

VETERAN  
SUCCESS

JAM

May 3–6, 2010

## Ensuring Success for Returning Veterans

Insights and ideas from nearly 3,000 veterans and their families, service members, campus leaders, nonprofit organizations and government agencies from around the country. Sponsored by the American Council on Education, with generous support from The Kresge Foundation.



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## Introduction

On May 3–6, 2010, the American Council on Education (ACE), with the generous support of The Kresge Foundation, hosted an unprecedented national online dialogue, the Veteran Success Jam. This three-day online brainstorming event brought together thousands of veterans and their families, service members, campus leaders, nonprofit organizations, and government agencies in a conversation about the challenges and opportunities facing veterans in higher education.

For 72 hours, nearly 3,000 individuals had the opportunity to discuss key issues and generate ideas on seven major topics:

- Promising practices on college campuses.
- Education benefits and financing an education.
- College credits for military service.
- Supporting the families of veterans.
- Navigating a path to college.
- Transitioning to employment and training.
- Removing the myths and misconceptions of physical and psychological health challenges.

Together the participants shared valuable resources, identified recurring barriers, and brainstormed innovative ways to improve the support of veterans and their families as they transition from the military to and through higher education. The Jam yielded nearly 3,000 individual comments. During the course of the Jam, participants also attended a series of online webinars. Led by prominent subject matter experts, the webinars provided participants with additional knowledge and resources on Jam-related topics.

## Veteran Success Jam Sponsors

The American Council on Education (ACE) is the major coordinating body for all of the nation's higher education institutions. ACE seeks to provide leadership and a unifying voice on key higher education issues and influence public policy through advocacy, research, and program initiatives. ACE aims to foster greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and a better world.

The Kresge Foundation is a private, national foundation that seeks to influence the quality of life for future generations through the support of nonprofit organizations.

## Veteran Success Jam

An unprecedented three-day event that engaged thousands of participants in a national conversation about the challenges and opportunities facing veterans in higher education.

THOUGHT CLOUD:  
*Visualizing the Jam Conversation*





## Veteran Success Jam participation

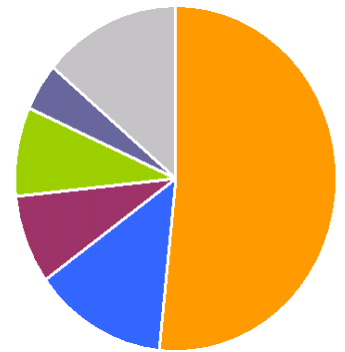
Thousands of veterans and their families, service members, campus leaders, nonprofit organizations, and government agencies logged on to participate in the Veteran Success Jam. Participants joined from 30 countries and territories and all 50 states and the District of Columbia. More than half of the total log-ins and roughly 30 percent of the posts came from college staff. Although veterans represented the second highest participation with slightly more than 13 percent of the log-ins, they contributed more than 25 percent of the total posts (or three times as many comments as college staff). Other key participation metrics include:

- ⦿ 2,877 total Jam registrants
- ⦿ 6,508 total Jam log-ins
- ⦿ 2,806 total comments from Jam participants
- ⦿ 77 percent of registrants logged into the Jam
- ⦿ 32 percent of total posts came from college staff
- ⦿ 26 percent of total posts came from veterans
- ⦿ 2.5 hours: average time spent in the Jam
- ⦿ Nearly 250 web site resources shared
- ⦿ More than 600 solution-focused posts

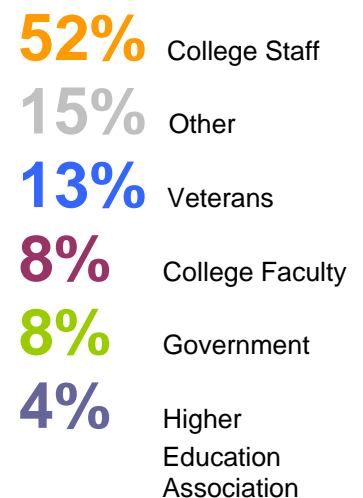
Jam participants also had the opportunity to participate in a series of informational and training webcasts. The webcasts attracted more than 650 participants and were led by national experts in their fields:

- ⦿ The Post-9/11 GI Bill
- ⦿ Understanding Military Transcripts and Ensuring Academic Integrity
- ⦿ Strategies for Success: Returning to College with Brain Injury
- ⦿ Strength after Service: The Veteran Perspective, the Neurophysiology of Stress, and Skills to Transform

In addition, a number of well-respected and knowledgeable leaders served as forum hosts and special guests in the Jam, and were integral to the success of the event. A full list of Veteran Success Jam hosts and special guests can be found on page 34. Each of these experts helped generate event participation, drove conversations, and provided relevant expertise.

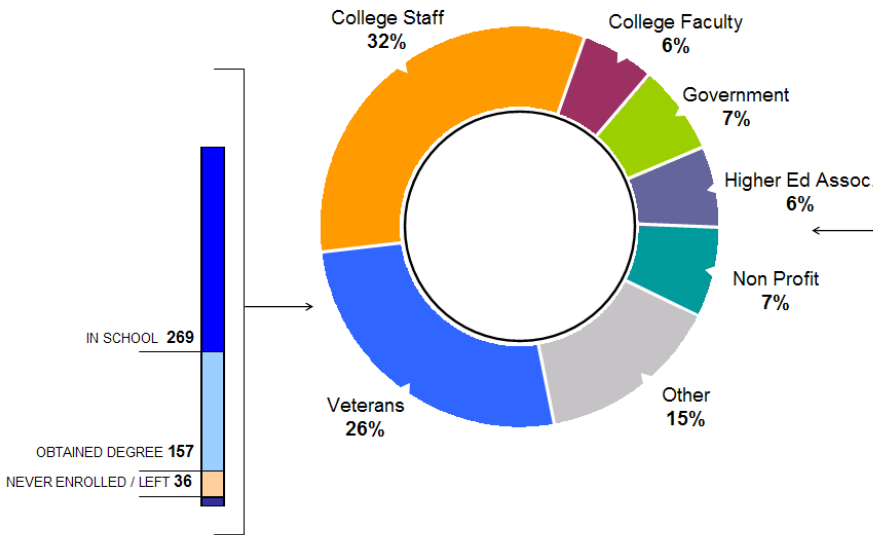


## Veteran Success Jam participation by affiliation



## Comments posted during the Jam (by participation)

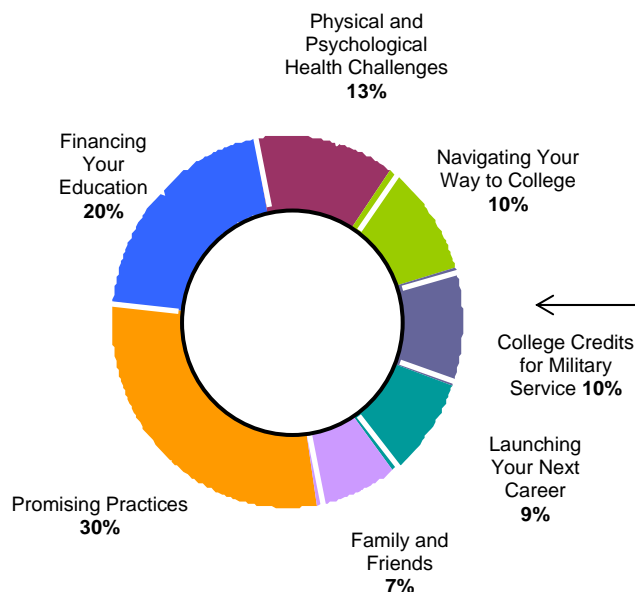
### Veteran Higher Education Status



### Total participants

<b>906</b>	College Staff
<b>726</b>	Veterans
<b>167</b>	College Faculty
<b>205</b>	Government
<b>179</b>	Higher Ed Assoc.
<b>205</b>	Non Profit

## Comments posted during the Jam (by forum topic)



### Total posts

<b>830</b>	Promising Practices
<b>563</b>	Financing Your Education
<b>368</b>	Physical and Psychological Health Challenges
<b>292</b>	Navigating Your Way to College
<b>283</b>	College Credits for Military Service
<b>260</b>	Launching Your Next Career
<b>210</b>	Family and Friends



College Administrator, Maine

*“Collaboration is key, especially for us rural folks.”*



College Administrator, New Jersey

*“I have found it extremely helpful to*

*find out which staff members are veterans.”*

## CHAPTER 1

# PROMISING PRACTICES

What makes an institution truly “veteran friendly”?

Model programs and services are both curricular and co-curricular and can include faculty training programs, student veteran orientation programs, peer mentoring programs, outreach strategies to local bases, one-stop resource centers, and development of community-based collaborations.

Veteran, Arkansas

*“The biggest problem that I had as an older student was that everyone thought*

*I knew what was going on. I actually didn’t have a clue and wasted a lot of time because no one explained things as they would have as a freshmen.”*

College Administrator, Ohio

*“We have a Veterans Steering Committee of high-level administrators who report directly to the*

*president. It is composed of all offices that have a stake in the success of student veterans.”*

Veteran, South Dakota

*“Our big event every November has over 300 veterans and family members.*

*It helps the collaboration of younger and older veterans in our college community.”*



**Overview**

Many colleges and universities have taken big steps in providing supportive programs and services for returning veterans. But what’s working, and what’s not? How do we know that our efforts and resources are really making a difference? What does it mean when a school is labeled “veteran friendly”? This forum was exceptionally vibrant, accounting for 30 percent (more than 800 posts) of all Jam comments.

Much of the discussion centered on the definition of “veteran friendly”. Although some practices were universally agreed upon as positive, consensus was that each veteran is unique and has his or her own specific needs. This makes a true definition of “veteran friendly” difficult, as some veterans may place a great deal of weight on having a veterans lounge available, while others may place greater weight on having appropriate housing options.

