The normal office hours are 8:00 A.M. to 5:00 P.M. Monday through Friday. All staff members have office keys. Staff members have keys that provide access to Bywaters’ Building during normal business hours Monday through Friday.

**Workspace**

Each full-time employee is provided with a workspace. The workspace includes a computer with university Internet and email access and a telephone with voicemail. Employees should log off the network each day when they leave, but leave their computers turned on. Office computers are networked to two Xerox printers. Upward Bound has its own computer lab and lap tops for the instructors.

**Storage Space**

We have a storage room located near the Bywaters Building. Full-time staff members have the access code to the area and keys to the storage room.

**Technology Support**

Technology support is provided by the Office of Information and Technology at Fort Valley State University. All hardware and software should be ordered through this department. To place a help call or a purchase request, go to the Fort Valley State University help desk. Help calls can also be made by phone to 478-825-6228. The college provides a full-time technology support person.

**Digital Cameras**

Digital cameras for each program are kept under lock and key in the Administrative Secretary’s area and are kept charged for use. All full-time staff members have a key. Located at the office is a sign-out sheet for staff members to use in signing the digital cameras in and out of the office.

**Emergency Closure of College**

The emergency message line number for Fort Valley State University is 478-825-6211. Staff may call this number for updated information on emergency closure in case of bad weather. There may be situations in which the college will close for bad weather while the rest of the university remains open. If that is the case, public announcements will mention Fort Valley State University (not Fort Valley State University). However, if the entire university is closed, the announcement will be for Fort Valley State University.

**Scheduling College Space**
The Administrative Secretary can assist staff members in scheduling college space. All requests for scheduling classrooms, labs, the auditorium, the Student Activity Center, the student lounge and conference rooms go to Perdetta Stembridge.

Communication

Communication among staff members is essential for successful program operation. The following guidelines are designed to enable effective communication:

- It is the responsibility of all full-time staff members to check telephone voicemail at least three times each work day.
- It is the responsibility of any full-time staff member who is on vacation or out of the office for training, a conference or an overnight field trip to put on his or her voicemail an alternate outgoing message saying he or she is out of the office and stating a planned date of return.
- Staff members who are out of the office for an overnight student field trip are required to check emails and voicemails while away from the office.
- It is the responsibility of each staff member to inform the Director of planned absences from the office for school visits, meetings, etc.
- Part-time staff members should inform their supervisor and the Director of their normal school visitation schedule and of any deviations from the normal schedule.
- The office maintains a general calendar that records meetings, conferences, program activities, scheduled employee days off, university holidays and days when participating schools are closed. This information is shared at each staff meeting. Each staff member is responsible for ensuring that his/her information is properly recorded.

Staff Meetings

Staff meetings usually take place on the first Monday morning of each month from January through December. Staff meetings begin at 9:00 A.M., with a meeting for staff members to discuss issues and events of common interest and to review the progress toward achieving program objectives and a discussion and update on upcoming activities.

Time and Effort Reports

At the end of each month, a Time and Effort Report must be completed and must be signed by each employee indicating the percent of time and effort spent on TRIO program duties. Except for the Director and the Administrative Assistant, who are split 50%/50% between FVSU and Upward Bound, the Time and Effort Report should normally show that employees are devoting 100% of their time and effort to TRIO program duties.

Business and Finance
The Associate Vice President for Business and Finance directs the offices of the Accounting Services, Procurement Services and Student Financial Services as well as providing leadership for auxiliary operations.

The Controller maintains the accounting and financial records of the university in accordance with the laws of the State of Georgia, Generally Accepted Accounting Principles (GAAP) and the Board of Regents’ policies and procedures. Additionally, the Controller manages the Accounting Services Office, Disbursements Office, Bursar’s Office, Payroll Office, and Property Control Manager. Office phone: 478.827.3017; Fax: 478.822.1350.

**Capital Asset Management/Property Control**

It is the goal of Asset Management to identify and record all small value equipment between $3,000 and $5,000. Capitalized assets above $5,000 should be identified and entered into the PeopleSoft Financials System within one week of receipt of documentation. It is the department's goal to maintain accurate records and to train campus constituents on the proper procedure for disposal of surplus property.

**Procurement**

The Procurement Director is responsible for ensuring that all of Fort Valley State University’s purchases and contract adhere to the rules, policies and laws set forth by the Official Code of Georgia Annotated (O.C.G.A. Section 50-5-1), The State Purchasing Division of the Department of Administrative Services and the University System of Georgia’s Board of Regents Business Procedures Manual.

*Office Phone: 478.825.6226*
*Email: hortonr01@fvsu.edu*

**Accounting Services**

The Director of Accounting Services manages the following areas: General Accounting, Financial Reporting and Grants and Contracts.

*Office phone: 478.825.6111*
*Fax: 478.825.6977*
*Email: striplingd@fvsu.edu*
Section 3 – Program Procedures

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Recruiting

- Recruiting of new students for each program is concentrated in the spring, particularly April and May. However, new students may be added to the program at any time during the school year.

- Recruitment may be based on referrals or on general presentations to the students at a school. Upward Bound may recruit students in grades 9, 10 or 11.

- Interested students are given a packet that includes program information, a parent letter, an application form and a postage paid return envelope for sending in the application. Additional packages FVSU are left with counselors at the participating schools. Program staff should carry a few packages FVSU when visiting the schools.

- Application forms are updated each year in February or March when the federal government updates its income eligibility guidelines. Income eligibility is based on taxable income being below 150% of the federal poverty level.

- Advisors are responsible for reviewing applications and determining eligibility. It is everyone’s responsibility to ensure that at least two-thirds of students are both first generation to college and income eligible. Applications must be complete and legible. The application appears on one sheet of paper, front and back. The application side is completed primarily by the parent or guardian. The needs evaluation side is completed primarily by the student.

- Because they relate to federal reporting requirements, it is particularly important that the following be completed on the enrollment application: (1) US Citizen, (2) date of birth, (3) number of family members living in the household, (4) range of annual income, (5) question on either parent graduating from a four-year college and (6) form signed and dated by parent or guardian. The questions on family size and family income along with the parent/guardian signature constitute documentation of eligibility status (first generation and/or income eligibility).

- Program staff members check eligibility status at the bottom of the application to indicate first generation and income eligible status. Income eligibility is determined by comparing the family size with the income range circle. The first (lowest) range is for a family of one, the second for a family of two, etc. If the application shows a “no” answer to the question of whether either parents has graduated from a four-year college, then the student is determined to be first generation. Two-thirds of all TRIO students must be both first generation and income eligible. All Upward Bound students must be either first generation or income eligible.
• After a student has entered the program, his or her eligibility status does not change. The status is based on circumstances that existed at the time he or she entered the program.

• After a student is accepted into the program, the Director will generate an acceptance letter. Students who are denied acceptance or put on a waiting list also receive an appropriate letter.

• Students who are accepted are entered into the database maintained by the Director, and a student file is created. The Office Manager completes an Academic Need form for each new student and places it in the student’s file.

Field Trips

• Flyers and permission slips should be distributed to students at least two weeks prior to the event. In order to participate in a field trip, a student needs to have a medical release form signed by a parent or guardian as well as a permission slip/photo release form for the specific field trip signed by a parent or guardian. We will on occasion accept a handwritten permission note from the parent or guardian as long as the note gives permission for the specific event. If we are using the services of a company or organization that requires its own specific permission form, all participants in the event must have a signed permission form.

• The staff member(s) coordinating the field trip should have a list of students attending. Students are required to sign next to their name to record attendance.

• The field trip coordinator(s) should have in his/her possession medical release forms providing medical information during the trip. In case of a medical emergency, every effort must be made to contact a parent or guardian or other family member. Hospitals will normally provide treatment without speaking with a parent or guardian. If a student's needs to be transported to a hospital for a medical emergency, calling 911 is the best way to arrange for transportation.

• All staff members associated with a field trip are expected to participate fully in all activities with students.

• We should never assign students to car pools to reach a bus pickup point or to travel home at the conclusion of a trip. We should leave the responsibility to the parent/guardian and/or the student to reach the bus pickup point or to travel home.

• Staff members, participants and parent chaperones participate in field trips. If staff members wish to include any others such as immediate family members in a field trip, they must request approval in advance from the Director, and those staff members are
responsible for paying for their guests’ admissions tickFVSU, meals and any other expenses.

- Chaperones should remain with students after they are returned to the college until the students have been picked up or have driven home.

- School personnel should be informed whenever students are to be picked up and dropped off at the schools for the Academic Saturday. Parents should be informed that students will be unsupervised at the school in the morning prior to bus pickup or in the mornings and afternoon after drop-offs.

**Upward Bound Academic Saturday**

- Academic Saturday take place twice each month from September through May at the Fort Valley State University campus.

- Saturday Academies are planned and led cooperatively by the Office Manager and the Director. Saturday Academies include academic enrichment, career exploration, college information and other topics that help prepare students for postsecondary success.

- Students attending Saturday Academies should always sign in on a contact sheet. These she FVSU are maintained in a binder by the Program Coordinator as a documentation of participation.

- Students receive stipends as an incentive for participation. All students receive a $10 stipend per Saturday. Whenever possible, incentive checks should be distributed in person and students should sign off as having received the check.

**Upward Bound Summer Program**

- The Upward Bound Summer Academy takes place daily, Monday through Friday, for six weeks from the middle of June through late July.

- The Summer Program is planned and led cooperatively by the Director and the Office Manager.

- The Director hires and supervises instructors in the core subject areas: (1) composition and literature, (2) foreign language, (3) mathematics and (4) science. The instructors are hired on Personnel Action Notice (PAN) which must be approved by the Director.

- The program staff and the instructors develop a theme for the summer. The goal of the Summer Program is to encourage learning and help prepare students to perform well in
high school and in college.

- The Office Manager takes the lead in developing weekly field trips, usually on Fridays, which relate to the theme for the summer.

- The Academic Tutors assist the instructors with the summer classes and may teach summer classes.

- The Office Manager coordinates Summer Career work-study for the summer program. Students are expected to work two hours per week for six weeks in an unpaid position that provides exposure to careers.

- Students receive stipends as an incentive for participation. The minimum stipend is $50 per week.

- Summer work-study should be documented through signed evaluations completed by the employer/supervisor and by the student.

- The Office Manager should submit to the Director at the conclusion of the summer a description of the curriculum used in each of the subject areas.

**ACT/SAT Preparation**

Upward Bound provides ACT preparation workshops. TRIO students can qualify for a waiver when taking the ACT. We will assist students in completing the fee waiver form. If a fee waiver is not available, we will pay the fee for the student. Program staff members may use their purchasing cards for this purpose.

**Admissions and Financial Aid Processes**

- We provide seniors with assistance in completing college admissions applications. Copies of the completed applications should be maintained in the student’s file as documentation that the senior has applied for postsecondary education. TRIO students will often qualify for an application fee waiver. We will write letters requesting waivers whenever necessary. We will also pay for application fees whenever a fee waiver is not available.

- We provide seniors and parents with assistance in completing financial aid applications, including FAFSA.

- We ask seniors to provide us with copies of college acceptance letters for placement in the student’s file.
Newsletters

- Each program publishes a newsletter twice each year. Staff members contribute articles, and the Office Manager edits the newsletter.

- Upward Bound newsletters are published in the fall (articles due early September) and in the spring (articles due early April). Upward Bound newsletters are mailed to student homes and are placed on the web site. Newsletters are also distributed electronically to college staff and faculty, to school personnel and to our members of the U.S. House of Representatives and the U.S. Senate.

Student Discipline Guidelines

Student discipline should be based on the standards of conduct that are distributed to students each year.

- Verbal warning is the normal first step in dealing with serious violations of the standards of conduct. The verbal warning should be given privately to the student involved and should include the statement that continued violations may lead to dismissal from the program. The parent and the key contact person at the school should be notified. The verbal warning and the parent and school notification should be documented in the student’s file.

- A written warning is the normal second step in dealing with continued violations of the standards of conduct. The written warning should be given to both the student and the parent or guardian and should include the statement that continued violations may lead to dismissal from the program. A copy should go to the key contact person at the school and to the director.

- The final step is dismissal from the program. The dismissal should be delivered verbally and in writing to both the student and to the parent or guardian. Whenever possible, the dismissal should be delivered in person to the student. A copy should go to the key contact person at the school and to the director.

Collaborations
TARGET SCHOOLS COMMITMENT

Target School Principals
Classroom space for tutorials and parent workshops; conference space for counselors and tutors during the school day; support in identifying potential UB applicants; permit Upward Bound staff to make formal presentations at school; access to counselors, registrar and other support staff.

Target School Counselors
Refer eligible applicants, especially students at higher risk for academic intervention, tutor referrals, parent information; workshops; conferences

Target School Teachers
Classroom time for presentations; participant referrals; conferences; academic feedback

COMMUNITY AND ORGANIZATION COMMITMENT

CollegeBoard-Southern Reg. Ofc.
Provide valuable data and materials; seminars and special speakers for student conferences and leadership development training.

