



✓ Item	Time Frame
<input type="checkbox"/> Informational Conversation with Program Director 602-218-4036 x 102 Barbara@veteransheritage.org	September – May
<input type="checkbox"/> Review Prospective Chapter Information Packet: Becoming a VHP Chapter Checklist VHP & Oral History Publishing Program Overview Prospective Chapter Frequently Asked Questions At a Glance Chapter Timeline Chapter Growth Model Chapter Standards Policy Veteran Heritage Project™ Waivers Library of Congress Forms Chapter Application Memorandum of Understanding Gift copy of <i>Since You Asked</i> ™	September - May
<input type="checkbox"/> Attend Book Reception Note: optional, yet encouraged.	April
<input type="checkbox"/> Schedule Engagement Meeting between VHP Program Director, Teacher Advisor(s) and a school administrator.	By June 1
<input type="checkbox"/> Submit Chapter Application to VHP for review & approval Note: Prospective chapters will be notified of approval status by the end of June.	By June 8
<input type="checkbox"/> Submit Signed Memorandum of Understanding (MOU) to VHP Note: The MOU must be signed by the Teacher Advisor and the school administrator.	ASAP, By August 18
<input type="checkbox"/> Recruit Students Note: Upon receipt of a signed MOU, VHP will provide you with promotional material and tools.	August – September
<input type="checkbox"/> Attend Mandatory Chapter Kickoff Training for Teacher Advisors Note: Student leaders may also attend.	August 18 (tentative)
<input type="checkbox"/> Schedule On-site Interview Training with VHP Program Director Note: Training must be completed by September 30	August - September



Founded in 2004 and established as a 501(c)(3) non-profit organization in 2009, Veterans Heritage Project's™ (VHP) **mission is to Connect Students with Veterans™ in order to honor veterans, preserve America's heritage, and develop future leaders.**

We offer educational enrichment programming which partners with veterans as primary sources of history to motivate and inspire students to stay in school and become responsible, active citizens.

VHP Serves

- ★ Middle school, high school, and college students
- ★ WWII, Korea, Vietnam, Cold War, Gulf War, Iraq & Afghanistan Veterans
- ★ Communities throughout Arizona

Program Activities

★ Chapter Program

- Teachers volunteer to facilitate the after-school program.
- Students conduct veteran oral history interviews and publish the veterans' stories in an annual hardbound book entitled *Since You Asked™*.
- Students archive veteran stories with the Library of Congress.
- Students plan regional book-signing events to honor their veterans.

★ **Veteran Classroom Lectures** bring first-person historical accounts and lessons of personal responsibility to thousands of additional students.

★ **Civic Engagement Opportunities** help chapters reach into their local communities in support of Veterans Day and Memorial Day celebrations, civic events, community service activities, and presentations on lessons learned through the VHP experience.

★ **College Scholarships** are awarded via student essays. Students describe personal impacts from veterans' oral history and its influence on their future.

Positive Educational Impacts

- ★ Students become published authors, and are prepared for continued academic and professional success through the development of listening, writing, critical thinking, collaboration, and public speaking skills.
- ★ Veterans help to instill students confidence, civic pride, understanding of sacrifice and service, accountability, and respect - building character in our next generation of leaders and a patriotic school climate.
- ★ Veterans Heritage Project is a Character Education Program certified by the Arizona Department of Education.
- ★ The curriculum is aligned with Arizona's College and Career Readiness Standards for English Language Arts and Literacy in History/Social Studies.
- ★ First-person historical accounts are preserved at the Library of Congress for future generations. VHP student authors are the single largest contributors to this Congressional program, with 1,826 veteran stories written by 1,779 youth to date.



Veterans are celebrated, presented with the completed Since You Asked™ publication, and sign their stories for attendees.



Veterans continue to serve by sharing the values they fought to preserve.



Students engage with the community through civic event participation.

**How did VHP get started?**

In 1998 a student asked the question, “Is the movie *Saving Private Ryan* real?” To answer the question, Barbara Hatch invited veterans into her classroom. The visits evolved into an after-school oral history publishing club in 2004, which grew into a non-profit able to serve additional schools in 2010.