A number of individuals commented on the fact that the term “veteran friendly” has no established criteria and can be used as a recruiting tactic with little accountability. One higher education professional suggested becoming “veteran helpful” instead of veteran friendly in an effort to avoid lip service and make a real difference with ombudsmen and advocates.

Several conversations emphasized that positive change is best created by an engaged student veteran population with faculty or staff allies. When students and administrators team up, effective change is much more likely than if one of these elements acts on its own. Additionally, veterans indicated that sometimes administrators were not inclined to listen to their perspectives when drafting plans, and administrators voiced concern that despite their best efforts, student veterans were not participating or providing feedback about their needs and were difficult to engage.

Student veterans and administrators also cautioned against using feedback from veterans at another institution to formulate plans—what works at one school may not be effective at another. Veterans pointed out that minimally engaged student groups may not be having their needs met. Perhaps they have families and are not interested in social outings, and perhaps they just need a centralized point of contact to consolidate information about the campus and community resources. So where does this leave us? There were many key insights cited by both current student veterans and campus administrators.

What were participants discussing in the Jam?

<b>College Staff</b>
Transcripts
Certifying Officials
Benefits
Transfer Credits
Student Groups

<b>Veterans</b>
Student Groups
Post-9/11 GI Bill
Degree
Benefits
Transition Assistance Program (TAP)

<b>College Faculty</b>
Student Groups
Career
Courses
Faculty & Staff
Transcripts

► **Key insights**

⊙ **Top-down support.**

Top-down support, particularly from the president’s office, makes things happen more efficiently and effectively. One individual stated that action “must begin with a commitment and be translated into policies and procedures that are mandated by those in power.”

⊙ **Create a workgroup or task force.**

If an institution is interested in making a big impact with few resources, establishing a task force of high-level administrators can go a long way. Ideally, the task force meets more than once per term and has members representing key offices for veterans, such as the veterans school certifying official, academic affairs, admissions, bursars, counseling, financial aid, housing, and disability services. It is absolutely key to have current student veteran perspectives represented on the task force and not rely on published material or veterans’ opinions from other institutions. Participants agreed that any initiative should start with a task force including a student veteran.

⊙ **Word of mouth works.**

Although word of mouth certainly helps veterans find useful services on campus, it also was consistently identified as the single most effective recruiting method by higher education administrators. Positive perceptions will draw additional veterans to an institution. When an institution implements programs and services that are truly helpful for veterans, word of mouth travels fast. The first thing many veterans do when thinking about higher education is call their friends who are currently in school. The converse, however, is also true. If additional, unnecessary hurdles are presented to veterans, they will be sure to tell their peers. Other recruiting methods included traveling to county fairs, National Guard or reserve units, base education offices, education and job fairs, and welcome-home events.

⊙ **Women veterans.**

Gender-segregated counseling sessions and cohort classes were discussed as potential support programs for women veterans. Women veterans can seemingly disappear on college campuses and may not join veteran specific activities. Several women veterans mentioned that they miss being around people that “speak the same language,” but they don’t miss a male-dominated culture and that can reduce their desire to participate in student veteran organizations. Some participants were not sure that gender-segregated services were the answer, and others had not seen a desire for separate services. However, women often face different challenges from men: For example, they are more likely to be single parents, so child care becomes a more relevant issue. Additionally, some women veterans have suffered from trauma and harassment from the very men who were supposed to be on their side. These are very different issues from those that most male veterans face.

*“I took over 100 pages of notes... the Jam gave me access to the tremendous knowledge, resources, and experience that others who are also dedicated to veterans were willing to share.”*

*“Civilians need to understand and learn ‘military,’ and the military needs to learn to step back from the military jargon when communicating with the civilians.”*

*“I was blown away at the participation of everyone. I guess that my difficulties with the VA have led me to believe that no one really cares, but now I see that it has just been the personnel I’ve spoken to...”*



- ③ **Provide housing options for veterans.** Because veterans are typically older than traditional incoming students, some institutions allow veterans to live in graduate housing or family housing. Others allocate dorm space specifically for veterans. Some veterans want to live off campus; others enjoy being near the library and dining services.
- ③ **Provide faculty and staff training on veterans issues.** Faculty training was cited as one of the best ways to reduce confusion and stigma. Several participants cited successful partnerships with local Vet Centers and Operation Enduring Freedom/Operation Iraqi Freedom veterans counselors housed in hospitals and clinics. Faculty training also helps reduce confusion about the importance of VA appointments and raise awareness among faculty of available institutional services for veterans. These trainings may also give faculty a better understanding of military culture.
- ③ **Track your veterans.** It is difficult to serve a veteran population's specific needs if you don't know where to find them. Including a question on all campus admissions forms (including graduate programs) can be very helpful in following up with veterans as they progress through school. This also helps initially reach entering veterans with an e-mail blast. Although there can be a lack of interest from student veterans regarding activities and events, particularly at institutions with high commuter populations, transition and isolation were cited as two of the biggest barriers to success for veterans. Identifying and tracking veterans and establishing an open line of communication is the first step in addressing these barriers.
- ③ **Create veteran-specific orientations or breakout sessions.** Many participants cited the success of veteran-specific orientations or breakout sessions during general orientation. Some schools work with veterans individually if they miss orientation because of a military commitment. Online orientation also helps veterans who may be in another location during the summer.
- ③ **Include veterans as part of the diversity discussion.** Veterans have unique life experience and have often spent a significant amount of time overseas. These experiences can greatly enrich classroom discussions if tapped into in a respectful dialogue. Several participants had success with panel discussions involving veterans on topics such as women veterans; Don't Ask, Don't Tell; and foreign policy in Iraq and Afghanistan. Such discussions can bridge existing cultural gaps between civilian students and those with military experience.

THOUGHT CLOUD:  
*Visualizing the promising practices conversation*



College Administrator, Mississippi

*"A culture change is happening here, which is to the veterans' benefit."*



College Administrator, Kentucky

*"We need to be careful on credit*

*acceptance versus degree requirement reduction."*

## CHAPTER 2

# COLLEGE CREDITS FOR MILITARY SERVICE

How do colleges and universities decide on the award of credit for military training and occupations?

Many military members anticipate applying military experience toward their education goals in the form of transfer credits. Many institutions accept military credit recommendations, yet anecdotal evidence indicates veterans are often dissatisfied with the type and amount of credit awarded. The military, academic institutions, and student veterans all have a vested interest in making this process as clear and as simple as possible.

Higher Education Association, Washington, DC

*"If it is important to the student to maximize the amount of military credit that can be applied toward your degree, ask the admissions counselor...you can request a preliminary credit evaluation and explore other ways to test out."*

Veteran, Washington, DC

*"Credit for everything done in the military is a bit unrealistic. Focus on the universal acceptance of fewer training programs that colleges and universities accept for credit transfer."*

Veteran, Ohio

*"My medical training gave me nothing more than experience. Unfortunately, experience in the medical field is only relevant if you have a college degree."*



## Overview

This forum provided an opportunity for faculty and staff, veterans, and service members to engage in a discussion regarding college credit recommendations for military training and occupations. Conversations centered on transfer credit alignment, policies, advising, and communication.

Higher education institutions acknowledged challenges in determining the amount of credit to be transferred and how it should be transferred (elective versus core courses), utilizing partial credit recommendations, distinguishing credit acceptance versus degree requirement reduction, applying standardized caps, and underscoring policies to implement the practice and transfer of credits.

Linking the policy concerns beyond institutional practices, some academic institutions recognized pressures with accrediting agencies. For example, ABET, Inc., is the accrediting agency for college and university programs in applied science, computing, engineering, and technology. To maintain programmatic accreditation, institutions require their departments to directly review syllabuses before approving any transfer credit to degree programs. A number of conversations surrounded the impacts of accreditation and whether ACE should reach out to national, regional, and professional accrediting associations to mediate.

Financial concerns were reported in terms of military transfer credit hours and undergraduate federal financial aid satisfactory academic progress (SAP) standards. When too many credits are transferred, academic progress can be skewed, particularly if there is a large number of credits that are not specifically aligned to a curriculum plan. This was also an issue reported for Vocational Rehabilitation (Chapter 31) education benefits.

One discussion focused on the fact that military students are typically considered transfer students because of the amount of potential transfer hours. Recently, a number of institutions began freezing transfer applications, which resulted in serious implications for military students. These institutions created strategies to flag files of military students so they would not be rejected for admission. However, this created concern regarding policy exceptions for veterans.

Veterans, service members, and academic advisors agree that there must be an individualized approach to evaluating military credit and transcripts. Reviewing transcripts is extremely labor intensive. Practices that are emerging to reduce the burden include helping military students develop an academic portfolio, dedicating and continuously training military advising teams, creating ombudsmen, and leveraging student veterans organizations to serve as key points of contact for military students. Poor advising and lack of communication about resources and processes were identified by the veterans as the largest hurdles.

► **Key insights**

⦿ **Policies and processes for awarding ACE credit recommendations vary by state.**

Veterans and service members may not understand the implications when policies differ by state and institution, and they may assume that because the credit is on their transcript, it applies to their program. As academic institutions have asked how veterans and service members can be better assisted with articulating their experiences, the same is asked by military students. How can colleges and universities clearly and sensibly communicate their policies and practices for the award of military transfer credit?