Peach Public Health
Limited health assessments; information/resources and vaccinations to prepare for college entrance.

Christopher D. Hall, MD
In-kind medical supervision during Olympic competitions; mentor; professional referrals to serve as speakers at career awareness workshops; UB scholarship benefactor.

Boys and Girls Club
Assist with recruitment of greater at-risk rising 9ths graders and African American males.

Myra D. Jackson, PhD of Psychology
In-kind Assessment/Intervention Coordinator; provide on-on-one educational and psycho-social evaluations; present workshops on character building; serve as mentor.

Macon State College
In-kind professional development workshops for UB staff in “Teacher and Leader Effectiveness”; professional development for math instructors—assist UB instructors in developing a math remediation module; facilitate sessions on effective use of State and School database systems and academic data.

Peach County Police Department
Facilitate Drug Awareness, Safety Intervention, and Gun Violence Seminars.

Brothers of Fathers and Sons Together (FAST)
Mentoring and After-School tutoring; identify higher “at-risk” male students.

Julia Daniely, EdD
“Race to the Top” Coordinator
In-kind professional development workshops for UB staff in “Teacher and Leader Effectiveness”; professional development for math instructors—assist UB instructors in developing a math remediation module; facilitate sessions on effective use of State and School database systems and academic data.

Feed Center
Motivational speakers; after school tutoring

James Terrance, 2008 UB Graduate
FVSU Senior Business Management Major: Facilitate motivational Session; co-facilitate Financial Literacy Workshops with members of “Society for the Advancement of Management” members.
CB&T Bank-Fort Valley Branch
Parent/student seminars—“Financial Management”

Hodac, Inc.
Teen Alcohol—Binge Drinking/Drunk Driving Awareness Workshops

Professional Development

Full-time program staff members are expected and encouraged to participate in TRIO training once each year when finances allow. Training dates and locations are made available. Web sites for all of the organizations that provide TRIO training can be accessed on the Events page of the OAEOPP web site (www.2.ed.gov/prograqms/triotrain/opportunities). TRIO training is offered in the following four areas:

- Training to improve recordkeeping, reporting student and project performance, and the evaluation of project performance in order to design and operate a model TRIO project
- Training on budget management, and the legislative and regulatory requirements for operation of the federal TRIO programs
- Training on assessment of student needs, proven retention and graduation strategies, and the use of educational technology in order to design and operate a model TRIO project
- Training on student financial aid, and college and university admissions policies and procedures

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**Documentation**

Upward Bound must thoroughly document the provision of services which we are funded to provide. Documentation is one of the most important aspects of the duties of program staff. Student files contain the documentation on each student. The Director and Office Manager are responsible for maintaining the files of the students with whom they work.

**Student File Contents**

Student files should include the following:

- Application form
- Permission and Consent for Transportation/Photo Release for current school year
- Medical History/Medical Release for current school year
- Academic Need Form
- Student Educational Plan
• Student Contact Logs, including attendance records and tutoring participation
• Meeting Needs Form
• Grade Reports
• Student and Employer Documentation of Summer Career Internships
• ACT/SAT test results

Student files may include the following:
• Student Honors, Projects, etc.
• Copies of college applications
• Copies of college acceptance letters
• Documentation of college enrollment, e.g., report for National Student Clearinghouse

Participant Database

• Students who are accepted into the program are entered into the database, and a student file is created.

• The database is maintained by the Office Manager and is used for mailings to student homes and for statistical reporting, including parts of the annual performance report.

• Students who transfer to a school not served by our program during the program year or who drop out of Upward Bound during the program year may or may not be counted as participants for the program year, depending on whether they have participated for at least 60 days during the academic year or two weeks during the summer. Such students would remain in the database for the current program year, but would be designated as inactive and would be deleted from the database for the following program year (unless they return to the program).

Fort Valley State University
Upward Bound Grant

October 1, 2013-September 30, 2017
OBJECTIVES

Academic Performance—Grade Point Average (GPA)
1. 70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

    Action Plan- Core classes (Math, Science, and Language Arts/Composition) will be taught by certified high school instructors during both the Academic Year and the Summer Component. Professional tutoring will be provided for students below a 2.5 GPA. Student’s grades will be monitoring by Upward Bound staff members. Conferences will take place with school officials, parents and students as needed.

Academic Performance on Standardized Test
2. 50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in Reading/Language arts and Math.

    Action Plan- Upward Bound will provide instructor concurrent with the courses students are enrolled in at their target schools. Upward Bound’s curriculum is aligned with the Georgia standards. Instructors will focus on the End of Course Test and High School Graduation Test. Students will be exposed to test taking strategies workshops.

Secondary School Retention and Graduation
3. 75% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

    Action Plan- Academic advisement will be conducted to ensure that students are on the right track. Attendance at target school will be monitored closely, and make contact with the school counselors. Upward Bound staff will encourage parental involvement.

Secondary School Graduation (rigorous secondary school program of study)
4. 70% of all current and prior year UB participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

    Action Plan- Upward Bound curriculum is aligned with the Georgia’s Core Standards. Core classes (Math, Science, and Language Arts/Composition) will be taught by certified high school instructors during both the Academic Year and the Summer Component. Professional tutoring will be provided for students below a 2.5 GPA. Student’s grades will be monitoring by Upward Bound staff members. Conferences will take place with school officials, parents and students as needed.
Postsecondary Enrollment

5. **55%** of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by fall term immediately following high school, from an institution of higher education, of acceptance but differed enrollment until the next academic semester (e.g. spring semester)

**Action Plan** - The Upward Bound Program provides seniors with individualized assistance with the college admissions and financial aid processes. Seminars in financial literacy and scholarship opportunities will be conducted for students and parents. Career exploration seminars and SAT/ACT prep seminars will be conducted to help students meet post secondary requirements.

Postsecondary Completion

6. **50%** of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) will attain either an associate’s or bachelor’s degree within six years following graduating from high school.

**Action Plan** - Upward Bound track enrollment and persistence status of current and prior year graduates through Clearinghouse, social media, email, via telephone calls to students and parents. Based on the finding interventions will be provided and referrals to Student Support Services will be made.

Contact Sign-in Sheet

Student must sign contact she FVSU to document participation in all Upward Bound activities, including workshops, tutoring sessions and field trips. The Office Manager maintains the contact she FVSU in a binder in the Upward Bound office. Binders with contact she FVSU from previous years are kept in storage.

**Attendance Records**

- The Director maintains records of Saturday Academy attendance. The records clearly show which students participated in each Saturday Academy. Copies of these attendance records are placed in the student files at the conclusion of the school year.

- The Office Manager maintains records of Summer Program attendance. The records clearly show which students participated in each day of Summer Program. Copies of these attendance records are placed in the student files at the conclusion of the summer.

**Meeting Needs Form**

The meeting needs form documents participation related to the meeting of needs identified on the student application form. The form is completed each year by the Director and Office Manager
based on student participation and is placed in the student file at the conclusion of the program year.

Tracking

- The Office Manager submits names and Social Security Numbers of graduating seniors and prior year participants to the National Student Clearinghouse each fall. The reports from the National Student Clearinghouse can serve as documentation of student enrollment in postsecondary education.

- It is important for all seniors to sign a waiver giving Upward Bound permission to continue tracking academic progress while they are in college. The waiver should be signed after the senior has reached the age of 18.

- We are expected to track students who were seniors in the current program year and obtain information on postsecondary enrollment status and student financial aid awarded. The correct information should be entered on the database profile information sheet so that the Office Manager can enter it into the Upward Bound reporting tool. These students will be tracked for six years to determine their progress toward completing a postsecondary program.

- We are also expected to obtain current information on students who were participants in prior years and were scheduled to graduate from high school this year but did not continue in Upward Bound through the senior year. These students are included in the Upward Bound reporting tool. The correct information should be entered on the database profile information sheet so that the Administrative Secretary can enter it into the Upward Bound reporting tool. There is no further tracking required for these students, but we are asked to provide information each year “to the extent feasible” for former participants who participated in the program for at least one calendar year.

- We are expected to track all former students who completed Upward Bound as seniors for six years after completion of high school to determine their progress toward completing a postsecondary program. Students who completed high school during the current grant cycle are included in the Upward Bound reporting tool. For those students, the correct information should be entered on the database profile information sheet so that the Administrative Secretary can enter it into the Upward Bound reporting tool. The information should be accurate as of September 30 of the current year. However, we are not required to report on former students with whom we have lost contact for one year.

- We are expected to track all former students who completed Upward Bound as seniors for six years after completion of high school to determine their progress toward completing a postsecondary program. The information should be accurate as of
September 30 of the current year. However, we are not required to report on former students with whom we have lost contact for one year.
The annual performance report is submitted online by the Director no later than November 20 of each year. In order to enable the Director to submit the report, the following is required:

- The Director and Office Manager complete database profile information sheFVSU on each participant and submit them to the Administrative Secretary by the November staff meeting.

- The Office Manager enters the information into the Upward Bound reporting tool.

- The Office Manager prints summary reports from the reporting tool for the Director, the Program Coordinator and the Student Development Specialist in order to verify that information reported is consistent with the student database for the program year.

- The Office Manager submits a final monthly statistical report for the previous program year at the November staff meeting. The student numbers must agree with the information included in the reporting tool and in the database.

- The Office Manager submits to the Director at the November staff meeting a report showing number and percentages of students from the previous program year who have been retained.

- The Office Manager submits to the Director a report by the second Friday in November listing graduates from previous years and their current postsecondary or other status.
PARTICIPANT CONTRACT

Name______________________________ Date__________________________

School______________________________ Grade_________________________

I understand that the Upward Bound Program is an opportunity for me to develop my potential, and I fully intend to utilize this opportunity. I realize that my obligations to Upward Bound have been determined and are outlined in this contract for my benefit. My signature is a commitment that I will follow the Upward Bound rules and guidelines, and accept the consequences if I fail to do so.

1. I understand that my enrollment into the Fort Valley State University Upward Bound Program is on-going both during the Academic Year (October through May) and Summer (six-weeks on campus). By accepting enrollment into the Program, I pledge my attendance during the four years of high school and not less than two summers during my Upward Bound participation.

2. Class attendance at my High School and Upward Bound is important and I understand that regular attendance is required in order to remain enrolled in the Upward Bound Program.

3. I understand that Upward Bound Attendance Policy states that I cannot miss more than **two Academic Saturdays** out of the scheduled sixteen Academic Saturdays per Academic Year. **Exceeding two absences will result in termination.**

4. I will call (478-825-6963 or 1-800-993-6788) the Upward Bound office at least **two days** prior to any absences. Failure to contact the office could result in immediate dismissal.

5. I understand that Academic Saturday sessions start promptly at 9:00 a.m. each Saturday. I will report each Saturday on time. I understand that late arrival will not be tolerated. **Two late arrivals** will result in a **$5.00** stipend penalty.

6. I understand that **leaving early** on scheduled Academic Saturdays is not permitted and may be grounds for dismissal from the Upward Bound Program.

7. I will bring appropriate textbooks and materials each Academic Saturday. Failure to do so **two** times will result in loss of stipend each time. I understand that more than two times will result in termination.
8. During my enrollment in the Upward Bound Program I will abide by all school regulations and code of conduct to avoid in and out of school suspensions, detentions and expulsions. Any violations leading to such will result in dismissal from the Upward Bound Program.

9. I will refrain from the use and/or distribution of all illegal drugs including tobacco products. **I understand that engaging in such activity will result in immediate dismissal from the Upward Bound Program.**

10. I will not have any dangerous weapons or objects that will endanger the lives or well being of other in my possession. **To do so will result in immediate dismissal from the Upward Bound Program.**

11. I understand that I will be held financially responsible for any loss or damage to any Upward Bound or FVSU property. Failure to assume responsibility will result in termination.

12. I understand that I am to attend all scheduled after-school tutorial sessions. If I am unable to attend a scheduled session, I will contact the tutor or the Upward Bound office. Failure to do so will result in loss of stipends and possible termination.

13. I will come prepared to take full advantage of the **academic support services** provided to me by the Upward Bound teachers and staff. I will be alert at all times by not sleeping in classes, playing or talking while the teacher is lecturing; I will seek the assistance of the teachers and staff when necessary; I will come prepared to discussed problems/assignments I may be experiencing in a subject or subjects; I will stay current in all class assignments; I will study in advance for all tests; I will maintain a C (75) or better in all my enrolled courses.

14. I understand that if I am in academic failure in the same subject for two consecutive grading periods, I will be dismissed from the Program.

15. I understand that the Upward Bound staff will conduct Home Visitations as deemed necessary. It is required that I and my parents are to be present. When visitations are scheduled, it is my/parent(s) responsibility to contact the office if the appointment cannot be kept.