What support is provided to chapters? VHP supports chapters with training events, instruction manuals, video tutorials, on-site mentoring visits, outreach materials, veteran and civic group connections, and technology tools in order to continue to move chapters through a developmental model: from interest, to first-year participation, and onto growth as a contributing or publishing chapter with increasing participation numbers, and a local base of support. Individual volunteers, known as Chapter Advocates, are also available to assist teachers based upon the need of the chapter.

How do chapters operate? Chapters typically operate as an after-school club, with elected student leaders and a volunteer Teacher Advisor (s) to manage program activities in alignment with VHP timelines and standards. **Chapters must include a minimum of five students and commit to a minimum of three veteran interviews.** During the fall semester, students conduct & videotape veteran interviews, write essays documenting the veterans' stories, conduct related historical research, and obtain the veterans' approval. In the spring semester, Publishing Chapters utilize design software to assemble the final essays from contributing chapters to publish a regional edition of our hardbound book, *Since You Asked*™ (SYA). The videotaped interviews and books become a permanent contribution to the Library of Congress. Each collaborating groups of chapters, through the leadership of the Publishing Chapter, work together to organize a community event with a keynote speaker to honor their veteran partners and present the completed SYA book for signing and distribution.

Chapters are also encouraged to engage in civic activities to connect with their local veteran communities, especially in celebration of Veterans Day and Memorial Day. Throughout the school year VHP will also work with Chapters to bring veterans into the school for oral history classroom lectures and/or school assemblies.

High school seniors who have participated in the program for two years have the opportunity to compete for college scholarships via a written essay contest. The essays help students reflect on lessons learned from their veterans and express how the experience may be applied to their future plans.

How do chapters locate veterans? Students are encouraged to seek out family members who are veterans. VHP also distributes to chapters our waiting list of veterans who have already expressed interest in participating in the program, and connect chapters to local veteran and civic groups. VHP partners with over 30 veteran groups for interview referrals, civic engagement activities, and scholarships. Some of those groups include the Arizona Veterans Hall of Fame Society, Daughters of the American Revolution, Arizona Department of Veterans' Services, VFW, American Legion, MOWW, MOAA, UAV, and Kiwanis.

What costs are involved? As a non-profit organization, VHP is dependent upon community support to fulfill our mission. Each school chapter is asked to raise funds through Arizona State Tax-Credits to pay for the publication of their portion of veteran stories. Each interview costs on average \$200 to produce. Chapters may also purchase VHP logo t-shirts (\$15 per shirt). Chapters should seek access to school resources for a video camera, digital camera, computer(s), and/or a printer. Based upon chapter need and available funding, VHP may provide a new chapter with a video camera and one \$400 tax-credit contribution from a VHP Board member.

Why is the book called *Since You Asked*™? The VHP oral history interview process allows many veterans to share their stories for the first time. They had never been asked about their time serving our country, and are happy to finally have the opportunity to share their experiences—since they were asked.