*“The feedback about the same subject from a number of different angles was awesome.”*

⦿ **Evaluating a military transcript is complex and time consuming.**

Evaluating transcripts requires a high-touch approach from an individual that has a true understanding of the credit recommendations (to include perceived duplication of credit) and how these credits align to their institution’s curricula. Higher education staff identified the value of one-on-one appointments with military students, and agreed that this is the strongest approach for success in reviewing ACE credits and military transcripts. Dedicated advisors are able to better support transfer trends for the institution, make appropriate recommendations to deans/department chairs, and help build the tools and infrastructures for advising consistencies. In the same breath, it is recommended that there be ongoing opportunities for training with ACE to support these advisors, deans, and transfer authorities.

*“I feel like I have a better understanding of how military credit is evaluated by ACE, which will help me explain to students why some credit is not assigned.”*

⦿ **Credit transfer for all or most of an individual’s military training is not always a good policy for veterans’ success.**

A student veteran noted that accepting too much military training for college credit may shortchange veterans in the sense that they rush to the finish line. School transcripts can look thin, especially for those applying to competitive, rigorous graduate schools. Veterans mentioned that Post-9/11 GI Bill benefits should not be about simply getting a diploma, but rather about how we set veterans up for success by allowing them to explore new ideas, paths, and interests during college. By creating short cuts to a diploma, veterans may not discover new possibilities through academic exploration. College is a place where veterans can hone their knowledge and skills, but also discover new passions that can alter their career choices.

*“I was impressed with the participation from college staff and faculty which indicated a real interest in discussion/addressing the challenges veterans face.”*



◀ Ideas for innovation:

- ① **Identify strategies to assist colleges and universities in benchmarking system databases and articulation models for transfer.** Department of Defense (DoD) Voluntary Education could consider pioneering research to capture the best strategies and compile them into a publication available on their web site. Academic institutions currently using transfer system databases and articulation models also could offer presentations through webinars, workshops, or at conferences.
- ② **Develop programs to educate college and university personnel, clarifying the ACE review process and assisting with a better understanding of the military transcripts.** Specific steps could include having institutions sponsor in-house trainings and ACE technical assistance workshops, encouraging faculty to participate in ACE evaluations, attending Servicemembers Opportunity Colleges workshops, engaging with organizations such as the Council of College and Military Educators, and collaborating with other higher education institutions.
- ③ **Help veterans and service members better understand their own military transcripts and ACE credit recommendations.** Academic institutions identified a strategy to appoint a dedicated academic advisor to work with military students. This individual would devote the time it takes to help the student learn about the transcript and serve as an ombudsman for the transfer process. A dedicated advisor can build institutional capacity to standardize the process while still providing personalized advising.
- ④ **Clearly articulate academic credit transfer policies where veterans and service members can find them.** This can go a long way in reducing confusion and will allow the service member to make an educated decision based on accessible information. It can be difficult to find complete information about credit transfer policies on the web, and this can often be one of the most important considerations for a service member or veteran interested in furthering his or her education.
- ⑤ **The different military branches could explore the notion of a combined services transcript.** A combined services transcript would streamline the technical variances among different military service transcripts. This would facilitate the review of credentials by institutions, employing agencies, and state authorities. Standardizing how credits for courses and occupations are presented would simplify the review and analysis process.

The shared resources could minimize errors on transcripts. A combined transcript could be cost effective, minimizing duplication within database systems and platforms. This also could be an opportunity to align officer training and courses with an official military transcript.

THOUGHT CLOUD:  
*Visualizing the college credits for military service conversation*





Veteran, Virginia

*"I have a huge problem with the student being held responsible for the debt."*



Government, Alaska

*"I believe the partnership between the participating school and VA places some ownership with the school."*

### CHAPTER 3

# FINANCING YOUR EDUCATION

How can the delivery of education benefits be improved?

The Post-9/11 GI Bill represents a \$60 billion investment in our nation’s veterans and provides the most comprehensive education benefits plan since the original GI Bill. While the Post-9/11 GI Bill holds great promise, it also represents an additional layer of complexity that must be navigated by veterans, their families, and campus administrators.

Veteran, Colorado

*"Standard education isn't for every vet. We should be able to use the GI Bill as a wage subsidy to gain new positions within trade apprenticeships. Many vets like to work with their hands and want immediate income for their families."*

Veteran, Washington, DC

*"If we want to really make the GI Bill work as it was intended, then we need to compare programs based on something other than their geographical location."*

College Staff, Maine

*"It is definitely an advantage to have the funds come directly to the college. It is easier for both the veteran and the college."*



## Overview

The Post-9/11 GI Bill represents a \$60 billion investment in our nation's veterans and provides the most comprehensive education benefits plan since the original GI Bill. While the Post-9/11 GI Bill holds great promise, it also represents an additional layer of complexity that must be navigated by veterans, their families and campus administrators.

Veterans have a wide range of education benefits to consider, including federal financial aid, other education benefits offered by the Department of Veterans Affairs (VA), military and civilian tuition assistance, and state benefit programs. Veterans with disabilities often are eligible for additional programs including the Vocational Rehabilitation and Employment program offered by the VA.

The "Financing Your Education" forum brought up a number of issues—some more complex than others—concerning the Post-9/11 GI Bill. The forum also generated a number of creative ideas to enhance the Post-9/11 GI Bill and Vocational Rehabilitation.

One of the most common themes in the discussion centered on gaps in the benefit for certain populations, specifically distance learners, Active Guard Reserve (AGR) troops, and vocational training. Another common theme centered on communication gaps that currently exist among the VA, institutions, and the veterans themselves. Both student veterans and school administrators expressed frustration when reaching out to the VA with questions about Post-9/11 GI Bill benefits. School administrators cited inconsistent responses to the same queries. Depending on the VA official who answers the phone, school administrators mentioned that they received widely variant advice. Veteran students also expressed frustration with long waits on the hotline.

With an array of education benefits now available—Montgomery GI Bill (MGIB); Post-9/11 GI Bill; Chapters 31, 1606, 1607; Vocational Rehabilitation and Employment—student veterans mentioned that they were confused about which benefit best serves their needs. Some individuals mentioned the need to consolidate all existing education benefits into one comprehensive benefit. Others mentioned the lack of advising to help veterans think about transitioning from MGIB to Post-9/11 benefits when staying with MGIB may be more beneficial to them, especially since the decision is irrevocable.

## Veteran Success Jam Stats

College staff and  
veterans contributed  
nearly 60% of the  
posts in the Jam

▶ **Key insights**

⊙ **Base Post-9/11 GI benefits in credits allowed, not time.**

The VA's policy is predicated on veterans obtaining a bachelor's degree in 36 months (the maximum period before Post-9/11 GI Bill benefits expire). But for veterans to obtain their degree in 36 months, VA policy assumes that courses that meet graduation requirements are available each term, veterans are admitted to those courses, and they are able to take a full load each semester. These assumptions sometimes place veterans at a disadvantage because graduating in the prescribed time is challenged by course entry barriers. One idea is to base Post-9/11 GI Bill benefits on credits, instead of limiting them by time period. Subsequently, veterans would not be rushed to finish their courses.

*"I was very pleasantly surprised to find out how many other people share the belief that the college/university certifying official needs to be a dedicated position."*

⊙ **Distance learners do not receive housing stipends.**

The fact that distance learners are ineligible for the housing stipend portion of the benefit eligibility garnered a great deal of conversation, most of which focused on the fact that many veterans have familial obligations or physical or psychological conditions that make distance learning a more attractive choice. These individuals should not receive a lesser benefit because they choose to pursue distance learning.

*"There appears to be a lot of information that is being provided... much of this information is confusing, misleading, and sometimes erroneous, causing the veteran and their family members undue hardships."*

⊙ **Yellow Ribbon only pays for veterans at the 100 percent rate.**

Only veterans who are eligible to receive 100 percent of the Post-9/11 GI Bill benefits are able to participate in the Yellow Ribbon Program. As a result, most National Guard and reserve troops, despite multiple deployments, are not eligible for the Yellow Ribbon Program.

⊙ **Active Guard Reserve troops and vocational training should be included in the Post-9/11 GI Bill.**

Participants also felt the current exclusion of Active Guard Reserve (AGR) service members from Post-9/11 GI Bill benefits represents a significant error in the legislation, as does the exclusion of trade schools. Many veterans return to school for practical, employment-focused reasons and seek out vocational programs in an effort to retrain or further their careers. Another complicating factor is that veterans must make an irrevocable decision to elect the MGIB while they are still in the service. Some service members may be making choices far in advance that have long-term, unintended consequences.

*"The whole virtual platform was interesting and surprisingly engaging. It felt like a living, breathing event as opposed to a stagnant online environment."*

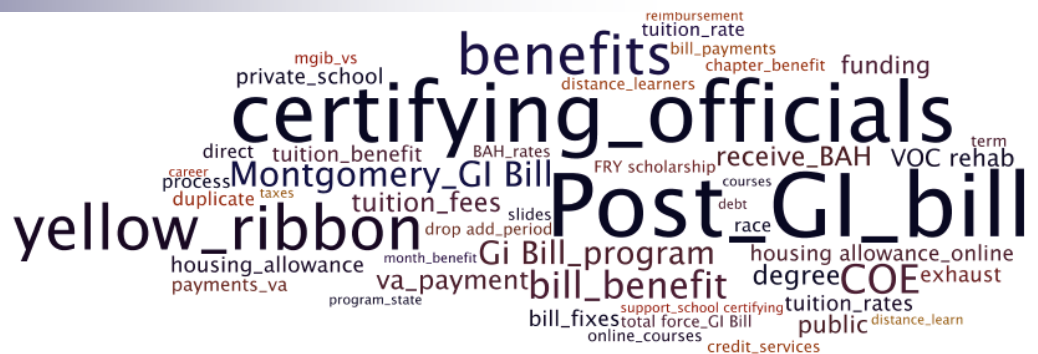




◀ Ideas for innovation:

- ⦿ **The VA could employ veterans to be liaisons with schools.** The VA could send mobile or permanent representatives to college campuses to help certify veterans and answer questions for school certifying officials (SCOs). These individuals could be recently graduated veterans, which would not only help with the current payment problems but also would act as workforce development for veterans who genuinely care about the issue and helping their fellow veterans.
- ⦿ **Online account web site.** A digital record of payments and benefits processed and earned would assist veterans with tracking the status of their payments and entitlement remaining. An online account would allow students to see the value and date of tuition and housing stipend payments, payments already made, and payments that will occur in the next month. In addition, an online account system would help provide more answers to questions that can be answered online.
- ⦿ **Payment card (earned cash account) for veterans.** Many overpayment, underpayment, and late payment problems can be resolved by giving veterans government-issued debit cards on which all earned benefits can be stored. Veterans can then see their accrued benefit amount online, which removes some of the guesswork currently involved. It also would remove the hassle of handling checks that sometimes arrive late and worry about proper processing of tuition payments.
- ⦿ **Institutions apply for individual facility codes to receive proper housing stipends for students.** Schools that have multiple campuses in one state (with varying housing stipend levels) could apply for individual facility codes for each campus. Some institutions only have one facility code yet have multiple campuses. Students who attend campuses in expensive cities (yet the main campus is located in less-expensive suburbs) would receive a smaller housing stipend.