16. While engaging in all Upward Bound activities, I will dress appropriately at all times and will refrain from all gang related style dressing. Engaging in such activities will result in termination.

17. Throughout the duration of my participation in the FVSU Upward Bound Program, I will be courteous and respectful to others at all times. I will conduct myself appropriately during on and off campus activities. I understand that inappropriate behavior will not be tolerated at any time and will result in appropriate disciplinary action(s).

18. Realize that when I participate in activities with Upward Bound (including field trips) that
I am a representative for our group and I will conduct myself in a positive responsible manner.

19. I agree to let the Upward Bound Program know about any changes of address or phone numbers so I can be tracked through graduation from college.

20. I agree to sign up for the Remind 101 to received text messages alerts regarding program announcements.

21. I agree to abide by all other rules and regulations as deemed necessary by the Program Director.

22. I understand that if I do not maintain satisfactory academic progress and behavior during the summer program, my stipend will be deducted and I will not be allowed to participate in off campus trips, work-study, or any other program activities.

23. If a student becomes pregnant while enrolled in the program; the student will not be able to continue to participate in the program. However, the student may reapply for the program once she has been released from the doctor.

I, _________________________________, do hereby agree to comply with all of the above rules, regulations and expectations governing the Academic Year Component of the Fort Valley Upward Bound during my participation. I understand that any violation of these rules and regulations will jeopardize my continued enrollment in the Upward Bound Program. I further understand that some violations could result in loss of stipend money. I also understand that I will be held liable for loss or damage to property and personal injuries to others.

Participant’s Signature  Parent/Guardian’s Signature  

________________________________________  

Director of FVSU Upward Bound Signature

Fort Valley State University
Upward Bound Staff Duties

Director

Job Description

The Upward Bound Program Director will be responsible for the development and administration of the Upward Bound Program, including hiring, training, supervising and evaluating project staff, fiscal management, project development and management, and liaison to the target area communities. The Upward Bound Director will also provide direct services to Upward Bound participants.

Duties and Responsibilities

- Coordinates and/or conducts all participant assessments to determine the extent of academic, personal, and career counseling needs.
- Directs participant recruitment and selection of students; meets individually and in groups with participants on a regular basis to provide information and assistance supporting successful school completion and post-secondary entry.
- Assists participants with exploration, goal setting, planning, and follow through; monitors participants’ progress.
- Prepares Upward Bound promotional materials and press releases for area media.
- Conducts Upward Bound informational presentations at participating schools and community agencies.
- Develops and implements all services and activities to meet the Upward Bound objectives with project staff.
- Directs a coordinated approach among processes to assess participant’s needs, delivers services, and monitors participants’ progress.
- Administers the annual budget.
- Hires, trains, supervises, and evaluates Upward Bound staff.
- Serves as a liaison to departments, target school administrators and community agencies.
- Supervises the maintenance of accurate Upward Bound data to generate annual reports and to evaluate the performance of participants and the attainment of project objectives.
- Prepares and submits Annual Progress/Performance Reports utilizing college procedures.
- Prepares formative and summative program evaluations.
- Prepares continuation budgets and competitive program continuation proposals.
- Maintains confidentiality of information exposed to in the course of business regarding students, supervisors or other employees.

(Staff Duties continued)
Counselor/Advisor

Job Description:

The Counselor/Advisor is responsible for implementing comprehensive counseling services to eligible participants. The Counselor/Advisor will be responsible for providing academic advising, guidance and support services to participants; developing and conducting financial literacy, career, study skills and other related workshops; providing subject matter tutoring; assisting participants with creating academic, degree and career plans; monitoring participant’s academic progress; and, work effectively with the Upward Bound staff to meet the goals and objectives as stated in the approved grant proposal. The Counselor/Advisor position advocates for and provides advising and academic services to low-income, first-generation high school students to contribute to students’ successful persistence through college.

Duties and Responsibilities:

• Assist with identifying and selecting students to participate in the Upward Bound Program
• Provide academic advisement and personal counseling to participants
• Advise students regarding Financial Aid renewal, various components of federal, institutional, and other sources of financial aid.
• Assist participants in goal setting and developing an Educational Action Plan
• Conduct individual participant meetings each semester
• Assess participant academic and personal development needs
• Provide Upward Bound students with subject matter tutoring
• Develop and conduct seminars and workshops in response to the participants’ need
• Provide information for the monthly student newsletter/calendar
• Maintain accurate records on each participant
• Establish and maintain a working relationship with faculty and staff
• Assist in updating all forms, webpage and brochures
• Maintain knowledge of academic support and financial literacy resources
• Participate and assist with the planning of participant cultural events
• Participate in appropriate training/professional development, including annual regional and/or state association conferences
• Collaborate with program staff in developing appropriate events, such as seminars, workshops, and other activities in relation to program (grant) objectives
• Responsible for completing and submitting monthly reports to the Director
• Assist in statistical data collection for grant preparation
• Other duties as assigned.

(Staff Duties continued)
**Program Assistant**

**Job Description**

The Program Assistant for Upward Bound is responsible for carrying out the support services of the Project, maintaining up-to-date information and the coordination of activities pertaining to tracking or program graduates implement and maintain up-to-date computerized statistical database and maintain updated information in participants’ files. Applicants should clearly demonstrate experience with and commitment to, underrepresented, ethnically diverse, and disadvantaged youth. Activities and decisions are varied in nature, requiring independent action and judgment in solving common problems. Applicants must be able to work closely with the entire staff and be available for all program events, including staff training, planning, and other types of meetings and/or sessions.

**Duties and Responsibilities:**

- Coordinate and monitor activities related to program graduates
- Conduct Junior and Senior seminars during the academic component; directly advise high school participants regarding academic performance, career planning, college admissions, etc.
- Keep abreast of and implement Georgia high school curriculum and standard
- Attend meeting with target schools to obtain update curriculum information
- Disseminate program information via power-point presentations to staff, parents, potential students and target schools
- Contact target schools to request document necessary to maintain Project objectives
- Maintain current, accurate and complete documentation on current and former students
- Maintain a computerized statistical database pertaining to data for the Annual Performance Report
- Maintain updated and complete information in individual student files
- Arrange transportation services to carry out Project activities
- Supervise summer dorm staff and evening activities a deemed necessary
- Supervise van drivers and serve as relief driver as deemed necessary
- Supervise student workers and office assistant
- Construct necessary documents to carry out project activates (i.e. forms, spreadsheets, schedules, rosters, etc).
- Plan and coordinate evening activities during the academic and 6-week summer components (workshops, community service, social activities, banquets/senior luncheon, local/extended trips, etc).

- Oversee budget management; recording financial transaction and balance of project operating expenses (including staff payroll).
- Assist Project Director with writing and typing of project reports and correspondences.
- Maintain sufficient communication with program staff and participants
to ensure efficient program operation

- Perform other duties as deemed necessary by Program Director and/or Vice President of Project.
Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities in employment, public services, public accommodations, and telecommunications. Employees may self-identify any qualified disability as defined under ADA for which assistance is needed in carrying out their assigned duties. Individuals with disabilities are defined under ADA as persons who either have or are regarded as having a record of a physical or mental impairment that substantially limits one or more major life activity. Fort Valley State University will make every reasonable effort possible to accommodate any employees needing assistance within the definitions of the law.

CLASSIFIED PERSONNEL
Professional and Administrative Personnel
All employees who are exempt from the Federal Labor Standards Act because of their professional or administrative responsibilities, and who are not identified as faculty or graduate assistants are designated as professional and administrative personnel.

Staff
All employees who are not exempt from the provision of the Fair Labor Standards Act are designated as staff.

Provisional! Probationary Appointments
All regular classified employees, with the exception of public safety officers pending training, serve the first six months of employment on a provisional basis. If the work of the employee is satisfactory, employment will continue. Should the work not be satisfactory, the employee will be notified in writing at any time prior to the completion of the six-month provisional period and the employee may be terminated at that time without right of appeal.

Transfers to other positions are not made during the provisional period. Temporary employees hired into regular positions are considered new employees and serve a six-month probationary period beginning with the first work day of regular employment.

Employees transferring from one department to another within the university or from another University System of Georgia school or state agency will incur 90-day probation upon accepting the position at Fort Valley State University.

TYPES OF EMPLOYMENT
Regular Employment
A regular employee is an individual employed continuously for more than six months.

Temporary Employment
A temporary employee is an individual employed for a period no longer than six months under
Board of Regents policy provisions. Temporary employees may be reappointed at the end of their period of employment for another period of not more than six months. Such a reappointment, however, will not automatically change the status of the employee from temporary to regular. When the status of an employee is changed from temporary to regular, the employee will be notified by the appropriate department head and the Office of Human Resources. All graduate assistants, student assistants, and casual laborers are classified as temporary. Certain benefits contained in this handbook are not applicable to employees classified as temporary.

CONDITIONS OF EMPLOYMENT
Federal and state law requires all employees at Fort Valley State University to complete various forms and to provide identification in accordance with the Federal Immigration Reform and Control Act. Employees must complete these forms prior to beginning work. Completed forms are maintained in your personnel file. Failure to provide such documents may result in the termination of employment. A background check, periodic background checks, drug testing, and physicals will be conducted as required by law and university policy.

Several mandatory payroll deductions apply to most employees, such as federal and state income taxes, social security, and retirement. Optional payroll deductions include health insurance, credit unions, charitable contributions, etc.

At Will Employment
Fort Valley State University is an at will employer. Either the employee or the university can terminate the employment relationship at any time without cause.

Open Records Act
Fort Valley State University is a government entity. All files, including your personnel files, are government property and subject to the Open Records Act. This means that any person can view your personnel file with proper notification and payment of fees.

POLICIES
Paychecks
Your salary may be directly deposited into any checking, savings, or similar account, or a check may be issued to you. Employees are encouraged to use direct deposit. An employee paid biweekly receives 26 paychecks during the year. Checks are distributed every other Friday. If a payday falls on a holiday, checks normally are distributed the preceding day.

An employee on the monthly payroll receives 12 paychecks during the year. Checks are distributed on the last working Friday of the month. If a payday falls on a holiday, checks normally are distributed the preceding day.

Annually Fort Valley State University conducts a payroll audit. This means that you will have to provide proper identification to pick up your paycheck. No direct deposits are made for this pay period. Special provisions may be made for all county-based employees. Contact the Office of Business and Finance at extension 478-825-6400 for further details.
Work Time, Meals, and Breaks

All full-time staff employees observe a minimum workweek of forty hours. The requirements of the various operations of the university are highly diverse and different work schedules may be adopted to meet these needs. The schedules for a given department are established by that department head, subject to the approval of the administrative officer. Most offices shall remain open from 8:00 A.M. to 5:00 P.M., Monday through Friday and, as required by some departments, in the evening and on weekends.

The normal workday for full-time employees not on rotating shifts consists of an eight-hour period that excludes one (1) hour for a lunch. The lunch period will be observed between 11 a.m. and 2 p.m. except where required by federal or state law. Working hours must be scheduled to satisfy the needs of the department in which an employee works. An employee will be informed by the supervisor about the normal schedule and about any subsequent changes in the hours one may be required to work. An employee may not lengthen a meal period, report late for work, or leave early by “working through a break: period." Nor can an employee decline a meal period in order to leave early. An employee subject to the provisions of the Fair Labor Standards Act (FLSA) is required to keep a time record of the hours worked. Except where use of time clocks is required, an employee will prepare handwritten bi-weekly time reports.

Time sheets should be completed in ink without strikeovers or whiteouts. It should be checked for completeness and accuracy and be signed by the employee and supervisor. Time sheets are due by noon on the last Friday of the pay period.

If a time sheet is not received by the stated deadline, verification of hours worked for that period becomes impossible. In this case, the payroll check may be delayed until the following pay period. Payroll records are subject to audit and will reflect actual time worked and leave taken. Intentional falsification of time records constitutes grounds for termination of employment.

Short break: periods are counted as work time. Fort Valley State University is not required by FLSA to provide break periods: however, if the work situation permits, the supervisor may authorize two fifteen minute breaks. Care always should be taken to ensure that all work assignments are covered. Such breaks are not mandatory and are a benefit subject to departmental and the supervisor's needs.

Inclement Weather

When inclement weather creates a condition under which a question arises as to whether the university will operate on a normal basis, a designated administrative official will release to the campus and local news media a statement concerning the university schedule. Employees also may contact the Department of Campus Safety at extension 478-825-6211 for reporting instructions. If inclement weather conditions occur during working hours, the statement will be released through normal distribution channels on campus. County-based employees should follow the weather instructions for their specific location or contact their department supervisor for guidance.
One of the following announcements will be made:
(1) FVSU is open.
(2) FVSU is closed.
(3) FVSU will delay opening until X time.
The above statements apply to all students, faculty, and staff, unless an individual previously has been designated by his or her supervisor to report in case of inclement weather.