Chapter Timeline: 2018-2019 At A Glance

FALL SEMESTER 2018	SPRING SEMESTER 2019
<p>August</p> <ul style="list-style-type: none"> • Aug. 18 Signed MOU / Volunteer Waiver deadline • Aug. 18 Attend Chapter Kickoff Training • Establish tax-credit status for VHP Chapter per school district guidelines (new chapters) • Recruit Students • Chapter Planning <ul style="list-style-type: none"> Set up VHP Google Drive Meeting Schedule Election of Student Officers (new chapters) Civic Participation Plans Fundraising Plans 	<p>January</p> <ul style="list-style-type: none"> • Jan. 7 – 31 VHP & AVHOFS Scholarship Applications • Complete Fall Checkpoint Survey • Publishing Chapters – Book Layout • Editorial Committee review of stories
<p>September</p> <ul style="list-style-type: none"> • Recruit Students • Set up VHP Google Drive • Interview Training • Schedule/Conduct Interviews • Sept. 14 Newsletter story submission deadline • Sept. 22 Publishing Chapter Training 	<p>February</p> <ul style="list-style-type: none"> • Feb. 2 Editing Day deadline • Feb. 15 PUBLISHING DEADLINE • Feb. 18 Submit chapter publishing estimate to school administration to establish P.O. • Review Reception Package with VHP Admin • Reception Planning – Send Save the Date card
<p>October</p> <ul style="list-style-type: none"> • Students complete VHP Drive enrollment and upload of VHP Student Waivers • Tax Credit Fundraising • Schedule/Conduct Interviews • Draft Stories/Veteran Approval • Share Veterans Day Plans with VHP Admin • Consider hosting a veteran lecture 	<p>March</p> <ul style="list-style-type: none"> • March 15 Newsletter story submission deadline • Reception Planning - Send invitations and call veterans • Tax Credit Fundraising (if needed) • Consider chapter page for Arizona Gives Day • Consider continuing to schedule/conduct interviews for following year • Consider hosting a veteran lecture
<p>November</p> <ul style="list-style-type: none"> • Nov. 11 Veterans Day • Tax Credit Fundraising • Schedule/Conduct Interviews • Draft Stories/Veteran Approval • Publishing Chapters - Book Layout • Editorial Committee review of stories 	<p>April</p> <ul style="list-style-type: none"> • BOOK SIGNING RECEPTIONS • April 2 Arizona Gives Day • April 15 Tax Credit donation deadline • April 30 Submit chapter publishing invoice to school administration for immediate payment • Prepare to elect student officers for following year
<p>December</p> <ul style="list-style-type: none"> • Dec. 7 Newsletter story submission deadline • Dec. 15 FINAL VETERAN STORIES DEADLINE • Dec. 15 Confirm upload of VHP Veteran Waivers on VHP Google Drive • Publishing Chapters – Book Layout • Editorial Committee review of stories 	<p>May</p> <ul style="list-style-type: none"> • BOOK SIGNING RECEPTIONS • Participate in Surveys/Chapter Visits • Elect student officers for following year • Complete Spring Checkpoint Survey • May 28 Memorial Day • May 31 Library of Congress archiving deadline • May 31 Newsletter story submission deadline

VETERANS HERITAGE PROJECT™
Chapter Standards Policy

PURPOSE:

The purpose of this policy is to define the standards in which a Veterans Heritage Project™ (VHP) Chapter should operate to be considered in good standing; along with the process to address and resolve any concerns with Chapters meeting standards.

DEFINITION:

- The Chapter has an Adult Advisor and if possible, a Co-Advisor.
- The Chapter has a minimum of five student participants.
- The Chapter utilizes student and veteran waivers provided by VHP and the Library of Congress and submits completed waivers per instructions.
- The Chapter verifies veteran status of all interviewees through review of DD214 form.
- The Chapter completes a minimum of three veteran interviews for publication annually.
- The Chapter archives all completed video interviews with the Library of Congress by June 1.
- New Teacher Advisors and Co-Advisors attend the Chapter Kickoff Training.
- An existing Chapter has a representative (Teacher Advisor, Co-Advisor, Advocate, Student Leader) at annual trainings (Kickoff, Publishing, other).
- The Chapter submits a signed VHP Memorandum of Understanding (MOU) at or before the annual Chapter Kickoff Training.
- A new Chapter completes Interview Training with the Program Director by the end of September.
- The Chapter maintains regular and open communication with VHP.
- The Chapter complies with VHP logo standards and use in all program activities.
- The Chapter hosts or participates in a book reception for their edition of *Since You Asked™*.
- The Chapter demonstrates commitment to raise financial support for their portion of published interviews.
- The Chapter abides by their school district policy on student safety and volunteer registration.