THOUGHT CLOUD:  
*Visualizing the financing your education conversation*





Veteran, Michigan

*"I think that most kids getting out of the service just want to take time off."*



College Administrator, North Carolina

*"It's not about pigeonholing a person*

*to a particular career, but empowering them."*

## CHAPTER 4

# LAUNCHING YOUR NEXT CAREER

How can we support our returning veterans' transition to meaningful employment?

The Post-9/11 GI Bill is a historic investment in this newest generation of veterans and can be even further capitalized on if attention is given to the employment needs of these returning service members. As veterans return to civilian life, they often find a fragmented environment that fails to provide concise pathways.

College Faculty Member, Florida

*"What really helped me was joining the Military Officers Association of America.*

*They provide assistance with resumes and provide a large list of of companies tied to specific talents."*

Veteran, California

*"It's difficult to predict what your needs will be prior to separation, especially when you're younger*

*and lack a general sense of direction. It's when you're out of the military that information becomes valuable."*

Veteran, Michigan

*"The TAP I went through was very good! I have heard, however, countless veterans say the TAP they went through was awful."*



## Overview

One of the major themes within the “Launching Your Next Career” forum centered on skills translation—or lack thereof. Both veterans and employers need education in military skills translation, particularly soft-skill characteristics such as leadership, motivation, work ethic, and stress management. Veterans often find it difficult to translate their skills, especially when the service member is planning to switch gears and focus on a new direction with little or no explicit connection to their military occupation.

***“A registry of vet-friendly private/public sector labs as well as academic research programs would help faculty when advising interested vets.”***

Veterans are often bombarded with suggested web sites that are intended to assist in the job search process, but many cannot find desirable jobs on these sites. (Most jobs are defense-, health care-, or technology-related). Some veterans find hands-on assistance with local service providers or through colleges, non-profits, or career centers, but these providers don’t always understand all of the benefits for which veterans are eligible and they cannot find large employers to bring diverse jobs to the table for veterans who are competing with entry-level graduates. Veterans see a lack of synthesis between veterans services and education or employment services, and their experience, skills, and jobs in which they are finding themselves.

***“I learned that there is an appreciation for the TAP program. I expected more negativity.”***

Overall, transitioning service members and veterans need education in benefits (availability and access), resume writing, interviewing skills, and job search processes. The Department of Defense/ Department of Labor Transition Assistance Program (TAP) is intended to address these issues, but veterans cite many concerns with timing, methodology, professionalism of instructors, and access to classes for National Guard members and reservists, which prevent the courses from being effective.

***“We’re going to make TAP more engaging, economically relevant, and immediately applicable by benchmarking and bringing in transition best practices.”***

As a result, veterans find themselves searching for employment with a poor resume, a lack of ability to express their soft skills and additional qualities to employers (through their resume or in an interview), and an overall lack of guidance on where to turn.

To address these issues, participants suggested the development of mentorship programs, collaboration of TAP and community and education programs, increased incentives for employers to hire veterans, and sweeping changes to the TAP methodology and instructors.

► **Key insights**

⊙ **The Transition Assistance Program (TAP) needs to be more effective.**

TAP provides excellent resources, but the transitioning service members often don't absorb the material. The service members are focused on leaving the service and less on their future career. TAP can be poorly organized and focuses on the local region; however, many service members do not plan to stay in the local community. TAP must hit on both local and national levels to accommodate all service members' plans upon separating. Veterans cited the desire for interview role playing, improved resume-writing workshops, more professional instructors, and briefings from recently transitioned service members who can testify firsthand about the experience.

⊙ **Transitioning service members don't always know "what's next."**

Transitioning service members don't always know what they want to do next. Career exploration may help them find answers to this question as they begin to determine how to incorporate military experiences into career exploration. This planning process should begin well before TAP and outprocessing begin. Many veterans also aren't prepared for the difficulties of searching for a job. The military essentially guarantees employment, so when veterans depart the service, there can be a sense of entitlement. They are often surprised by the amount of work that goes into finding the right job. Programs must better prepare veterans for this search, particularly in the current economic environment.

⊙ **Online job boards don't always work.**

Online job boards can be ineffective, impersonal, and short on the types of jobs for which many veterans are looking. They often emphasize health care, defense contracting, law enforcement, or technology, and many veterans want to branch out from these fields.

**Veteran  
Success Jam  
Stats**

91 percent of post-Jam survey respondents stated they learned something new in the Jam.

◀ Ideas for innovation:

- ⊙ **Integrate the community into TAP and vice versa.** Although not all transitioning service members will stay in the local area, several participants pointed out that TAP would be a more effective program if it partnered better with other professional organizations. One suggestion was to work with the local community on providing information to transitioning service members. The Department of Defense and Department of Labor could bring the community into TAP, then bring TAP into the community to touch base with individuals more than once during their transition. Local colleges, support services, and agencies could be involved in the transition process.
- ⊙ **TAP should help service members speak the language of civilian employers.** TAP could bring in recently and successfully transitioned veterans to help transitioning service members translate their resumes into civilian language. TAP also could bring in local employers to help with resume writing (particularly translating soft skills) and interviewing skills to help service members understand cultural differences.
- ⊙ **Collaboration is key.** In particular, community colleges, the Department of Labor, and employers should work together to understand military strengths and language to help student veterans find meaningful employment.
- ⊙ **Online resources aren't a substitute for face-to-face support, but they can help.** Online resources could do a better job of providing resume translation help, offering ideas on how to apply military experience toward various industries, and clarifying education requirements for certain career fields.
- ⊙ **Begin TAP sooner in the separation process.** The sessions should be held over a longer period of time, further out from separation. This would help create smaller, more uniquely focused programs and sessions.

THOUGHT CLOUD:  
*Visualizing the launching  
 your next career  
 conversation*



Veteran, Illinois

*“Counseling military service members on the importance of an education is critical.”*



Veteran, Washington

*“TAP needs to focus on education*

*and all the opportunities that are available.”*

## CHAPTER 5

# NAVIGATING YOUR WAY TO COLLEGE

What obstacles keep veterans from higher education?

Despite the Post-9/11 GI Bill, obstacles remain for veterans seeking higher education. Veterans grapple with juggling family and work responsibilities, transitioning to civilian life after military service, adjusting to the classroom, and accessing and using benefits.

Veteran, Texas

*“People who are recruiting people to work for their companies should also speak to veterans about how having a college degree versus not having a degree is viewed by companies and human resource professionals.”*

College Faculty Member, Indiana

*“Employers should take part in advising veterans about the kind of jobs available and the kind of education needed to get those jobs. They may have greater success than college admission staff.”*

College Administrator, Maryland

*“Credentials can be earned on the way to degree options and increase one’s employability in the process.”*

## **Overview**

As service members transition out of the military and into higher education, they bring unique perspectives and life experience to college campuses. Military training does not result in a pleasant segue to the civilian world, and it can be difficult to forge a career change. A comprehensive transition program is necessary whether the separating veteran is looking for higher education or employment.

One theme in this forum centered on the difficulties involved with discovering new interests outside or beyond a military career. One recommendation in the Jam was that service members take career interest inventories before they are officially discharged, which will provide them with a general direction, whether it be vocational training, a college degree, or employment. One veteran mentioned that while he was in the service, his educational counselor continually focused on how education could affect his promotion potential rather than on the value—both tangible and intangible—that it would add over the course of his lifetime.

Many veterans questioned the effectiveness of TAP, which is intended to inform veterans of their benefits, education opportunities, and employment resources as they separate from the military. Several higher education administrators and veterans suggested that college representatives talk with service members before their discharge, possibly during TAP briefings, to explain the importance of a college degree and how it would impact their future—financially and holistically. Suggestions also included having student veterans, currently employed veterans, and successful, recently separated veterans speak at these briefings to provide a personal tone to what are largely one-way informational briefings.

Many veterans expressed how difficult it is to be in college after military service. They talked about problems initiating their GI Bill benefits and discussed how important it is to have a point of contact on campus that can assist them in navigating the maze of veterans and campus benefits and services. Several veterans indicated a strong disconnect with other students, faculty, and staff.

Veterans and college staff agreed that student veteran organizations are an extremely effective way to support veterans on campus. Many also suggested the need for orientation classes and veteran cohort classes during the first year of school to help with the transition.

Veterans indicated difficulty in starting and stopping their education at varying points throughout their careers. They often have credits and transcripts from multiple institutions that are difficult to decipher and place in degree programs, and oftentimes they are unable to use many of these credits.