**Employment in more than one Classification**
An employee of the university may be employed in only one classification at a time. If an employee wishes to accept another position in addition to a current position, the following rules apply:

The combined work time for both positions cannot exceed 100 percent of full time - 40 hours per week. Both positions must be the same classification, either either exempt or both nonexempt. For example, an employee cannot be employed as a clerical assistance in one department and work as a professional staff in another. Acceptance of the second position must be approved by the employees' department head, and a personnel action form must be approved by the university's president.

**Overtime**
It is expected that most work by employees will be done within a normal 40-hour workweek. However, overtime work may be authorized for an employee who is not exempt from the provisions of the Fair Labor Standard Act (FSLA) but only when the work is deemed necessary by the immediate Fort Valley State University Classified Staff Handbook supervisor with prior approval granted by the Vice President for Business and Finance. An employee may not work more than 40 hours per week unless specific authorization is given. Payment for overtime will be made in accordance With FLSA. An exempt employee is not eligible for overtime pay. Exempt employees are employed on a job basis and are expected to perform their duties for whatever periods of work may be required.

**Compensatory Time**
In lieu of payment for approved overtime work, compensatory time may be granted to nonexempt employees at the rate of one and one-half hours of compensatory time for each hour of overtime work. Approved compensatory time is subject to a maximum accumulation of sixty (60) hours and must be expended by the end of the succeeding calendar quarter.

**Employment on Projects**
An employee whose position is funded by a grant or a project is subject to the availability of funds. In the event that the grant or project funds are exhausted or reduced, or the grant or project is completed or canceled, this employment will terminate. Employees funded by a grant or a project must take vacation during the term of the project because funds may not be available to pay for accumulated vacation after the grant or project ends.
Identification Cards
A Faculty/Staff Identification Card is issued by the cashier's office to each regular employee by
the university. The card is for on-campus use only and must be returned upon termination of
employment. The cashier's office is located on the second floor, Troup Building. The ID card is a
means of employee identification and is required to obtain services from the university library,
for use at athletic facilities, and to obtain certain discounts. A fee is charged to replace a lost or
stolen ill card.

Changes in Personnel Status
An employee who has any changes of the following should contact the Office of Human
Resources within thirty days of the change:
• Name, address, and telephone number.
• Person to notify in case of emergency.
• Marital status.
• Number of dependents.
• Insurance beneficiaries.
• Educational level and achievements.

Resignation
An employee who resigns for any reason should give his or her supervisor as much notice as
possible. The minimum notice is two weeks, but a shorter period of time may be agreed upon in
writing between the supervisor and the employee. The letter of resignation should be addressed
to the President with copies to the divisional vice president, the immediate supervisor, and the
Office of Human Resources.

The date of termination is the day after the last day the employee physically reports to work. In
other words, the last paid day must be a day of work. It cannot be sick leave, military leave,
holiday, vacation leave, etc. An employee will be paid for all unused vacation leave, up to 45
days maximum, upon termination. This payment is subject to audit and will be received 30 days
after last day of work.

Each employee who terminates his or her employment must participate in an exit interview
conducted by the Office of Human Resources. At that time, the employee will receive all
pertinent information regarding separation, complete all necessary paperwork, and return any
identification cards, keys, or other institutional property to the university. This interview also
affords the employee an opportunity to express sentiments about his or her employment
experience at Fort Valley State University.

Automobile Registration and Parking
Traffic regulations on campus have been established for everyone's convenience and well being.
An employee must register each automobile that will be parked on campus. Private parking
spaces are available. The employee should contact the Campus Safety Office, located in
Carnegie Hall, for the location of available spaces. That office issues parking permits, decals,
and temporary parking permits.
Some decals and permits require payment of appropriate fees. Visitors to campus can obtain a free visitor's pass from the Campus Safety Office.

**Transfers**
A transfer is a shift of an employee from one position to another in the University System of Georgia. It can involve a shift within the same classification or to one with comparable skills and in the same general pay range. Transfers within the university are based on mutual agreement between departments. An employee who transfers from one department to another within the university or from another University System of Georgia school or state agency will incur 90-day probation upon accepting the position at Fort Valley State University.

When an employee transfers from one institution to another institution within the University System, accumulated sick leave, retirement benefits, and service continuity will be transferred so long as no actual break in service occurs. Terminal leave will not be paid in a lump sum when the employee transfers to another institution or agency when such payment constitutes dual compensation. Upon a move between University System institutions, with no break in service an employee must transfer accrued vacation leave of one (1) to twenty (20) days. For an employee with accrued vacation leave of greater than twenty (20) days, the employee may elect one of the following options:

1. Transfer of the total accrued vacation balance, not to exceed forty-five (45) days.
2. Payment by the institution from which the employee is moving of accrued vacation leave greater than twenty (20) days. The total accrued vacation for which the employee may be paid cannot exceed twenty-five (25) days. A faculty member employed on an academic year (nine months) basis does not earn vacation time. A faculty member who changes from a fiscal year contract to an academic year contract is paid accrued vacation time subject to the forty-five (45) day maximum payment restriction upon termination of the fiscal year contract.

**Annual Performance Evaluation**
The University System of Georgia requires the evaluation of each classified employee on total performance once every 12 months. Each classified employee of Fort Valley State University is evaluated annually and is provided a copy of his or her evaluation. Generally, the review period is January through December of each year. Evaluations are conducted during the first quarter of the calendar year. The supervisor and employee should meet at this time to discuss and confirm the employee's performance for the past year. An employee must sign the evaluation even if he or she disagrees with the content. The employee may submit a rebuttal to be attached to the evaluation. In addition to promoting individual and institutional self-improvement, the annual evaluation also provides the foundation for developing recommendations for merit pay increases, promotion, staff development, retention, and other personnel decisions.

**Promotions**
Salary advancement and promotions are based on merit. Whenever possible, vacancies are filled by the promotion of present employees subject to availability of funds. A promotion is the shift of an employee from one position to another position that carries more responsibility or greater duties or involves more skill (higher classification). To be promoted, an employee must
meet the qualifications required by the new position. An employee also may receive a promotion as the result of an upgrade in the current position being held.

**Drug-Free Workplace Act**
The Drug-Free Workplace Act requires federal contractors and grantees to keep their workplaces drug-free to remain eligible for federal funds. Those who fail to comply face suspension of payments or termination of their contracts or grants, and they can be debarred from future federal contracts or grants for up to five years. Government contractors who receive awards of $25,000 or more and all grantees must certify that their workplaces are drug-free and meet specific criteria.

Individuals who receive contracts or grants must agree not to engage in illegal drug activity during the performance of the contractor grant.

**DISCIPLINARY RULES AND REGULATIONS**

**Rules of Conduct**
Fort Valley State University expects its employees to be productive. It also expects employees to follow published rules and regulations as well as accepted customs and standards of courtesy, conduct, and cooperation. While it supports freedom of expression and peaceful dissent, the university, in the interest of orderly operation and preservation of an environment favorable to productive study, has adopted a policy prohibiting disruptive behavior on the part of any student, faculty member, administrator, or employee.

The following are examples of actions that can result in disciplinary action or discharge:
- Insubordination.
- Theft.
- Discourteous behavior.
- Entering an unauthorized area at any time.
- Wasting materials.
- Willful violation of safety regulations.
- Continued failure to perform assigned duties.
- Negligence.
- Falsifying records, reports, or information.
- Intoxication or drinking on the job.
- Employee's failure to report an absence or reason for an absence.
- Habitual absence or tardiness.
- Unauthorized absence from assigned work area.
- Interfering with work performance of another employee.
- Willful damaging of equipment or property.
- Gambling.
- Sleeping while on duty.
- Drug-related charges.
- Unauthorized use of state vehicles.
- Performing personal work during official work period.
- Sexual harassment.
Progressive Discipline System

Disciplinary action may be appropriate due to an employee's inappropriate behavior and/or unsatisfactory performance. When disciplinary action other than separation is taken and except in the case of a probationary or part-time employee, the employee should be given sufficient information to enable him or her to correct the inappropriate behavior and/or unsatisfactory performance. When determining the appropriate disciplinary action, each of the following factors should be taken into consideration:

- Seriousness of the offense.
- Whether the offense was deliberate or unintentional.
- Employee's work record.
- Applicable rules, polices, and standards.

Disciplinary action may range from an oral reprimand to dismissal. It is not necessary to follow each specific step in disciplinary process. Each situation should be reviewed individually, and the most appropriate disciplinary action should be chosen for the inappropriate behavior and/or unsatisfactory performance.

- First offense: counseling.
- Second offense: verbal warning.
- Third offense: written warning.
- Fourth offense: written warning with suspension.
- Fifth offense: final warning with discharge if the problem persists.
- Sixth offense: discharge as per Dismissal Procedure of the Board of Regents as outlined in the Business Procedures Manual.

Procedures Manual

For more serious offenses, the employee faces immediate suspension or discharge per the procedure outlined in the Board of Regents' Business Procedures Manual. The following constitute some of the serious offenses that could subject an employee to immediate discharge or suspension under the policy:

- Theft or misappropriation of another employee's or university property.
- Unlawful manufacture, distribution, sale, use, or possession of marijuana, controlled substance, or other illegal or dangerous drugs as defined by Georgia law.
- Reporting to work under the influence of alcohol or drinking alcoholic beverages on the job.
- Disorderly conduct of any kind such as fighting, wrestling, or any activity dangerous to life, limb, property, or of disruptive nature.
- Falsification of any university records, etc.
- Obtaining employment on the basis of false or misleading statements.
- Possessing any unauthorized weapon on university premises.
- Gambling or engaging in any illegal activities on university property.
- Deliberate flouting of authority or serious disruptive conduct leading to insubordination.
- Threatening language or acts aimed at supervisor or other employees.
- Deliberate sabotage.
Sexual harassment.
Time-wasting activities.
Misuse of telephone privileges.
Vehicle misuse or abuse.
Sleeping on the job.

Spreading rumors such as false and malicious talk or reports about supervisors or co-workers. Discourtesy toward a student, faculty member, staff member, or a member of the public. Failure to notify the supervisor of absence can result in automatic termination. Three (3) consecutive workdays without notification constitutes "Abandonment of position."

Off the job behavior, that affects the workplace: When employee off-job misconduct arises out of something that happened in the workplace or the misconduct will create a negative impact on employee relations, present a hazard to the university, or reflect poorly on the university's reputation, the university may take disciplinary action. Examples of off-the-job misconduct that could affect the university include fighting, criminal activity, swearing, and, to the extent not protected pursuant to free speech guarantees of the United States Constitution and Georgia constitution, disloyalty to or acting in a spiteful and vengeful manner by public denouncement of the university's reputation or disclosing confidential information, garnishment, etc.

Insubordination constitutes disobedience. Insubordination generally refers to an employee's deliberate refusal to comply with a proper request or demand by the employer. For an employee's conduct to be considered insubordinate, the institution must suffer consequences of the employee's refusal immediately as opposed to speculative consequences at some point in the future.

Disobedient conduct toward supervisors or managers (including abusive language) may constitute insubordination even when an employee has not directly refused to obey an order. Besides outright refusal, an employee may fail to carry out orders and be considered insubordinate.

Attendance and Absenteeism
This policy aims to control chronic absence, which is defined as habitual absence usually of very frequent but brief periods. An employee absent 5 different times in a three-month period causes far more disruption to work completion than an employee who is absent for 5 days at one stretch because of an illness. Accordingly, absenteeism is prohibited and may subject an employee to disciplinary action. For purposes of this provision, an employee is absent whenever the employee is away from work without pre-approved leave. Absences resulting from other than vacation or extended sick leave are the subject of this policy.

Dismissal, Demotion or Suspension
1. Dismissal, demotion, or suspension of classified employees may be effected by the employee's immediate supervisor when the supervisor determines that the employee's performance of duty or personal conduct is unsatisfactory.

2. Any employee who is convicted of the unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other illegal or dangerous drug, or who
admits guilt of any such offense in a court proceeding, shall be suspended for not less than two months or dismissed after compliance with procedural requirements set forth below.

3. The employee will be informed in writing of the action taken and granted five business days to respond to the next highest authority prior to the effective date of the action. However, under emergency circumstances, when immediate action is necessary, the employee may be forthwith dismissed, demoted, or suspended, with or without pay, by the immediate supervisor, pending a review by the next highest authority.

4. Any such employee has five business days following the response of the next higher authority to request a hearing before a board of review convened in accordance with the grievance policies and procedures contained in this handbook.

5. Any employee who has been dismissed or suspended without pay and who later is reinstated shall be entitled to recover back pay unless the president or his designee determines otherwise.