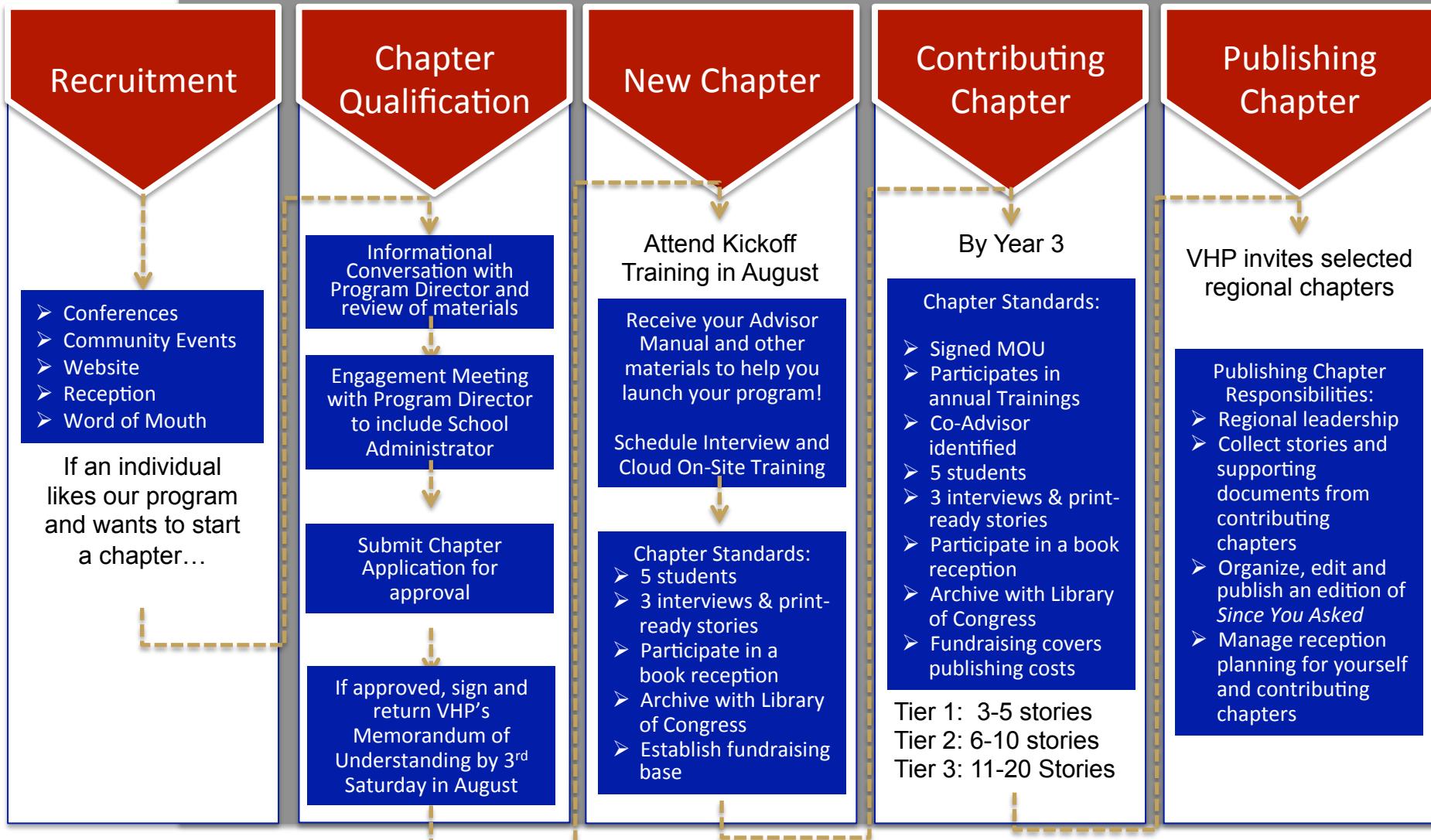
PROCEDURE:

- 1) Standards will be monitored through training attendance, form submission and milestone completion.
- 2) Any initial concerns will be identified and addressed in a spirit of open communication via friendly email reminders and/or personal phone calls.
- 3) Should a concern continue, the Program Director will schedule and conduct a site visit with the Teacher Advisor (and Chapter Advocate if applicable) in April or May, but no later than the annual planning summer meeting held the second Friday in June. Site visits will always include two VHP representatives.
- 4) The site visit discussion will center on sharing concerns, identifying and understanding the causes for concern, and the chapter's interest in committing to seeking solutions and making changes to meet chapter standards.
- 5) The site visit will conclude with one of the following:
 - An action plan to meet chapter standards, with milestones and target dates.
 - An action plan to address temporary challenges, which includes a veteran lecture day to maintain student engagement, and may include a one-year hiatus from interviews/publishing.
 - An agreement to dissolve the chapter.
- 6) The Teacher Advisor will be responsible for meeting action plan milestones, and may be supported by the Chapter Advocate. The Program Director will monitor results.



Chapter Growth Model

Middle School & High School Program



Chapter Application 2018-2019



Please provide us information about why you are interested in opening a chapter of Veterans Heritage Project™ in your school.