► **Key insights**

⊙ **Failure to see the benefits of a college education and lack of educational counseling while in service and at discharge.**

One the biggest obstacles for most veterans is simply getting started at the beginning of their college careers. Some separating service members have a difficult time discovering interests beyond military service and fail to see the benefits of a college education. Service members could be given career interest inventories during their military service in an effort to help find a career path should they decide to separate from the military. One campus administrator indicated that some veterans hesitate pursuing higher education because they do not believe college will pay off financially. They may not believe or are unaware of lifetime earnings statistics and other hard numbers that compare high school diplomas with credentials and degrees.

*“I learned how to make contacts with people who can help me with my veteran and military needs for my education and other necessities.”*

⊙ **A single point of contact on campus.**

Many veterans suggested that having a single point of contact on campus would help them navigate their way upon arriving at college. This reduces confusion and time spent searching for relevant information.

*“If the military is truly interested in helping their soon-to-be separated veterans, then they should administer interest inventories no earlier than 120 days before separation.”*

⊙ **Elevated expectations with transfer credit.**

Many veterans believe they will receive more college credits than they eventually do. When veterans have a clear understanding of their military transcripts and basic information about transfer policies and issues, they can more successfully navigate their way through the process of transferring credit for military training and experience.

*“I was impressed with the participation from college staff and faculty which indicated a real interest in discussing/ addressing the challenges veterans face.”*

⊙ **Lack of resources for military families.**

Although a great deal of attention has recently focused on service members and veterans who are transitioning to higher education, many policies primarily geared toward veterans can allow military or veteran families to slip through the cracks. Higher education institutions should be aware of how local base deployments affect not only veterans and service members but also their families.



- ⊙ **Create an index of military or “veteran friendly” campuses.** Numerous participants mentioned that there is no current, reliable database of existing programs and services at institutions. Many participants noted that the term “veteran friendly” is overused and has lost its meaning. In addition, what is “friendly” to one veteran may not fit the needs of another. One veteran noted that upon typing “veteran friendly” into a web search, a myriad of schools came up, but it was difficult to determine which institutions really had effective programs and services and which were simply using the term.
- ⊙ **Initiate interest assessments while still on active duty.** Several individuals suggested that separating service members should be given access to a career counselor who can administer a vocation inventory test. Participants suggested that this should occur no later than 120 days before separation so that service members have a chance to fully plan and strategize before stepping into what they perceive as an indifferent civilian world. Some preparation occurs during TAP, but the one-way communication can become a blur to the transitioning service member.
- ⊙ **Create a military handbook.** Both faculty and students suggested providing campus faculty and staff with a reference guide to military culture and lingo as well as informative resources detailing common issues that reintegrating veterans can face. These resources can be posted on the Internet or can be made available at staff training events. Individuals also suggested brown bag lunch sessions for faculty and staff as a way to dispel myths and common misperceptions about the military and veteran populations.
- ⊙ **Central repository for CLEP and DANTES transfer policies.** A central repository, available through base education centers, would be helpful for service members. Some schools have credit transfer policies in course catalogs, but many do not. It can be difficult to go through course catalogues to find this information when the service member is deployed and trying to plan his or her transition to civilian life.
- ⊙ **Base education centers and post-military education.** Base education offices do a great job helping service members pursue their education while in the service. However, there is no one for service members to turn to when investigating full-time, traditional college education plans post service. Unlike high school students who have guidance counselors, many service members are left to devise their own strategies and rely largely on word of mouth from other veterans.

THOUGHT CLOUD:  
*Visualizing the navigating  
 your way to college  
 conversation*





Veteran, Colorado

*“Vets see claiming disability as a stigma that reflects negatively on service.”*



College Administrator, California

*“We found that the best way to offer*

*services is to use the power of our student veterans.”*

## CHAPTER 6

# PHYSICAL AND PSYCHOLOGICAL HEALTH CHALLENGES

How can we have an open discussion about veterans’ challenges?

Experiences in a combat environment and multiple deployments introduce additional challenges to veterans and military service members as they return to the classroom.

Understanding these challenges and available resources will improve the chances of success for student veterans.

Nonprofit Employee, Colorado

*“This is one that’s so difficult for most to grasp—the culture shock, the world’s apartness of going from combat to home...much of what’s needed is good old time for the transition to occur, but there also has to be excellent support.”*

College Faculty Member, California

*“Research your college/university policies on confidentiality and be sure to “market” your services to veterans by letting them know what the parameters are for sharing information.”*

College Administrator, Oregon

*“We have events geared toward veterans but some vets tell us that if it has ‘veteran’ in the title, a certain portion of vets will totally avoid it.”*

## Overview

The return of our nation’s veterans from a combat environment places higher education institutions in a challenging position as they work to ensure the success of this new group of students. Colleges and universities are accepting veterans who are often unaware of available accommodations and disability terminology, and tend toward disinclination to self-identify in the classroom.

Representatives from several institutions talked about successful working relationships with government agencies and resources, such as Vet Centers (confidential counseling services funded by the VA), Operation Iraqi Freedom/Operation Enduring Freedom coordinators and mental health counselors at local VA clinics, the War Related Illness and Injuries Study Center, and online training found at web sites like [www.mentalhealth.va.gov/college](http://www.mentalhealth.va.gov/college). Much of the discussion centered on terminology and language. Many veterans said they did not identify with the term “disabled.” This may be because they have acquired their disability later in life or because their disabilities may be invisible and perhaps undiagnosed, such as post-traumatic stress disorder (PTSD) and traumatic brain injury (TBI). Conversely, one veteran pointed out that some colleges are so focused on veterans with disabilities that other veterans, who may be hurting as well, may not be inclined to speak up.

Many veterans may not have a disability rating from the DoD or VA, and pursuing a rating may cause them to relive disturbing experiences. This process can be traumatic, and some veterans relayed experiences with insensitive counselors in the diagnosis process. Some veterans noted that they were under the impression that if they did not have a VA disability rating, then they did not have a disability that would qualify them for accommodations through an institution’s disability services office. A further point of confusion stemmed from the fact that the VA’s definition of “disabled veteran” is a broad term and can refer to anything from chronic knee or back pain to amputations.

One college administrator pointed out that he had encountered many veterans who had non–combat-related injuries and were very reluctant to discuss them. Another theme emerged around the tension between raising awareness and recognition of PTSD, yet not painting all veterans with the same broad brush. Not all veterans have PTSD, and although most educators are familiar with the term, few understand what it means or how to recognize it.

*“I learned some of what veterans need to succeed in college, including a few ideas for how to provide reasonable accommodations. I never would have thought of the need for note-taking in the ways the veterans described.”*

*“The in-depth comments from returning vets regarding their difficulties transitioning to the civilian world were just invaluable.”*

*“There is a lack of awareness about disability services at institutions of higher learning and the academic accommodations that they can provide.”*

▶ **Key insights**

- ⊙ **Veterans often do not identify with the term “disabled.”**  
 Veterans may not identify with the term “disabled” but they may readily identify with the term “wounded.” However, veterans who incurred injuries in a non-combat environment may be reluctant to talk about their condition because they perceive it as shameful. It also can be difficult for veterans to acknowledge that their service-connected disabilities are hindering their ability to do well in school. Seeking out support through the disability services office may not be intuitive for a veteran who has been recently diagnosed with a disability—many individuals who are served by the disabilities center on campus were diagnosed at an early age and grew up with accommodations. Veterans who acquired their disability later in life may not be familiar with terminology and readily available support.
- ⊙ **PTSD is not a veteran-specific condition.**  
 PTSD and TBI have become the signature injury of this generation’s military, and the effects will likely be felt by our society for decades. However, PTSD affects many individuals who have been through traumatic events in their lives and is by no means a veteran-specific condition.
- ⊙ **Veteran-specific counselors and support groups on campus may or may not be effective.**  
 Counseling personnel, if they are civilians, may have a significant cultural gap to close with veterans. Counseling personnel should be educated in military terminology, as well as both military and veteran culture (which are different). Some veterans will find support groups very helpful, but others may feel overwhelmed.
- ⊙ **Veterans help veterans.**  
 Nothing is more powerful than one veteran telling another that they may need to seek help. Word of mouth is also an effective way of sharing information about possible accommodations. One veteran mentioned that he was unaware that he was eligible for a note taker because of his PTSD, and found himself constantly scanning the room for threats during class. Having someone’s notes to refer to has made a huge impact on his studies, and he has since spread the word to other veterans on campus.
- ⊙ **Helping raise faculty awareness will help the veteran.**  
 Training college and university faculty on PTSD and TBI is a good starting point for recognizing a potential barrier in the classroom. One college administrator recommended including information on veterans services and disability services on the course syllabus. Another participant pointed out that veterans often have to wait months for a VA appointment, and they can’t simply reschedule if it conflicts with class. Although the responsibility lies with the student veteran, flexibility and understanding on behalf of the professor goes great lengths in reducing stress.

- ⦿ **Change the name of the disability services office.** One institution changed the name of its disability services office to College Access Services after staff discovered veterans were not self-identifying or requesting services because the term “disability” carried a stigma.
- ⦿ **Create a peer mentor program.** One veteran who had PTSD and mild TBI stated that she jumped into school too quickly and subsequently dropped out. When she was ready to go back, the disability services office was extremely helpful, but the most important form of support was having a peer mentor to check in with, ask questions, and who she knew was standing ready to help. Many veterans mentioned the strength of peer support and the inclination to open up to “one of their own.”
- ⦿ **Track veterans as they are admitted.** Some veterans will not self-identify, and many schools do not track incoming veterans. Accounting for all incoming veterans by asking them to disclose their service on admissions forms can make it much easier to reach out to this population with relevant information. In lieu of waiting for veterans to self-identify, a few Jam participants mentioned that including both veteran-specific and disability-specific information on the class syllabus worked well to provide information without singling out individuals.
- ⦿ **Giving back can give veterans a sense of purpose.** Several participants mentioned that veterans are inclined to participate in service projects, which can give them a sense of accomplishment and purpose. Student veteran representatives in the Jam were involved with a wide variety of service projects on their campuses, and they expressed that these projects brought them feelings of satisfaction and fulfillment.