Employee Affected By: Reorganization, Program Modification, or Financial Exigency

A classified employee who is terminated, demoted, or otherwise adversely affected by reorganization, program modification, or financial exigency, as approved or determined by the president of the university or his designee is not governed by the procedures (Dismissal, Demotion, or Suspension) and (Appeals) as described in this book. The employee, however, has a right of appeal to the Board of Regents as provided in Article IX of the Bylaws of the Board of Regents.

Conflict of Interest

Each employee of Fort Valley State University should avoid actual or apparent conflict of interest between his or her obligation to the university and outside activities. Before engaging in self employment or salaried work or before accepting any position of responsibility outside the university, the employee should discuss the plans with his or her supervisor and complete the outside activity form.

Interference with regular work attendance or quality of work caused by outside activity may subject the employee to termination of employment with the university.

Political Activities

No employee may manage or enter a political campaign while performing services for the university or hold elective political office at the state or federal level while employed by the university. An employee who seeks elective political office at the state or federal level first must request a leave of absence without pay beginning prior to qualification as a candidate. If elected to state or federal office, the employee must resign prior to assuming office.

Use of Telephone

The university considers the prompt and courteous answering of telephone calls as very
Telephone manners make or lose friends on or off our campus. Fort Valley State University telephone lines necessarily must be kept clear for business use. Incoming personal telephone calls to employees and outgoing personal calls by employees are discouraged except in the case of an emergency. Personal long distance telephone calls may not be charged to the university. The GIST Network and GIST lines may be used for official business only. Official long distance calls must be placed on the GIST Network. Use of this Network for personal calls constitutes misuse of state funds.

**BENEFITS**

**Vacation**

Fort Valley State University provides paid vacations for its regular full-time and part-time employees. Temporary employees do not earn or accrue vacation leave. Each employee is encouraged to select the dates upon which he or she wishes to take vacation as far in advance as possible and submit a request for appropriate supervisory approval. Earned vacation shall be taken at times mutually acceptable to the employee and the immediate supervisor. Vacation leave can be used for absences from scheduled work upon approval by the supervisor. Every effort is made to grant vacation as requested providing staffing and scheduling requirements of the employee’s department permits. If a holiday recognized by Fort Valley State University occurs while you are on vacation, that day will be considered holiday time rather than vacation time.

Each full-time employee who is not a temporary employee accrues vacation leave based on the length of continuous service and hours earned in each pay period as follows:

<table>
<thead>
<tr>
<th>Service Per month Per Year</th>
<th>0-5yrs</th>
<th>5-10yrs</th>
<th>10yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per month</td>
<td>10hrs</td>
<td>12hrs</td>
<td>14hrs</td>
</tr>
<tr>
<td>Per Year</td>
<td>15workdays</td>
<td>18workdays</td>
<td>21workdays</td>
</tr>
</tbody>
</table>

An employee other than a temporary employee who works one-halftime or more but less than fulltime earns and accrues vacation time in an equivalent ratio to the hours paid in each pay period.

**Payment for Vacation upon Termination**

Earned vacation leave may be accrued up to a maximum of 45 working days. An employee will be compensated for all accrued vacation time up to the maximum specified above upon termination of service from Fort Valley State University for any reason. Such compensation shall be based on information from institutional vacation leave records. This payment is subject to audit and will be received 30 days after last day of work. A terminating employee does not accrue vacation leave after the last working day of employment.

**Sick Leave**

For each regular full-time employee of the university sick leave accrues at the rate of one working day per calendar month of service. A regular part-time employee who works one-half time or more accumulates sick leave in an equivalent ratio to the hours paid in each pay period.
Sick leave for an employee is cumulative. A temporary employee does not earn or accrue sick leave.

**Sick Leave Accrual**
The amount of sick leave is reduced proportionally for any "leave without pay" hours taken by an employee in a pay period.

**Use of Sick Leave**
If an employee becomes sick and cannot report to work, he or she must inform the supervisor that he or she cannot come to work at the scheduled time. If the employee is unable to contact the supervisor, he or she must notify the supervisor's designated representative as soon as possible after the beginning of the scheduled work period. Failure to notify the supervisor or designated representative of absence can result in automatic termination. Should a scheduled holiday occur while an employee is on sick leave, that day is considered holiday time rather than sick leave. Sick leave may be granted at the university's discretion and upon approval by the supervisor in the case of employee's absence for any of the following reasons:

- Illness or injury of the employee.
- Medical or dental treatment or consultation.
- Quarantine due to a contagious illness in the employee's household.
- Illness or injury of the employee's spouse or a dependent child or step-child that requires the employee's presence to care for the ill family member in the home or in the hospital.

**Physician's Statement**
When sick leave is claimed by an employee for a continuous period in excess of three (3) working days, the employee must supply the university with a physician's statement before any further claim of sick leave rights by the employee-patient can be made. The statement should specify the date upon which the employee became incapacitated and the tentative date upon which the employee may be expected to return to duty. A physician's statement is also required for a lesser period of absence if the supervisor has reason to believe that employee is abusing sick leave. Abuse of sick leave constitutes cause for disciplinary action.

If an employee has exhausted all accrued sick leave and desires to use accrued vacation leave, he or she must notify the Office of Human Resources and his or her supervisor.

If an employee becomes sick while on vacation, the employee may change his or her leave to sick leave upon submission of a doctor's statement to the supervisor and Office of Human Resources. The statement should be filed upon return from vacation and should certify the dates of illness.

**Loss of Sick Leave upon Termination**
An employee does not accrue sick leave after the last day worked and will not be paid for accrued sick leave upon termination of employment. Accrued sick leave may be transferred to another institution of the University System of Georgia when no break in actual service occurs.
Sick Leave without Pay
An employee who is unable to return to work after exhausting all accumulated sick leave and accrued vacation leave may be granted sick leave without pay for a period not to exceed one year. Such approved sick leave allows the employee the right to elect to continue his or her group insurance benefits, and the institution will continue its share of the cost for such period. All other benefits are prohibited that otherwise would accrue to the employee.

Maternity Leave
Disability due to pregnancy shall be considered as any other disability and appropriate sick leave provisions of these policies shall apply.

Educational Leave without Pay
A regular full-time employee may be granted educational leave without pay for periods not to exceed one year at a time for the purpose of encouraging professional development. This could include, for example, completion of a doctorate or other terminal degree. Such approved leave allows the employee the right to elect to continue group insurance benefits with institutional participation. Education leave must be approved by the Board of Regents.

Death in Family
In the event of a death in the immediate family, a regular full-time or part-time employee may use accrued sick leave to attend the funeral. Three working days constitutes the maximum amount of sick leave authorized for this purpose. Annual leave or leave without pay may be used for any additional time.

Immediate family for purposes of this policy includes a spouse, parent, parent-in-law, brother, sister, child, stepchild, son-in-law, daughter-in-law, grandparent, grandchild, foster parent, or legal guardian.

A temporary employee or an employee who works less than half time may be excused for the above purpose but is not eligible for paid time off since the employee does not accrue sick leave.

Holidays
Each regular employee who works 20 hours or more per week is eligible for twelve (12) paid holidays. Temporary employees (including student assistants) and employees who work less than 20 hours per week are not eligible for paid holidays.

If an employee is required to work on a holiday, the department head will arrange a substitute holiday within 60 days before or after the actual holiday. No overtime pay is paid for working on a holiday so long as the actual hours worked for the week do not exceed 40 hours.

Terminating employee is not paid for any official holiday occurring after the last working day.
of employment. Employees on approved leave without pay are not paid for any official holiday. If a scheduled holiday occurs while the employee is on vacation, that day is considered holiday time rather than vacation time.

A scheduled holiday that falls on Saturday usually is observed on the preceding Friday. Those that fall on Sunday usually are observed on the following Monday, except for Christmas Eve and Christmas Day. When either or both of the Christmas holidays fall on the weekend, the Friday preceding Christmas and the following Monday are observed as scheduled holidays. During Christmas break, the employee's annual leave is charged for any weekdays that fall in between holidays during a period the university remains officially closed. The exceptions are county-based personnel and personnel providing essential services who are authorized to work by the President and Vice President for Business and Finance.

Other Leave
In the event of inclement weather or any emergency that requires an employee's absence, the president may declare leave with or without pay as the president shall determine. The president will specify who is to report to work. Plant Maintenance, security, and infirmary employees must report to work unless special approval is given by the Vice President for Business and Finance due to unsafe conditions.

Court Duty
Court duty leave with pay is granted to a regular employee to permit him or her to serve on a jury or as a witness. Approval of such leave requires presentation of official orders from the appropriate court. Court leave is not charged against any other leave accrued, and no deduction in pay for the absence is made even though a jury or witness fee may be paid to the employee. Court leave may not be given to any employee summoned to a court as a defendant or plaintiff. Court leave does not cover any period of absence other than scheduled working hours. The employee is expected to return to work if he or she is excused by the court during the scheduled workday.

Voting
Each employee of Fort Valley State University is encouraged to exercise the constitutional right to vote in all federal, state, and local elections. When an employee's normal working hours coincide with voting hours, the employee is granted leave, as stipulated by his or her immediate supervisor, to permit voting.

F.L.S.A.
When an exempt employee is absent from work for less than one scheduled work day and his or her accumulated leave is insufficient to cover the partial day of absence, the employee is placed on FLSA leave with pay for the period of absence. In such instances the university either will deduct the chose for such leave in hourly increments from the exempt employee's salary or, if so requested by the exempt employee, place the employee on leave with pay. Neither action by the university disqualifies the exempt status of the employee's position. Abuse of this policy can result in disciplinary action.
Military Leave with Pay
For the purpose of this policy, ordered military duty means any military duty performed in the service of the state or the United States including, but not limited to, service schools conducted by the armed forces of the United States. Such duty, performed for a period or periods not exceeding a total of 30 days in anyone calendar year, are deemed "ordered military duty" whether or not the orders are issued with the employee's consent. An employee who receives orders for active military duty may absent himself or herself from his or her duties and shall be deemed to have a leave of absence with pay for the period of such ordered military duty, and while going to and returning from such duty, not to exceed a total of eighteen (18) work days in anyone federal calendar year and not to exceed eighteen (18) work days in anyone continuous period of absence [as authorized by Georgia Law O.C.G.A 38-2(E)]. Continued absence by the employee after the expiration of the maximum paid leave time is considered as military leave without pay. The employee must submit a copy of his or her orders to active duty.

Selective Service
A regular employee required by federal law to take a Selective Service or military physical examination is paid for any time lost to take the examination.

National Guard Duty under Emergency
Notwithstanding the foregoing leave limitations of eighteen (18) days and in the event that the governor declares an emergency and orders an employee to state active duty as a member of the National Guard, the employee while performing such duty is paid his or her salary or other compensation as an employee for a period not exceeding thirty (30) days in anyone calendar year and not exceeding thirty (30) days in anyone continuous period of such state active duty service. After an employee has exhausted his or her paid military leave, the university may pay the employee for his or her accumulated annual leave.

Family Leave
In accordance with the federal Family and Medical Leave Act (FMLA) of 1993, an eligible employee may be entitled to up to 12 work weeks of leave during any 12-month period for one or more of the following reasons:

a. The birth and care of a newborn child of the employee.
b. The legal placement of a child with the employee for adoption or foster care.
c. The care of an immediate family member (defined as the employee's spouse, child, or parent) with a serious health condition.
d. A serious health condition of the employee that renders the employee unable to perform the duties of his/her job.

To be eligible for FMLA leave, the employee must have worked for the University System of Georgia for at least:
a. 12 months total; and
b. 1,250 hours during the 12-month period immediately preceding the commencement of such leave.

Workers Compensation Accidents
Each employee of Fort Valley State University is covered by the Georgia Workers Compensation Act. This act provides payment for medical and hospital expenses, as well as disability compensation, in the event an employee is injured in an accident while performing job duties.

Should an employee have an accident while on the job, he or she should report the accident immediately to the supervisor. If medical attention is needed, the employee must seek treatment from a physician as directed by the Department of Administrative Services. In the case of an emergency, the employee should seek treatment from the nearest hospital emergency room. The supervisor is responsible for calling Teleclaim (DOAS) at 1-800-656-7475 to report all workplace injuries.

**Unemployment Compensation**
Fort Valley State University employees are covered under "The Georgia Employee Security Act" known as Unemployment Compensation. This insurance program assists eligible employees who are temporarily unemployed through no fault of their own, who are able and available for work, and who are unsuccessful in finding work.

**RULES OF DRESS**

**Dress Policy**
Each Fort Valley State University employee—including temporary employees, student workers, and interns—must present a professional appearance while at work. Every employee is accountable for presenting a professional image within the spirit and the letter of the stated guidelines. Not all fashion trends are suitable for the work environment. Use good judgment in determining appropriate attire. Clothing should be neat, clean, and appropriate for the type of job and should be free of rips, tears, and stains. Clothing should not be so faded, tight, form fitting, low-cut, or short as to reflect anything but a professional appearance. See-through clothing, cut-offs, tank tops, and other such attire is inappropriate at any time. Employees who wear inappropriate clothing to work may be asked to return home and change to appropriate business attire.