Your Name: _____

Application Date: _____

Institution Name: _____

Your Position: _____

Email: _____ Summer Email: _____

Cell #: _____

Mailing Address: _____

State: _____

Zip: _____

City: _____

Please indicate how you learned about the program.

- Conference _____
- Teacher _____
- VHP Website _____
- Social Media _____
- Newspaper/TV _____
- Other _____

Please indicate if you have resources available to help support your VHP chapter.

- School departments or teachers _____
- Co-Advisor _____
- Established connections to community groups _____
- Established methods to recruit students _____
- Dedicated funding for program _____
- Other _____

Please indicate what technology components you have available to support your VHP chapter.

- Video Camera _____
- Digital Camera _____
- Computer(s) in classroom _____
- Computer Lab _____
- Printer/Scanner _____
- Google Drive _____

Please explain why you want to start a VHP Chapter at your school. _____

Based on your understanding of the Information Packet, please indicate your preliminary plan for the following:

Student Recruitment: VHP literature at school club fair morning announcements banners/fliers in classroom veteran speaking at first informational club meeting other _____

Veteran Outreach: student family school faculty local veteran and/or civic group(s) VHP veteran list other _____

Interview Management: Initial contact with veterans will be made by: student teacher advisor other
Interviews will take place: on campus at veteran's home (adult must accompany student) other location
Veteran approval of essay will be ensured by: student teacher advisor other _____

Chapter Management: Chapter Meetings will be held: weekly bi-monthly and: after school during lunch in class
Chapter will utilize: Co-Advisors Student Officers Chapter Advocate
Chapter will rely on: VHP Editorial Committee English Department other _____ for editorial support

Civic Participation: Chapter is interested in: participating in Veterans Day activities hosting a VHP veteran lecture
 speaking to community groups other activities planned by the Chapter other VHP opportunities

Fundraising: Chapter will seek support through: school tax credit program/website fliers/letters home to parents and local civic/veteran groups VHP's campaign for Arizona Gives Day other _____

Please read carefully before signing. I understand that this is an application and not a commitment or promise of implementation of a VHP Chapter at my institution. I understand that the commitment I am seeking is for the duration of the upcoming school year with weekly responsibilities, including time occasionally spent outside the typical school day. I certify that I have completed this application to the best of my ability.

Signature _____

Admin Signature _____



Veterans Heritage Project (VHP)
2018-2019
Memorandum of Understanding (MOU)

Please return completed form ASAP or no later than August 18, 2018

The **purpose** of this Memorandum of Understanding is to establish a relationship of mutual benefit between Veterans Heritage Project™ and the Chapter Advisor named below by defining responsibilities and expectations of both parties. This relationship, in turn, should create opportunities to better communicate a common desire to support and serve students and veterans. This memorandum is not intended to, and does not create, any contractual rights between the parties.

Chapter Advisor: _____

Institution: _____

Cell #: _____ Alt #: _____

District: _____

Institution Email: _____

Summer Email: _____

Institution Address: _____

City: _____

State: _____ ZIP: _____

Home Address: _____

City: _____

State: _____ ZIP: _____

Principal: _____

Department Chair: _____ Years with VHP: _____

Title 1 School: YES _____ NO _____

Percent of student body on free/reduced lunch: _____

As a Teacher Advisor in the Veterans Heritage Project™ (VHP) I will:

1. Volunteer to act as a representative of VHP, complete a VHP Volunteer Waiver, remain apolitical in any statements when representing VHP, and abide by VHP anti-discrimination, code of conduct and chapter standards policies.
2. Establish and/or continue to operate a VHP Chapter in which students interview veterans and capture their stories of service in video and essay formats.
3. Ensure student safety according to my institution's policies and guidelines while participating in VHP Chapter events and activities (e.g. rides to and from veterans' homes while conducting the interview, etc.). This includes ensuring classroom volunteers follow school district policies regarding background screening and fingerprinting.
4. Ensure that parents and guardians of VHP students have agreed and signed and completed my institution's and VHP's permission and waiver of liability forms.
5. Utilize tax credits and other means to raise funds to finance my VHP Chapter's portion of published veteran essays in *Since You Asked™* and any additional club expenses, achieving Chapter sustainability by year three.
6. Manage the oral history process:
 - Secure complete authorization forms: LOC Biographical Data Form, LOC Veteran Release Form, LOC Interviewer Release Form, VHP Student Waiver and VHP Veteran Waiver.
 - Ensure VHP Student Waivers and VHP Veteran Waivers are uploaded to the VHP Google platform per time line.
 - Provide oral history advisory coaching to students prior to and during the interview as needed.
 - Assist students with identifying and scheduling veteran interviews.
 - Hold students accountable for producing a well-written essay and captioned photos for inclusion with the essay.
 - Conduct a preliminary review of all essays prior to submission to veterans for their approval.
 - Ensure veterans' approval of student essays.
 - Ensure final editorial review via VHP Editorial Committee or other means prior to publication date.
 - Ensure upload of final essays and photos with captions to the VHP Google platform.