THOUGHT CLOUD:  
*Visualizing the physical and psychological health challenges conversation*



Friend, California

*"I hope to do my part, in whatever way I can, to encourage my fellow civilians to get more involved."*



Veteran, Washington

*"The spouse and dependents are the biggest support system for the veteran."*

## CHAPTER 7

# FAMILIES AND FRIENDS

How can we support the families and friends of veterans and service members?

Family and friends play a critical role in supporting military members and veterans. With multiple deployments and repeated relocations, military families regularly deal with reintegration issues. Supporters of veterans have their own valuable insight to offer, as well as their own questions and needs to be addressed.

Family member, North Carolina

*"We need to look at the holistic needs of military families and customize an educational support program for our military families. Bottom line, military and civilians can partner to strengthen our families, communities, and our country."*

Veteran, Oregon

*"The biggest thing with a long deployment is how the family role shifts, and how the spouse (if present) takes on a different role while the military member is gone."*

Higher Education Association, New Jersey

*"Whether it's the community or the college campus community, having a network helps all identify valuable resources for varied circumstances."*



## Overview

This forum provided an opportunity to engage in discussions regarding stressors that military and veteran families and friends face. Participants discussed how the broader community can work together to support the families of service members and veterans before, during, and after deployments. Families often have their own set of challenges when supporting a service member or veteran.

Families are the core component of the veteran support system, and many families of active duty service members move around the country and the world, putting their education on hold, interrupting careers, and leaving family and friends. Frequent deployments of active duty, National Guard, and reserve service members have an impact on all aspects and members of the family. Oftentimes, family roles and the structure of the family shift while service members are deployed.

Families reported difficulty in navigating all available resources and understanding them without feeling guilty about seeking help. Many questions focused on understanding the transferability of the Post-9/11 GI Bill benefits and how spouses and dependents can take advantage of the benefit. With the number of dependents utilizing the Post-9/11 GI Bill expected to increase, a network for military families within higher education will become increasingly important.

Community-based programs that bring together child-care providers, school boards, faith-based organizations, chambers of commerce, and other organizations outside the campus were cited as an extremely effective way to support military and veteran families. This can be particularly true in areas that have National Guard and reserve populations, but not the full base support of an active duty installation. Texas State University recently started an initiative called Friends and Families of the Military, designed to support spouses, parents, and dependents in their search for information relevant to their own experiences, in addition to understanding their veteran's experience.

Several Jam participants referenced the difficulties with spousal employability. Frequent moves, variability of licensing requirements, and wariness on behalf of employers were mentioned as barriers to military spouses. One military spouse noted she had eight jobs in 16 years because of her husband's changes of duty stations, and sympathized with employers' reluctance to hire military spouses. The DoD's spousal hiring preference was noted as a very effective practice. One new pilot project, the DoD's Military Spouse Internship Program, is designed to reduce these issues by giving spouses access to internships at federal agencies that can lead to permanent, portable jobs.

***“I found it interesting to see the different viewpoints about issues that are important to me as the surviving spouse of a veteran...and what is all being done.”***

***“The impact of a wound, illness, or injury are more evident. The impact of the hidden wounds or war, mild to moderate TBI, or serious or severe PTSD are just as real but harder for families to identify and address sometimes.”***

***“We do need to do a better job of making sure that all the resources available to our families are known and considered as they plan for and decide on important issues like education and finances.”***

▶ **Key insights**

- ⊙ **Families are a key support element.**  
 Families are often the biggest support system for a veteran. Oftentimes, it is the family member who encourages a veteran to seek out a benefit, ask for help, or get treatment. As one veteran said, “The spouse can be the squeaky wheel and really encourage the vet to seek help.” Many of these resources can be found through local student veterans organizations, but sometimes there is a gap between veterans organizations and family members.
- ⊙ **There remains a struggle to find supportive resources.**  
 Families often have difficulties navigating the many available resources and taking advantage of them. Currently, there are many questions about the transferability of Post-9/11 GI Bill benefits, but the information is difficult to navigate online and there are few knowledgeable, accessible sources for families. Active duty families typically have supportive resources on military installations, but National Guard and reserve family members may find services and information fragmented in rural areas.
- ⊙ **Military families are coming to campuses.**  
 Much of the conversation focused on the transferability of the Post-9/11 GI Bill benefits and how spouses and dependents can utilize these benefits. The number of family members using education benefits will only increase in the foreseeable future, and they may deal regularly with extenuating circumstances during deployments, family adjustments, and recovery processes. Child care is also a frequent factor when one or both parents are attending classes and also serving in the military. Student veterans organizations can play an important role in not only helping military families navigate the college experience, but also indirectly providing valuable support to the veteran by supporting their network—their families. An example of family outreach included outreach by institutions at picnics with child-centered activities.
- ⊙ **Employment and education stressors on military families.**  
 One veteran noted that “the spouse and dependents of the active duty member never ‘sign the dotted line,’ yet they are dragged all over the country, forced to move, and leave friends and family every three to four years.” Spouses must put their employment/careers and education on hold and often find difficulties in transferring their credits from college to college. The family services offices on military bases do not always have up-to-date information on local job postings and aren’t always helpful. Active duty spouses discussed the fact that employers are sometimes deterred from hiring people in their situation.
- ⊙ **Ensure that MyCAA program remains funded and sustainable.**  
 The Military Spouse Career Advancement Accounts (MyCAA) program provides up to \$6,000 for military spouses who are pursuing degree programs, licenses, or credentials leading to employment. The program is so popular that it’s currently at capacity and is not accepting new participants. This was cited as an extremely beneficial program by many participants who expressed concern that the program would be shut down in the near future.



- ⊙ **Assist families of service members in better understanding the benefits and resources available.** Although the National Resource Directory, an online tool created by the Departments of Defense, Labor, and Veterans Affairs, provides thousands of helpful links to national, state, and local services and resources, it still can be difficult to find relevant information for active duty military families, and particularly for veteran families. Discovering and analyzing government, nonprofit, and corporate resources can be a daunting task. Colleges and universities can help sift through the information by providing information on resources pertinent to active duty and veteran families, such as spousal employment, child care, benefits, and housing.
- ⊙ **Use community-based support to provide child care.** The Operation Military Kids (OMK) program provides community support for military families. South Carolina’s OMK program partners with the state representatives of the National Association of Child Care Resource and Referral Agencies to try to provide seamless support for children of military families.
- ⊙ **Incorporate veteran and military families into student veteran organization activities.** For institutions with significant military or veteran populations, it may be worth exploring a family-based organization that can work with the student veteran organization. Institutions with smaller veteran or military populations were successful in hosting joint activities oriented around families, including service events.
- ⊙ **Recognize that spouses seeking employment encounter specific hurdles that other populations don’t face.** The Colorado Department of Education is now required to give priority to teacher licensure applications from military spouses to ensure they are able to transfer their licenses quickly, making them more competitive for employment.

THOUGHT CLOUD:  
*Visualizing the families and friends conversation*



## Veteran Success Jam Webcasts

The Veteran Success Jam provided free awareness and training webcasts to registered Jam participants during the event. These webcasts provided information from experts on a variety of topics.

- ⦿ **Post-9/11 GI Bill Overview**

This webinar offered an overview of the benefits available to veterans, dependents, and service members under the Post-9/11 GI Bill. It also discussed the successes and challenges of the first year of the program's implementation, as well as the lessons learned as the VA moves toward the 2010–11 school year.

**Presented by:**

- ⦿ Keith Wilson, Director, VA Education Service

- ⦿ **Understanding Military Transcripts and Ensuring Academic Integrity**

This webinar provided a clear understanding of the review process and increased the awareness of the benefits of the military transcript (AARTS, SMART).

**Presented by:**

- ⦿ Cynthia Bruce, Director, Military Programs, American Council on Education

- ⦿ **Strategies for Success: Returning to College with Brain Injury**

This webinar presented an overview of the implications of returning to college with brain injury and co-occurring issues, including strategies to consider for successfully managing symptoms. Additional resources were also provided.

**Presented by:**

- ⦿ Jill Storms, OTR/L, Regional Education Coordinator, Defense and Veterans Brain Injury Center
- ⦿ Marlene Specht, SLP, Speech and Language Pathologist, Polytrauma Transitional Rehabilitation Program, VA Palo Alto Health Care System
- ⦿ Carey Pawlowski, PhD, Neurorehabilitation Psychologist, Polytrauma Transitional Rehabilitation Program, VA Palo Alto Health Care System

- ⦿ **Strength after Service: The Veteran Perspective; the Neurophysiology of Stress; and Skills to Transform**

The national nonprofit organization ONE Freedom presented the latest research on the brain/body's natural response to high-intensity stress and ways to reduce its impact. This model frames post-traumatic symptoms in a way that makes sense and offers simple skills for regulating the stress response. ONE Freedom has worked with thousands of OIF and OEF veterans and their families, care providers, and community leaders on reintegration efforts for today's warrior.

**Presented by:**

- ⦿ Elizabeth Hawkins, founder and executive director, ONE Freedom



## Acknowledgments

First and foremost, we would like to thank the veterans, service members, and their families for their service to our country and their participation in this event. We also would like to thank the campus leaders, nonprofit organizations, and government agencies from around the country that took the time to engage in these critical conversations.