**Management Determination**
Senior administrators, department chairs or directors maintain primary responsibility for determining whether an individual meets the guidelines of this policy. Senior administrators, department chairs, and directors may waive dress requirements due to medical necessity. A copy of the medical excuse should be on file in the Office of Human Resources.
For the first occurrence when the employee's clothing does not meet the guidelines of this policy, the employee receives a verbal warning and may be asked to return home and change to appropriate business attire and the time out of the office is charged to the employee's accrued leave other than sick leave.
**Appropriate Business Attire**
The following guidelines offer a range of appropriate styles of dress for men and women. Formal business attire is always appropriate. These guidelines expand the options to include informal business attire. This is intended to help employees make selections that maintain their professional image.

- Suits, dresses with collar and tie/blouses.
- Business dresses and skirts.

Fort Valley State University Classified Staff Handbook

- Slacks-any fabric (excluding denim) as long as the garment is tailored and pressed (includes khakis and dress corduroys).
- Blazers/sport coats.
- Sweaters/cardigans/vests.
- Button-down shirts/knit golf or polo shirts with collar/turtlenecks/sport shirts with collar/banded-down shirts.
- Business shoes-loafers/flats-heels-with appropriate hosiery, when appropriate.

As an added benefit, Fort Valley State University has declared Fridays as business casual dress day. Blue jeans, sneakers, and t-shirt (with FVSU logo) may be permitted if they do not establish an unprofessional or recreational appearance.

**Inappropriate Business Attire**
The following guidelines provide a list of inappropriate attire. This list is not all-inclusive. Some examples of inappropriate attire include:

- Clothing with slogans or messages that are inflammatory, derogatory, or provocative, except to the extent that the display of such slogans or messages constitutes protected speech under the United States Constitution.
- Shorts/cut-offs.
- Tight stretch pants.
- Oversized pants and/or shirts/crop tops or halter tops/dresses.
- Shirts with slogans or large emblems.
- Hem lines, which are too short or revealing.
- Provocative or revealing attire.
- Leggings/stirrup pants.
- Lycra/leather clothing (except jackets).
- Jogging suits and gym sweats (except for coaching staff).
- Beach or recreational wear and inappropriate footwear such as flip-flops.

**SEXUAL HARASSMENT POLICY**

**Policy**
It is the policy of Fort Valley State University that all employees and students be able to work in an environment free from all forms of discrimination, including sexual harassment. Sexual harassment refers to behavior, either direct or indirect, that is not welcome, is personally offensive, debilitates morale, and therefore interferes with the university’s mission and its effectiveness. Sexual harassment includes behavior that may not be considered overtly sexual. Federal law prohibits sexual harassment under Title VII of the 1964 Civil Rights Act. The existing Board of Regents’ policy declares "that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire,
or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing." Sexual harassment, whether it be by peers, by persons in authority, or by students to faculty, violates federal law and Board policy. It is the intent of these policies to include sexual harassment by peers. Some examples of relations to which harassment policies apply are as follows:

a. faculty - faculty.
b. staff - staff.
c. student - student.

Additional examples of relations to which harassment policies apply and that involve sexual harassment by persons in authority include:

a. faculty - student.
b. faculty - staff.
c. graduate student-undergraduate student.
d. supervisor - subordinate.

Consensual Relationships
An employee of or student at Fort Valley State University should realize that sexual harassment most frequently occurs when one person has some power or authority over another. The relationship between a faculty member and a student should be considered one of professional and client in which sexual liaisons, even consenting liaisons, are inappropriate because they threaten the intellectual dependence and trust that underscore the teacher/student bond. Likewise, the relationship between a supervisor and subordinate must be a professional one free from sexual involvement.

Although the policy of Fort Valley State University does not expressly forbid consenting sexual relationships, such relationships are strongly discouraged and all personnel are cautioned that persons entering into such relationships do place themselves in danger of subsequent charges of sexual harassment which would be most difficult to dispute.

In light of the above, Fort Valley State University strongly discourages consenting sexual relationships between faculty and students and supervisors or faculty who engage in such relationships must remove themselves from any decision-making activities regarding their consenting partner.

The Fort Valley State University is committed to maintaining a working environment free of objectionable and disrespectful conduct and communication of a sexual nature, especially when such conduct is imposed by one on another and adversely affects a member of this institution's employment environment. Sexual harassment subverts the mission of the university and is viewed as a violation of Title VII and Title IX of the 1964 Civil Rights Act. Sexual harassment will not be tolerated by the university. Sexual Harassment in any context is reprehensible and is a matter of particular concern to the academic community in which students, faculty, and staff are related by strong bonds of intellectual dependence and trust.

DISPUTE RESOLUTION
Fort Valley State University ("FVSU") is committed to maintaining a campus environment where its diverse population can live and work in an atmosphere of tolerance, civility, and mutual respect for the rights, duties, and sensibilities of each individual. In order to
fulfill that goal, FVSU makes decisions concerning recruitment, admissions, employment, provision of services, and accessibility to facilities and programs without unlawful consideration of race, color, religion, national origin, gender, age, disability, or veteran status. Members of the FVSU community inevitably will disagree. The FVSU Dispute Resolution Program (lithe Program") aims to help members of the university community to resolve disagreements. The Program serves as a resource for FVSU employees and students seeking to settle disputes. Among other things, it provides members of the FVSU community with the resources necessary to resolve disputes informally, pursue mediation of disputes, and file grievances. First, the Dispute Resolution Coordinator serves as the initial point of contact for parties seeking to use the Program's resources and provides guidance about what dispute resolution alternative may work best to settle a particular dispute. Parties will be advised about the different dispute resolution techniques available through mediation (for example, one-on-one meetings between two parties to discuss personal differences affecting a work relationship, or group discussions to evaluate issues affecting an entire work unit).

The Dispute Resolution Policy (lithe Policy") sets forth the procedures through which the Program can address the problems and complaints of FVSU employees or students. These procedures allow both sides to a dispute to be fairly considered, and permit disputes to be resolved in a timely and constructive manner. The mechanics of this Policy are administered flexibly in order to resolve FVSU-related disputes at the lowest possible administrative level with the cooperation of all concerned. Disputes maybe addressed through this Policy's informal procedures and, if desired, through mediation. However, the Policy's formal procedures may be used only to handle claims that a person has been harassed or discriminated against in violation of the law, retaliated against for an improper reason, or harmed by any action that violates the policies of either FVSU or the Board of Regents of the University System of Georgia ("the Board of Regents").

This Policy supersedes and replaces FVSU Grievance Procedures.

**Prohibition of Retaliation**

Any attempt to intimidate or retaliate against a party for raising an issue or participating in dispute resolution under this Policy is strictly forbidden. Any party who makes such an attempt will be subject to the disciplinary action that FVSU concludes is appropriate, up to and including termination.

**Time and Effort Reporting**

Office of Management and Budget (OMB) Circular A-21 requires that the University provide verification of time and effort for all grant and sponsored program personnel whose salary is paid from multiple sources. The Time and Effort Report (See Exhibit) provides documentation for salary payment and time donated to the activity by University personnel. Faculty/Staff with multiple assignments require a clear accounting of all (100%) employment time. To fully document all time spent in grant activities, all employees fully or non supported by grant funds, are required to complete Time and Effort Report forms signed by their Director, or immediate supervisor. This information is submitted to the Post-Award Coordinator using the table below.
Spring April 25
Summer July 25
Fall November 25

When an employee's salary is divided among a federal grant, teaching, administration, or other responsibilities, there must be a clear accounting of all (100%) of the person's time. The Activity Director is responsible for the accuracy of the Time and Effort Report. All personnel policies of the University apply to Title ill staff in addition to those stated in this manual.
P Card Agreement

1. As an authorized cardholder, I agree to comply with the terms and conditions of this Agreement and with the provisions of the Purchasing Card Policy and Purchasing Card User’s Guide. I have received a copy of the Purchasing Card Policy and confirm that I have read and understand its terms and conditions. In addition, I have completed the required Purchasing Card Training.

2. I understand that “Insert Entity Name” is liable to Bank of America for all charges I make on the Purchasing Card.

3. I agree to use the Purchasing Card for authorized official business purchases only and agree not to charge personal purchases. I authorize “Insert Entity Name” whatever steps are necessary to collect an amount equal to the total of the improper purchases, including but not limited to declaring such purchases an advance on my wages to the extent allowed by law.

4. I agree to notify “Insert Entity Name” Purchasing Card Program Coordinator at “Insert Entity Phone Number” or “Insert Entity E-Mail Address” if my name or contact information changes. I further acknowledge that name changes will require proof of change, i.e. copy of marriage license and/or decree of legal change.

5. If the Purchasing Card is lost or stolen, I will immediately notify Bank of America at 1-888-449-2273. I will also notify “Insert Entity Name” Purchasing Card Program Coordinator, in writing, at the first opportunity during normal business hours.

6. I understand that improper or fraudulent use of the Purchasing Card may result in disciplinary action, up to and including termination of my employment. I further understand that “Insert Entity Name” or State Purchasing may terminate my right to use the Purchasing Card at any time for any reason.

7. I agree to surrender the Purchasing Card immediately upon request or upon termination of employment for any reason.
Upward Bound
Key Policy and Procedures

PURPOSE

The Plant Operation Department is responsible for providing locksmith services to the Fort Valley State University campus by installing, maintaining, servicing, replacing and updating all locks used to secure university facilities and property. This responsibility includes design of lock systems, maintenance and service of locks, issuance of all keys, and maintenance of cores, keys and records. The Plant Operation’s Department at Fort Valley University provides key control for university faculty, staff, and students.

GENERAL PROVISIONS

All keys are issued by the Plant Operation’s Key Shop and shall remain the property of the university. No outside locksmith may perform work at the University without the prior approval of the Director of Plant Operation.

Any exemptions, changes, or special provisions to this policy will be made only with the approval of the Director of Plant Operation.

Each building will have a separate building master key with as many sub-masters as necessary to accommodate the different departments within. Only a limited amount of sub-masters will be issued to each building.

All mechanical/equipment and custodial rooms will be keyed separately from the building master.

It is a violation of this policy to attempt or to have any university keys duplicated by anyone other than the Plant Operation’s Key Shop. Campus Police has the authority to confiscate any duplicated key(s). Any person in violation of this policy may have their key issuance privileges revoked.

It is a violation of this policy to tamper with, change, add to, or alter any university installed locking system by anyone other than the Plant Operation’s Key Shop; this includes the installation of any locking devices or hardware. Unauthorized devices and hardware will be removed by Plant Operation and the department or individual responsible for the room will be charged for all costs incurred.

NON MASTER KEYZED LOCKS

All University facilities, currently equipped with a lock and key system, will be made accessible by the University Master Key and Lock System. Under special circumstances individual rooms may be keyed separate from a building master key system when requested by the Dean or Vice President and approved by the Director of Plan Operation. No services will be provided to the room or areas. This will include maintenance, custodial, and other such services. In the event that emergency personnel need to enter the room, the department responsible for said room will be charged for any and all damage that may occur when entry is made.

Under special circumstances, individual rooms may be keyed off the university grand master when approved by the Director of Plant Operation. In the issuance of keys, individual University employees will be issued the following: (1) the lowest level key in the system hierarchy that is necessary to provide access required by the individual's position and responsibilities and (2) the least number of keys.

Key Policy and Procedures (continued)

KEY REQUESTS AND ISSUANCE
Faculty and staff may be issued keys to a university building upon the recommendation of a department chair/director, dean or divisional vice president via a key request form submitted to Plant Operation. No keys will be issued for outside entrance doors. The form must be filled out in its entirety and then signed by the department chair/director, vice president business & finance, campus police and plant operation. Other signatures may be required as needed.

All incomplete, illegible, incorrect, or unsigned forms will be returned to the requesting department. Departments are encouraged to type all key requests for legibility.

When a key request is received, keys are cut. When the key(s) are ready, the individual to be issued the key will be notified that their keys are ready for pick up. In order to receive keys, the faculty/staff must bring their Fort Valley State University ID card when they pick up the key(s) from Plant Operation’s key shop at the Wilson Roberts building.

Records of all keys issued will be kept in a key tracking log and will be maintained by Plant Operation’s Key Shop.

**LOST KEYS**

The loss or theft of any key must be reported immediately to the key holder’s supervisor, Plant Operation and Campus Police Department. Replacement of lost, misplaced or stolen keys will be made in accordance with procedures for original issue. Individuals or departments will be assessed replacement charges for lost keys at the discretion of the director of Plant Operation. The director of Plant Operation will determine re-keying of locks or space at the
individual’s or departments expense. Repined /replaced key cylinder (lost/stolen/damaged) requests will be accessed a charge of $150 Hard Key and $50 Soft Key.