7. Achieve Key Milestone Dates:
 - a. **OCTOBER 30.** Students have enrolled on VHP Google platform and uploaded complete, signed Student Waiver.
 - b. **DECEMBER 15.** To be included in this year's publication, electronically post the following in VHP approved format to the VHP Google platform: Completed, signed VHP Veteran Waiver forms, veteran essays, veteran biographies, Library of Congress release forms, properly captioned photos, student biographies, Chapter group photo, and Chapter activity/gigs photos and stories.
 - c. **MAY 31.** Have participated in or hosted a Book Signing & Reception for the veterans, students and families in your Edition/Chapter.
 - d. **JUNE 1.** Submit Library of Congress forms (Biographical Data Form, Veteran Release Form, Interviewer Release Form) and DVDs of recorded interviews to the Veterans History Project, Library of Congress, 101 Independence Ave., SE, Washington, DC 20540-4615. Use UPS, FedEx, or DHL. **DO NOT SEND via regular mail**, as the Library of Congress mail security screening procedures may damage your submission.
 - e. Honor other VHP deadlines according to the Master Chapter Timeline.
 - f. Identify opportunities for students to participate in Chapter community service and other events honoring veterans, such as Veterans Day and Memorial Day, and share photos and stories of those activities with VHP.
2. Ensure Chapter representation at VHP training sessions and events and utilization of support services.
3. Utilize the Veterans Heritage Project™ logo on all VHP related Chapter activity materials, providing a consistent presentation of VHP across the organization and to its audiences. The arrangement order of the logo elements, as well as proportions, may never be altered.
4. Discontinue the use of Veterans Heritage Project™ name, logo, and intellectual property when no longer participating in the VHP program or when explicitly requested in writing by an official from Veterans Heritage Project.

Veterans Heritage Project™ will:

1. Provide advisor, interview, and software training; program guidebook, forms, templates and promotional materials; veteran/community resources; editorial and technology support; operational mentoring and volunteer support.
2. Help subsidize the cost of book publishing through one \$400 tax credit for the first year, and potentially the second year of Chapter operation. Note: Funding support will be at the sole discretion of VHP Administration, determined by available funds that year. Chapter must be in good standing with VHP and actively engaged in raising funds to be eligible for a second year of funding support.
3. Help subsidize the initial cost of equipment for new Chapters based upon need and when possible. Note: Funding support will be at the sole discretion of VHP Administration, determined by available funds that year. Chapter must be in good standing with VHP and actively engaged in raising funds to be eligible.
4. Offer scholarships funds to students in the VHP program in accordance with VHP scholarship criteria. The availability of scholarships are at the sole discretion of VHP Executive Board, determined by funds raised that year.
5. Provide quality assurance of contributed works and assist in interview submission to the Library of Congress.

Both parties will:

1. Provide reasonable advance notice if the relationship between the parties is to be discontinued for any reason.
2. Explore additional opportunities to partner and enhance mutual well-being. They may support mutual presentation programs and, when appropriate, share or provide materials and resources.
3. Support each other by exchanging "best practices" whenever appropriate and foster continuous improvement of VHP programs.

This Memorandum of Understanding is for the 2018-2019 school year.

By: _____

By: _____

Michelle DiMuro, CFRE

Title: _____

Title: _____

Executive Director

Institution: _____

Institution: _____

Veterans Heritage Project

Date: _____

Date: _____

Date: March 1, 2018

Teacher Advisor

School Administrator