The American Council on Education is also grateful to The Kresge Foundation for its generous support of the Veteran Success Jam and its role in supporting our goal of helping veterans, service members, and their families realize their educational goals.

We also would like to thank all the individuals and organizations that helped facilitate the conversations, develop content, design the event, and encouraged their colleagues to participate.

In addition, we would like to thank the following organizations:

American Corporate Partners, AMVETS, American College Personnel Association, Council of College and Military Educators, Defense and Veterans Brain Injury Center, Defense Centers of Excellence, Department of Labor VETS and America's Heroes at Work, Department of Veterans Affairs Education Service, Iraq and Afghanistan Veterans of America, Military.com, Military Officers Association of America, National Association of Student Personnel Administrators, National Association of Veterans Program Administrators, ONE Freedom, Inc., SeeCareDo Institute, Servicemembers Opportunity Colleges, and Student Veterans of America.

The Veteran Success Jam could not have happened without all of the participants and supporters who are truly committed to veterans' access to and success in higher education.



## Veteran Success Jam Special Guests and Hosts

- ⊙ **Hilda L. Solis**—Secretary, U.S. Department of Labor
  
- ⊙ **Molly Corbett Broad**—President, American Council on Education (ACE)
  
- ⊙ **Ray Jefferson**—Assistant Secretary, Veterans' Employment and Training Service (VETS), U.S. Department of Labor
  
- ⊙ **Lynda Davis**—Former Deputy Undersecretary, Military Community and Family Policy, U.S. Department of Defense; Founder, SeeCareDo Institute
  
- ⊙ **Paul Rieckhoff**—Founder and President, Iraq and Afghanistan Veterans of America
  
- ⊙ **Gwen Jordan Dungy**—Executive Director, National Association of College and Student Personnel Administrators
  
- ⊙ **Kathy Snead**—President, Servicemembers Opportunity College
  
- ⊙ **Derek Blumke**—President, Student Veterans of America
  
- ⊙ **J. Michael Adams**—President, Fairleigh Dickinson University
  
- ⊙ **Colonel Robert Norton, USA (Ret.)**—Deputy Director, Government Relations, Military Officers Association of America
  
- ⊙ **Brigadier General Loree K. Sutton**—Director, Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury
  
- ⊙ **Sid Goodfriend**—Founder and President, American Corporate Partners



## Web Sites Shared by Participants During the Jam

(Note: These web sites were provided by participants in the Veteran Success Jam. ACE has not reviewed these sites for accuracy or appropriateness.)

Resources shared by Jam participants	Website link
<i>A Transfer Guide: Understanding Your Military Transcript and ACE Credit Recommendations</i>	<a href="http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/TransferGuide(4-6-09).pdf">www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/TransferGuide(4-6-09).pdf</a>
ACE: Resource Tools for Colleges and Universities	<a href="http://www.acenet.edu/militaryprograms/resourcetools">www.acenet.edu/militaryprograms/resourcetools</a>
<i>ACE: Serving Those Who Serve: Making Your Institution Veteran-Friendly</i>	<a href="http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/VeteransBrochure.pdf">www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/VeteransBrochure.pdf</a>
ACE: Today's GI Bill	<a href="http://www.todaysgibill.org/">www.todaysgibill.org/</a>
Air University	<a href="http://www.au.af.mil/au/ccaf/transcripts.asp">www.au.af.mil/au/ccaf/transcripts.asp</a>
America's Veteran: Questions and Answers for Noncompetitive Appoint of Certain Military Spouses	<a href="http://www.fedshirevets.gov/hire/hrp/gaspouse/index.aspx#GeneralProvisions">www.fedshirevets.gov/hire/hrp/gaspouse/index.aspx#GeneralProvisions</a>
American Corporate Partners	<a href="http://www.acp-usa.org">www.acp-usa.org</a>
America's Heroes at Work	<a href="http://www.americasheroesatwork.gov">www.americasheroesatwork.gov</a>
American Military University	<a href="http://www.amu.apus.edu">www.amu.apus.edu</a>
American Psychiatric Association: Post- Traumatic Stress Disorder	<a href="http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=165">www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=165</a>
American Retirees Association	<a href="http://www.americanretirees.org">www.americanretirees.org</a>
Arkansas State University–Jonesboro: Beck PRIDE Center	<a href="http://www2.astate.edu/cpi/beckpride/">www2.astate.edu/cpi/beckpride/</a>
Army Reserve: Linking American's Employers with Talented Servicemembers	<a href="http://www.usar.army.mil/arweb/EPI/Pages/default.aspx">www.usar.army.mil/arweb/EPI/Pages/default.aspx</a>

<b>Army Times: “Get IT Certified From Home”</b>	<a href="http://www.armytimes.com/careers/college/military_technical_certification_070530/">www.armytimes.com/careers/college/military_technical_certification_070530/</a>
<b>Army/American Council on Education Registry Transcript System</b>	<a href="http://aarts.army.mil/Form.htm">aarts.army.mil/Form.htm</a>
<b>Barry University: Active Military and Veteran Students Center</b>	<a href="http://www.barry.edu/ace/MilitaryVeterans/">www.barry.edu/ace/MilitaryVeterans/</a>
<b>Blog: <i>To Fallujah and Back</i></b>	<a href="http://www.ericgunlefinger.blogspot.com">www.ericgunlefinger.blogspot.com</a>
<b>California Department of Veterans Affairs</b>	<a href="http://www.cdva.ca.gov/VetService/Overview.aspx#bo1a">www.cdva.ca.gov/VetService/Overview.aspx#bo1a</a>
<b>CareerOneStop</b>	<a href="http://www.careeronestop.org/">www.careeronestop.org/</a>
<b>CareerOneStop: Explore Careers</b>	<a href="http://www.careerinfonet.org/moc/">www.careerinfonet.org/moc/</a>
<b>CareerOneStop: Service Locator</b>	<a href="http://www.servicelocator.org">www.servicelocator.org</a>
<b>CareerOneStop: Skills Center</b>	<a href="http://www.careeronestop.org/skills/SKILLCENTERHOME.ASP">www.careeronestop.org/skills/SKILLCENTERHOME.ASP</a>
<b>Change Corp for Veteran Entrepreneurs</b>	<a href="http://www.changecorp.us">www.changecorp.us</a>
<b>Chapter 33 Post-9/11 GI Bill</b>	<a href="http://www.nc.ngb.army.mil/eso/documents/Chapter%2033.pdf">www.nc.ngb.army.mil/eso/documents/Chapter%2033.pdf</a>
<b>College for All Texans</b>	<a href="http://www.collegefortexans.com/apps/financialaid/tofa2.cfm?ID=500">www.collegefortexans.com/apps/financialaid/tofa2.cfm?ID=500</a>
<b>Columbia Southern University</b>	<a href="http://www.columbiasouthern.edu">www.columbiasouthern.edu</a>
<b>Coming Home Project</b>	<a href="http://www.cominghomeproject.net">www.cominghomeproject.net</a>
<b>Community College of the Air Force Transcript Request</b>	<a href="https://augateway.maxwell.af.mil/ccaf/stu_svcs/transcriptrequest/index.asp">https://augateway.maxwell.af.mil/ccaf/stu_svcs/transcriptrequest/index.asp</a>
<b>Credentialing Opportunities On-Line (COOL)</b>	<a href="https://www.cool.navy.mil">https://www.cool.navy.mil</a>
<b>Defense Centers of Excellence for Psychological Health and TBI Concept Submission Program Form and Guidelines</b>	<a href="http://www.dcoe.health.mil/Idea_Concept_Form.aspx">www.dcoe.health.mil/Idea_Concept_Form.aspx</a>
<b>Defense Centers of Excellence: For Families</b>	<a href="http://www.dcoe.health.mil/forfamilies.aspx">www.dcoe.health.mil/forfamilies.aspx</a>
<b>Department of Defense: 2010 Military Spouse Intern Program</b>	<a href="http://www.cpms.osd.mil/MilSpouseInternship.aspx">www.cpms.osd.mil/MilSpouseInternship.aspx</a>