TRANSFER OF KEYS
The transfer of keys between employees or between departments is not permitted. Keys must be returned to Plant Operation’s Key Shop for re-issue.

LOANING OF KEYS
Keys are university property and must be used only for the purpose of conducting university business. Keys should not be loaned to others at any time.

WORN KEYS
Individuals holding properly authorized keys may exchange damaged or worn keys at the Plant Operation’s Key Shop, during normal working hours Monday-Friday 8:00 a.m. - 4:30 p.m. If a key is broken in the lock, please notify Plant Operations immediately for broken key extraction. Key may be replaced free of charge if broken from normal wear.

RETURN OF KEYS
It is the responsibility of the key holder and the supervisor, dean or vice president and building manager who authorized issuance of the key(s) to assure that all keys are returned to Key Shop upon the key holder’s:
   1. Transfer to another department;
   2. Termination of employment, or;
   3. Change of assignment that makes it unnecessary for the key holder to have the assigned keys.
All keys must be accounted for and returned
Deans or building managers will be notified of missing keys or other key discrepancies upon return of keys to the Plant Operation’s Key Shop. The director of Plant Operations will determine when re-keying of locks or space is required when keys are not returned or keys are missing.

CONTRACTOR ACCESS
Keys that are needed by contractors or other non-university users must be authorized by the Plant Operation Director. A Key Request Form must be filled out by the project manager and signed by key recipient for issuance. The project manager will be responsible for making sure that all keys are returned at the end of the project.

KEY INVENTORY AUDIT
All departments will cooperate with Plant Operation in periodic key audits of their departments. Departments will be notified in advance when their key audit will be conducted. Each key inventory audit will be distributed to appropriate university Vice Presidents for review.

LOCK OUT PROCEDURE
Campus Police will provide after-hour access for faculty and staff members who need immediate entry to their assigned buildings. Access residences, apartments or any other building or area owned and controlled by Fort Valley State University is done by the on call lock smith. Faculty and staff should first contact their building manager or dean during normal work hours. After hours calls should be directed to the University’s Police Department at 478-825-6211.
To ensure that the Fort Valley State University Upward Bound Program delivers effective and efficient services to help increase the rate in which proposed project participants enroll and succeed in obtaining a postsecondary education and lifelong learning skills, a comprehensive plan of operations is as follows:

1. **The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project:**

   The Director will coordinate the following actions to keep Fort Valley State University faculty and staff, individuals and organizations informed about the goals and objectives of Upward Bound as outlined below:

<table>
<thead>
<tr>
<th>Who:</th>
<th>Applicant’s Institution (Faculty &amp; Staff)</th>
<th>Target Schools And Parents</th>
<th>Community Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What:</strong></td>
<td>Announce grant award; inform of program’s funding; goals and program objectives; establish in-kind commitment to program.</td>
<td>Announce grant award; inform of program’s funding; goals and program objectives; identify key contact staff; clearly define students’ academic records and other related information and methods of obtaining (FEPRA compliance)</td>
<td>Announce grant award; inform of program’s funding; goals and program objectives; establish in-kind commitment to program.</td>
</tr>
<tr>
<td><strong>How:</strong></td>
<td>• Phone call &amp; office visitations to President and Vice President and various Department Heads • Campus media: FVSU &amp; Program link via campus website: <a href="http://www.fvsu.edu">www.fvsu.edu</a>; Communications &amp; Relations Dept.; brochure;</td>
<td>• Phone calls and school visitations; follow-up letters to school officials. • Send letters out to parents; disseminate program applications brochures; workshops; newsletters; speaking</td>
<td>• Phone calls; visitations; letters; brochures; collaboration with other community base organizations;</td>
</tr>
</tbody>
</table>
various other written communications  engagements. Parent meetings. speaking engagements

<table>
<thead>
<tr>
<th>When:</th>
<th>First day to one week of award notification; on-going</th>
<th>Within two weeks and on-going</th>
<th>With-in one month &amp; on-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why:</td>
<td>To inform of program goals and obtain level of involvement needed to ensure effective and efficient operation of program.</td>
<td>Inform of goals and objects; determine how student data will be obtained; identify personnel for timely and efficient academic intervention; recruit eligible students; increase parental involvement.</td>
<td>To establish wide-range awareness; inform of goals and objectives; identify at risk-students-dropouts;</td>
</tr>
<tr>
<td>Resources:</td>
<td>Director and UB staff; Campus Communications Director</td>
<td>Director, UB Staff, Target School contact personnel, academic data</td>
<td>Director; UB staff; Community leaders</td>
</tr>
</tbody>
</table>

2. The plan for identifying, recruiting, and selecting participants to be served by the project:

a) To identify potential program participants, a two-step identification process will be used to create a sufficient pool of eligible candidates:

<table>
<thead>
<tr>
<th>Who: Target School Students</th>
<th>TABLE 4.a PLAN TO IDENTIFY</th>
<th>How: Action Plan</th>
<th>When:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Step One: Contact and Referral. To identify eligible rising at-risk 9th graders not meeting proficiency levels in specific subject areas, the staff will meet with target school counselors, teachers, Middle School counselors, youth organizations, church groups, parents, and students as a part of the identification and recruitment plan. Focus of identification efforts will be in April of each year after the CRCT (State Standardized Assessment Test) results are available. Special community, youth, and church organizations with a large male population/involvement will be targeted as an effort to identity more eligible males for participation in the program.</td>
<td>April each Year</td>
</tr>
</tbody>
</table>
b) To recruit and select eligible participants: Upward Bound staff will review intake forms that summarizes participants’ eligibility, grade reports and standardized test scores, need assessments, recommendations, and other relevant information as shown in Table 4.b.

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th><strong>TABLE 4.b</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>How: ACTION PLA</strong></td>
<td>PLAN TO RECRUIT AND SELECT</td>
</tr>
<tr>
<td><strong>Spring &amp; Fall</strong></td>
<td>Recruitment</td>
<td>Upward Bound will accept referrals from target High Schools, target area feeder Middle Schools and organizations, families, and self-referrals. Staff will conduct presentations in 9th grade math, language arts classrooms and other contacts in the communities. Informational meetings for other interested students will be carried out. Applications will be distributed.</td>
</tr>
<tr>
<td><strong>Sept. 15</strong></td>
<td>Application Process</td>
<td>Applicants will complete a Student Application/Needs Self-Assessment. Parents/guardian will provide eligibility verification. Two teachers and counselor will complete assessment forms. Student will be interviewed. Staff will obtain academic records.</td>
</tr>
<tr>
<td><strong>Sept. 30</strong></td>
<td>Selection Process</td>
<td><strong>Verification/Documentation:</strong> LI, FG status and determination of need as specified in CFR 34; Sec. 645.3; and 645.4. Assemble eligible and complete files. Staff will complete intake forms. Assign points for need factors: LI/FG and at-risk student’s w/potential for success in postsecondary given preference. Applications will be ranked based on meeting at-risk requirements and balance. Staff reach consensus on selections. Director will make final decision.</td>
</tr>
</tbody>
</table>
3. The plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound:

a) Assessment Plan:

Table 5: Upward Bound staff will utilize a variety of program diagnostic instruments and school-administered standardized tests, grade reports to assess each student’s needs for services.

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>TABLE 5</th>
<th>Who: Responsible Personnel</th>
<th>When: Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 15</td>
<td>Acceptance Process</td>
<td>TABLE 5</td>
<td>Intervention Coordinator; Academic Advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What: Plan To Assess Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACTIVITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Interviews</td>
<td>Review contact notes from student and parent interviews</td>
<td>Academic Advisor</td>
<td>Sept. Initially; On-Going</td>
<td></td>
</tr>
<tr>
<td>2. Need Assessments</td>
<td>Student’s self-reported need for improvement and parental requests; standardized data-base assessments</td>
<td>Academic Advisor; Composition Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Essay</td>
<td>Student’s writing skills assessed by Language Arts Instructor</td>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Transcript</td>
<td>Assess for grade point averages below 2.5; review standardized tests results</td>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher Counselor Forms</td>
<td>Review recommendations for needs in specific content areas</td>
<td>Intervention Coordinator; Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. State Standardized Test</td>
<td>Analyze results in all subject areas to determine weak domains; specifically in math and lang. arts</td>
<td>Director; Academic Advisor; Intervention Coordinator; Program Instructors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why: To ensure that a greater number of eligible at-risk students in “persistently low-performing schools” receive timely and quality intervention as a stepping stone to obtaining a college degree.
## TABLE 5 (cont’d)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Responsible Personnel</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. EXPLORE</td>
<td>Assess 9th graders’ academic progress; help to develop Individual Academic Plan (IAP); career interests</td>
<td>Director; Intervention Coordinator; Academic Advisor</td>
</tr>
<tr>
<td>8. PLAN</td>
<td>Assess 10th graders’ curriculum-related knowledge; assess study skills</td>
<td>Director; Intervention Coordinator; Academic Advisor</td>
</tr>
<tr>
<td>9. PSAT</td>
<td>Identify academic skills that need improvement; prepare for SAT</td>
<td>Director; Intervention Coord.; Academic Adv.</td>
</tr>
<tr>
<td>10. PSSS</td>
<td>Provides feedback on academic skills in need for improvements; administered to students not taking PSAT</td>
<td>Director; Intervention Coordinator; Academic Advisor</td>
</tr>
<tr>
<td>11. GHSGT/EOCT</td>
<td>Measures 11th graders’ progress in the GA Core Curriculum Content Standards</td>
<td>Intervention Coordinator; Academic Advisor</td>
</tr>
</tbody>
</table>

**Why:** To identify participants’ strengths and weaknesses; identify and implement needed services. To increase likelihood of at risk students graduating from high school and entering into and graduating from a PSI.

### b) ACADEMIC PROGRESS MONITORING

An intrusive monitoring plan will be implemented to keep Upward Bound staff, target school officials, students and parents informed of the student’s progress. Continued monitoring will allow for maintenance, accommodations and modifications of students’ need for individualize services. During the monitoring process, the Upward Bound staff will take the following steps:

- Analyze assessment results to establish baselines; develop an instructional calendar based on individual or cohort assessment results; construct profile sheet on each student and place in IAP
- Develop instructional focus/remedial lessons based on benchmarks established by the instructors and assessment/intervention coordinator
- Develop weekly mini-assessments during the six-week summer session for each standard on the instructional calendar; progress will be monitored on weekly basis
Monitor target school grade reports, End of Course Test (EOCT) results during the academic year; students not obtaining a 2.5 in any of the core curriculum subjects will be placed in required after-school tutorial sessions and will be tutored on Academic Saturdays

Conferences with parents, and target school teachers will be conducted to gain specific insights into students needs; home visitations will take place if deemed necessary

Staff will monitor the progression of standardized test results as outlined in TABLE 13 and will modify intervention services as deemed appropriate for the individual student

4. The plan for locating the project within the applicant's organizational structure:

   a) Structure:

   The Fort Valley Upward Bound Project is located within the Division of Student Affairs. The project will continue under the supervision of the Vice President for Student Affairs who reports to the President. This location within the university structure will provide direct and timely access to University Administration and vital resources of various departments.

   Upward Bound is housed in the Bywaters Education Building, adjacent to the Library, and Academic Success Center. This location provides easy access to resources, diagnostic math and reading labs that are readily available to the Upward Bound students and staff.

   Full-time staff (100%) consists of Director; Assistant Director/Academic Advisor; Program Assistant/Data Entry. Part-time staff will vary depending on students’ needs which are based on on-going assessments, and curriculum design.

5. The curriculum, services and activities that are planned for participants in both the academic year and summer components:

   a) Academic Year Curriculum, Services and Activities:

   During the Academic Year, a curriculum will be aligned with the course undertaking that students are enrolled in at their target schools. This will include rigorous classes—AP &
honor classes—in addition to regular classes the students are enrolled. Instructors will incorporate instructional activities to enhance progress for students in academic good standing; and to help students better prepare for success on advance placement exams. For students that are below proficiency level based on standardized test scores and GPA that falls below 2.5, instructors will develop focused/remedial lessons based on assessment data. Planned services and activities will be provided during the academic year to enhance the students’ academic skills, personal and psycho-social development to increase the likelihood that they will successfully pass to the next grade level. Curriculum design is seen in TABLE 6.a.

<table>
<thead>
<tr>
<th>Academic Year (AY) Curriculum, Services, and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math:</strong> Classes will mirror high school curriculum. Tutorial sessions will focus on individual needs for one-on-one support. If a student’s grade point average is below 2.5 or has not met proficiency level on CRCT &amp; EOCT the student will be placed in a remedial session to work one-on-one with a part-time instructor to improve fundamental skills.</td>
</tr>
<tr>
<td><strong>Science:</strong> Session aims to accelerate student’s progress using their textbooks, SAT, ACT, and AP practice tests. Supplemental instruction will focus on individual acceleration or remediation and emphasize reading, writing, and problem solving in the sciences. Emphasis will also focus on experiential activities designed to provide greater exposures to Biology, Physical Science Chemistry and Physics in a laboratory setting.</td>
</tr>
<tr>
<td><strong>English:</strong> Session will aim to improve student’s critical reading and writing skills and preparing for standardized tests. Part-time instructor will work one-on-one in a sequenced reading skills curriculum. Students not performing at proficiency level in language arts will be placed in remediation session.</td>
</tr>
<tr>
<td><strong>Reading:</strong> Focus will be on increasing reading rates, comprehension skills, vocabulary building, and improving Basic Skills for student below proficiency level as determined by the CRCT scores and assessments.</td>
</tr>
<tr>
<td><strong>Academic Year Services</strong></td>
</tr>
<tr>
<td><strong>Remediation:</strong> Students in need of remediation will be required to enroll in small group classes tailored to specific content areas (i.e. mathematics and language arts) as determined by EOCT scores and grade point averages and Upward Bound assessment results. In addition, teachers who are experts in specific subject areas will provide one-on-one instruction.</td>
</tr>
<tr>
<td><strong>Tutorial:</strong> Academic Saturday Sessions will be supplemented by after-school tutoring at each target school. Students at risk of failing or not performing at grade level will be required to attend tutorial/remedial sessions.</td>
</tr>
</tbody>
</table>
### Six-Week Summer Curriculum, Services and Activities:

The summer curriculum will be designed to address Georgia’s Core Curriculum Content Standards for graduation. It will specifically include all required course offering as stated in CFR 34; Sec. 645.11.

Summer sessions are intended to prepare students for their next level course undertakings in the upcoming school year at their target schools. **Pre- and Post-Tests** will be administered to determine students’ strengths and weaknesses, establish baselines to assess their need for specific services and to monitor their progress. Students will be housed on the campus of Fort Valley State University to gain a simulated college-going experience.

Students will be required to attend the first summer session of their initial enrollment into the program. Students needing remediation of any kind will also be required to live on campus. It is anticipated that to the extent possible, if budgetary allocations allow, all students funded to be served will be expected to live on campus.

<table>
<thead>
<tr>
<th><strong>Senior Seminar:</strong></th>
<th>Seniors will submit 3 or more college applications for admissions; submit FAFSA; submit at least 3 scholarship applications and participate in workshops on how to survive college and achieve success.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Session:</strong></td>
<td>Focus on specialized topics related to career awareness, <strong>financial literacy</strong>, academic, social and personal development; goal is to provide students with a mirror of truthful information that will allow them to make informed and realistic decisions.</td>
</tr>
<tr>
<td><strong>Academic Year Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College Visits:</strong></td>
<td>Aim is to expose students to college environments in order for them to become more familiar with postsecondary environments, the admissions and financial requirements, and program offerings.</td>
</tr>
<tr>
<td><strong>Career Field Trip:</strong></td>
<td>Career fairs and probes are to expose students to various career opportunities in which persons from disadvantage backgrounds are usually underrepresented. Also, provide exposures to careers requiring postsecondary education and the Postsecondary Education requirements.</td>
</tr>
<tr>
<td><strong>Senior Graduation Program:</strong></td>
<td>To recognize and reward students for achieving high school success and to encourage them to pursue a postsecondary education.</td>
</tr>
</tbody>
</table>
In the event all program participants will not be able to live on campus during the six-week summer session, a modified schedule of activities will be provided for the students unable to live on campus. Students attending the modified program will only attend morning academic classes. To the extent possible, transportation will be provided to students residing in Macon County which is approximately 30 miles away from campus; students living in Peach County have easy access to the campus and families will provide transportation.

*Table 6 (b)* outlines the curriculum, academic and remediation services and cultural/psycho-social activities that will be offered during the six-week session.

<table>
<thead>
<tr>
<th>Summer Curriculum</th>
<th>Algebra I: Rules of algebra, ratios and proportions, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities; word problem solving; SAT I preparation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Algebra II: Linear equations and inequalities; polynomial and radical expressions; factoring; solving and graphing quadratic equations and inequalities; graphing conic sections; word problem solving.</td>
</tr>
<tr>
<td></td>
<td>Geometry: Understand deductive reasoning; research different proofs of the Pythagorean Theorem; create a poster using print and web resources; discover relationship to design and construction of modern skyscrapers.</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus: Graphing polynomial, exponential, logarithmic and trigonometric functions; finding inverse functions; unit circle, solving trig functions;</td>
</tr>
<tr>
<td></td>
<td>Calculus: Analyze single variable functions in various contexts; limits and properties; derivatives and corresponding rules; indefinite and definite integrals, compare and apply derivatives and integrals; preparation for AP Calculus exams.</td>
</tr>
<tr>
<td></td>
<td>Trigonometry: Solving trigonometric equations using algebraic techniques; become familiar with arithmetic combinations of functions to solve equations.</td>
</tr>
<tr>
<td></td>
<td>Methodology and Pedagogy: Part-time instructor and tutors for each subject. Pedagogical practices include integration of study and test preparation skill, remediation; comprehensive subjective/objective assessment in study hall and classroom; use graphing calculators; and computer assisted instruction.</td>
</tr>
<tr>
<td></td>
<td>Composition &amp; Literature: Expository writing, paragraph and sentence structure, identifying phrases and clauses, basic sentence grammar, non-fiction and fiction critical reading, and SAT I preparation.</td>
</tr>
<tr>
<td></td>
<td>Part-time specialized instructor. Pedagogical practices focus on writing process, individualized grammar instruction linked to revision, peer</td>
</tr>
<tr>
<td>Methodology and Pedagogy:</td>
<td>editing, seminar style instruction, comprehensive subjective and objective assessment in study hall and the classroom.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chemistry:</td>
<td>Scientific method in Chemistry, describing matter, the composition of atom, chemical reactions and equation, electrons in atoms, the periodic table, molarity, and stoichiometry.</td>
</tr>
<tr>
<td>Physics:</td>
<td>Introduction of geometrical concepts in physics: bundles, Lie groups, etc.</td>
</tr>
<tr>
<td>Biology:</td>
<td>Examine living organisms and DNA by means of genes: expression and regulation</td>
</tr>
<tr>
<td>Spanish:</td>
<td>Divided into introductory and advanced groups; focus on the review of conversational and grammar skills through the study of art and culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 7 (starting with month of October thru September)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Services</strong></td>
</tr>
<tr>
<td>Study Skill Session: Exposure to effective study goals. Become familiar with study skill process to establish study goals needed for academic success.</td>
</tr>
<tr>
<td>College Resource Orientation: Acquaint students with the facilities and services designed to help students achieve academic success while matriculating.</td>
</tr>
<tr>
<td>Basis Skill Test: Strategies for students who have not passed the CRCT; students scheduled to take the GHSGT (if applicable); success in passing EOC Tests.</td>
</tr>
<tr>
<td>Dual Enrollment: Assist juniors and seniors with application process for dual enrollment program at University.</td>
</tr>
<tr>
<td>Career Awareness Workshop: Provide students with sufficient information to better understand their choice of program/major in pursuing postsecondary education.</td>
</tr>
<tr>
<td>Work-Study: Assigned to work sites to gain experience in professions closely related to stated career interest. Acquire insight about degree requirements for postsecondary undertakings. Merit-based stipends will be awarded.</td>
</tr>
<tr>
<td>End of Summer Evaluation: In individual conferences, students will be told of strengths and weakness with specific suggestions to increase academic success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summer Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Visitations: Aim is to expose students to college environments in order for them to become more familiar with postsecondary environments, the admissions and financial requirements, and program offerings.</td>
</tr>
<tr>
<td>Social Activities: Participants will engage in on-/off-campus structured activities based on daily academic and social standings. Activities range from board games, sport activities to ice skating, movies and other relevant social activities.</td>
</tr>
</tbody>
</table>

6. **The planned timelines for accomplishing critical elements of the project:**

   The Upward Bound staff will impose on-going timelines to achieve the goals and objectives throughout the life of the Project. **Tables 7** (starting with month of October thru September) give an overview of critical elements and the timelines necessary to carry out effective and efficient program services.
**TABLE 7**

<table>
<thead>
<tr>
<th>CRITICAL ELEMENTS OF THE PROJECT</th>
<th>TIMELINES FOR ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN TO IDENTIFY, RECRUIT AND SELECT</strong></td>
<td>O</td>
</tr>
<tr>
<td>Presentation to Target School Officials &amp; students</td>
<td></td>
</tr>
<tr>
<td>Presentations to youth organizations</td>
<td></td>
</tr>
<tr>
<td>Identify High-risk students</td>
<td></td>
</tr>
<tr>
<td>Applications distributed</td>
<td></td>
</tr>
<tr>
<td>Applications Rated based on Need and Risk factors</td>
<td></td>
</tr>
<tr>
<td>Selection of eligible students and notification</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO IMPLEMENT AY COMPONENT</strong></td>
<td>O</td>
</tr>
<tr>
<td>Hire staff; staff Service Planning</td>
<td></td>
</tr>
<tr>
<td>Implement AY Component</td>
<td></td>
</tr>
<tr>
<td>Submit all requests (facility use, transportation, etc.)</td>
<td></td>
</tr>
<tr>
<td>Mandatory Parent/Student Orientation</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO ASSESS AND MONITOR STUDENT PROGRESS</strong></td>
<td>O</td>
</tr>
<tr>
<td>Implement Student Access Database &amp; student files</td>
<td></td>
</tr>
<tr>
<td>Calculate GPAs; review academic records</td>
<td></td>
</tr>
<tr>
<td>Administer Assessment Tools &amp; analyze results</td>
<td></td>
</tr>
<tr>
<td>Monitor academic records &amp; student evaluations</td>
<td></td>
</tr>
<tr>
<td>Provide academic Advisement</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO IMPLEMENT SUMMER SESSION</strong></td>
<td>O</td>
</tr>
<tr>
<td>Hire part-time staff; staff Service Planning</td>
<td></td>
</tr>
<tr>
<td>Secure housing, meals and transportation</td>
<td></td>
</tr>
<tr>
<td>Mandatory Parent/Student Orientation</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO OFFER CURRICULUM AND SERVICES</strong></td>
<td>O</td>
</tr>
<tr>
<td>AY &amp; Summer Tutorial/Remedial instructions</td>
<td></td>
</tr>
<tr>
<td>Assistance with course selection</td>
<td></td>
</tr>
<tr>
<td>Cultural enrichment events; college visits</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar; college admission workshops</td>
<td></td>
</tr>
<tr>
<td>College Dual Enrollment Meeting (students/Parents)</td>
<td></td>
</tr>
<tr>
<td>FAFSA Workshops (parents/juniors and seniors)</td>
<td></td>
</tr>
<tr>
<td>AY &amp; Summer Awards Programs; exit interviews</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO COLLABORATE WITH SCHOOL PERSONNEL</strong></td>
<td>O</td>
</tr>
<tr>
<td>Meeting with key school contacts</td>
<td></td>
</tr>
<tr>
<td>Attend Target School Staff/Advisory Meetings</td>
<td></td>
</tr>
<tr>
<td>Submit Progress Reports on Respective Students</td>
<td></td>
</tr>
<tr>
<td><strong>PLAN TO ADMINISTER PROJECT EFFECTIVELY</strong></td>
<td>O</td>
</tr>
<tr>
<td>Upward Bound administrative staff meetings</td>
<td></td>
</tr>
<tr>
<td>Budget Reconciliation, close-out; internal audit</td>
<td></td>
</tr>
<tr>
<td>Update student database</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Jan</td>
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<tr>
<td>Hiring and training summer staff</td>
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<tr>
<td>Submit Annual Performance Report to DOEd</td>
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<tr>
<td>Administer program evaluations</td>
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<tr>
<td>Instructional/dorm staff Meeting</td>
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<tr>
<td>Summer Staff Performance Evaluations</td>
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<tr>
<td>Planning Meeting for upcoming AY</td>
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<tr>
<td>PLAN TO COLLABORATE WITH PARENTS</td>
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<tr>
<td>Parent Advisory Meeting</td>
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<td>Parent Consult to Construct IAP</td>
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<tr>
<td>AY &amp; Summer Orientations</td>
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<tr>
<td>Student Progress Reports Mailed</td>
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<tr>
<td>Administer parent Program Evaluation</td>
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<tr>
<td>PLAN TO TRACK UPWARD BOUND GRADUATES</td>
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<tr>
<td>Postsecondary Enrollment Verification; National Clearinghouse</td>
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<tr>
<td>Update graduate database; files</td>
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<tr>
<td>Update mailing/e-mail list; student tracking form</td>
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<tr>
<td>Alumni Meeting; recruit mentors</td>
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