Department of Defense: Mullen to Continue 'Conversations with Country'	<a href="http://www.defense.gov/news/newsarticle.aspx?id=59027">www.defense.gov/news/newsarticle.aspx?id=59027</a>
Department of Defense: Obama Signs Veterans, Caregivers Legislation	<a href="http://www.defense.gov/news/newsarticle.aspx?id=59040">www.defense.gov/news/newsarticle.aspx?id=59040</a>
Department of Education: Office for Civil Rights (OCR)	<a href="http://www.ed.gov/OCR">www.ed.gov/OCR</a>
Department of Labor: Competitive Grants	<a href="http://www.dol.gov/vets/grants/main.htm">www.dol.gov/vets/grants/main.htm</a>
Department of Labor: Homeless Women Veterans Listening Sessions	<a href="http://www.dol.gov/wb/programs/listeningsessions.htm">www.dol.gov/wb/programs/listeningsessions.htm</a>
Department of Veterans Affairs: Post-9/11 GI Bill	<a href="http://www.gibill.va.gov/">www.gibill.va.gov/</a>
Department of Veterans Affairs: What if You Can't Afford to Pay the Debt Back?	<a href="https://www.gibill2.va.gov/cgi-bin/vba.cfg/php/enduser/popup_adp.php?p_sid=x2QvBZ-i&amp;p_lva=&amp;p_li=&amp;p_faqid=1271&amp;p_created=1256727832&amp;p_sp=cF9zcmNoPTEmcF9zb3J0X2J5PSZwX2dyaWRzb3J0PSZwX3Jvd19jbnQ9MTMsMTMmcF9wcm9kcz0wJnBfY2F0cz0wJnBfcHY9JnBfY3Y9JnBfc2VhcmNoX3R5cGU9YW5zd2Vycy5zZWYyY2hfbmwmcF9wYWdlPTEmcF9zZWYyY2hfdGV4dD1kZWJ0">https://www.gibill2.va.gov/cgi-bin/vba.cfg/php/enduser/popup_adp.php?p_sid=x2QvBZ-i&amp;p_lva=&amp;p_li=&amp;p_faqid=1271&amp;p_created=1256727832&amp;p_sp=cF9zcmNoPTEmcF9zb3J0X2J5PSZwX2dyaWRzb3J0PSZwX3Jvd19jbnQ9MTMsMTMmcF9wcm9kcz0wJnBfY2F0cz0wJnBfcHY9JnBfY3Y9JnBfc2VhcmNoX3R5cGU9YW5zd2Vycy5zZWYyY2hfbmwmcF9wYWdlPTEmcF9zZWYyY2hfdGV4dD1kZWJ0</a>
Department of Veterans Affairs: Compare the GI Bill Benefit Programs	<a href="http://www.gibill.va.gov/apply-for-benefits/road-map/5-compare-the-programs.html">www.gibill.va.gov/apply-for-benefits/road-map/5-compare-the-programs.html</a>
Department of Veterans Affairs: Counseling Veteran Students	<a href="http://www.mentalhealth.va.gov/College/">www.mentalhealth.va.gov/College/</a>
Department of Veterans Affairs: Helping a Family Member Who Has PTSD	<a href="http://www.ptsd.va.gov/public/pages/helping-family-member.asp">www.ptsd.va.gov/public/pages/helping-family-member.asp</a>
Department of Veterans Affairs: Returning from the War Zone: A Guide for Families of Military Personnel	<a href="http://www.ptsd.va.gov/public/reintegration/returning-war-zone-guide-families.asp">www.ptsd.va.gov/public/reintegration/returning-war-zone-guide-families.asp</a>
Department of Veterans Affairs: Survivors and Dependents Educational Assistance Program (Chapter 35) Benefits Description	<a href="http://www.gibill.va.gov/pamphlets/CH35/CH35_Pamphlet_General.htm">www.gibill.va.gov/pamphlets/CH35/CH35_Pamphlet_General.htm</a>
Department of Veterans Affairs: Survivors of Veterans	<a href="http://www.vba.va.gov/survivors/index.htm">www.vba.va.gov/survivors/index.htm</a>
Department of Veterans Affairs: Veterans Employment Coordination Service	<a href="http://www4.va.gov/vecs/">www4.va.gov/vecs/</a>
Department of Veterans Affairs: Women Veterans Health Care	<a href="http://www.publichealth.va.gov/womenshealth/index.asp">www.publichealth.va.gov/womenshealth/index.asp</a>

Explore Health Careers	<a href="http://www.ExploreHealthCareers.org">www.ExploreHealthCareers.org</a>
Facebook: American Women Veterans	<a href="http://www.facebook.com/AmericanWomenVeterans">www.facebook.com/AmericanWomenVeterans</a>
Facebook: Congressional Military Family Caucus	<a href="http://www.facebook.com/militaryfamilycaucus">www.facebook.com/militaryfamilycaucus</a>
Facebook: Defense Centers of Excellence	<a href="http://www.facebook.com/DcoEpage">www.facebook.com/DcoEpage</a>
Fairleigh Dickinson University: Veterans Education	<a href="http://www.fdu.edu/veterans">www.fdu.edu/veterans</a>
Feds Hire Vets	<a href="http://www.FedsHireVets.gov">www.FedsHireVets.gov</a>
Fort Valley State University	<a href="http://www.fvsu.edu">www.fvsu.edu</a>
Free Application for Federal Student Aid (FAFSA)	<a href="http://www.fafsa.ed.gov/">www.fafsa.ed.gov/</a>
GI Bill benefits calculator	<a href="http://www.newgibill.org/calculator">www.newgibill.org/calculator</a>
Give an Hour	<a href="http://www.giveanhour.org/skins/gah/home.aspx">www.giveanhour.org/skins/gah/home.aspx</a>
Goals Plans Success : LifePlan	<a href="http://www.qpslifeplan.org/mnscumilitary/">www.qpslifeplan.org/mnscumilitary/</a>
Good to Go: Preparing to Resume Civilian Life	<a href="http://www.areyoug2g.com">www.areyoug2g.com</a>
Gulf War Chemicals	<a href="http://www.gulfwarchemicals.com/">www.gulfwarchemicals.com/</a>
Half of Us	<a href="http://www.halfofus.com">www.halfofus.com</a>
Half of Us video: Learning more about supporting Veterans	<a href="http://www.halfofus.com/video/?videoID=76&amp;chapterID=1">www.halfofus.com/video/?videoID=76&amp;chapterID=1</a>
Helmets to Hardhats	<a href="http://www.helmetstohardhats.org">www.helmetstohardhats.org</a>
HumanMetrics: Jung Typology Test/ Jung Career Development Profile	<a href="http://humanmetrics.com/cgi-win/Jtypes1.htm">humanmetrics.com/cgi-win/Jtypes1.htm</a>
Idaho State University: Veterans' Sanctuary	<a href="http://www.isu.edu/veterans/index.shtml">www.isu.edu/veterans/index.shtml</a>



<b>Information Engineer: “Free Training and Certification from CompTIA Educational Foundation Helps Dislocated Workers Launch IT Careers”</b>	<a href="http://www.informationengineer.org/2010/01/20/free-training-certification-from-comptia-educational-foundation-helps-dislocated-workers-launch-it-careers.html">www.informationengineer.org/2010/01/20/free-training-certification-from-comptia-educational-foundation-helps-dislocated-workers-launch-it-careers.html</a>
<b>Iraq and Afghanistan Veterans of America</b>	<a href="http://www.iava.org">www.iava.org</a>
<b>Liberty University: Military Students</b>	<a href="http://www.liberty.edu/militaryaffairs">www.liberty.edu/militaryaffairs</a>
<b>Lioness (film): There for the action. Missing from history.</b>	<a href="http://www.lionessthefilm.com">www.lionessthefilm.com</a>
<b>Longwood Student Veterans</b>	<a href="http://www.longwoodstudentveterans.org">www.longwoodstudentveterans.org</a>
<b>Maine Military &amp; Community Network</b>	<a href="http://www.mainemcn.org/">www.mainemcn.org/</a>
<b>Marines: Special Admission Program for Active Duty and Veterans of the U.S. Armed Forces in the California State University System</b>	<a href="http://www.marines.mil/news/messages/Pages/MARADMIN0027-09.aspx">www.marines.mil/news/messages/Pages/MARADMIN0027-09.aspx</a>
<b>Microsoft Elevate America: U.S. Veterans and their Spouses</b>	<a href="http://www.microsoft.com/about/corporatecitizenship/us/communityinvestment/veterans.aspx">www.microsoft.com/about/corporatecitizenship/us/communityinvestment/veterans.aspx</a>
<b>Military Spouse Career Center</b>	<a href="http://jobsearch.spouse.military.com/">jobsearch.spouse.military.com/</a>
<b>Military.com: GI Bill Calculator</b>	<a href="http://www.military.com/gi-bill-calculator/">www.military.com/gi-bill-calculator/</a>
<b>Military.com: Seven Essentials to a Vocational Rehabilitation Win</b>	<a href="http://www.military.com/opinion/0,15202,205642,00.html">www.military.com/opinion/0,15202,205642,00.html</a>
<b>Military.com: VA Study of Women Vietnam Vets</b>	<a href="https://www.myarmyonesource.com/News/2010/05/VietnamWomenVets">https://www.myarmyonesource.com/News/2010/05/VietnamWomenVets</a>
<b>MilitaryOneSource.com: Branch Contact Information</b>	<a href="http://www.militaryonesource.com/MOS/MilitaryFamiliesGateway.aspx">www.militaryonesource.com/MOS/MilitaryFamiliesGateway.aspx</a>
<b>Minnesota State Colleges &amp; Universities: Procedure 5.12.1 Military Service and Disabled Veterans</b>	<a href="http://www.mnscu.edu/board/procedure/512p1.html">www.mnscu.edu/board/procedure/512p1.html</a>
<b>Mississippi State University Veterans Center</b>	<a href="http://www.veterans.msstate.edu">www.veterans.msstate.edu</a>
<b>Mlive.com: “UM–Flint is the fastest growing university in Michigan”</b>	<a href="http://www.mlive.com/news/flint/index.ssf/2010/04/um-flint-is-the-fastest-growin.html">www.mlive.com/news/flint/index.ssf/2010/04/um-flint-is-the-fastest-growin.html</a>

<b>My Career Advancement Account</b>	<a href="https://aiportal.acc.af.mil/mycaa">https://aiportal.acc.af.mil/mycaa</a>
<b>MyMilitaryEducation.org</b>	<a href="http://www.MyMilitaryEducation.org">www.MyMilitaryEducation.org</a>
<b>MyMilitaryEducation.org</b>	<a href="http://www.MyMilitaryEducation.org">www.MyMilitaryEducation.org</a>
<b>NACADA: Advising Military Students and Dependents Interest Group</b>	<a href="http://www.nacada.ksu.edu/InterestGroups/C47/index.htm">www.nacada.ksu.edu/InterestGroups/C47/index.htm</a>
<b>NACADA: Advising Veterans</b>	<a href="http://www.nacada.ksu.edu/Clearinghouse/Advisingissues/Military.htm">www.nacada.ksu.edu/Clearinghouse/Advisingissues/Military.htm</a>
<b>NASDVA: Working Together to Make a Difference for Veterans</b>	<a href="http://www.nasdva.net/">www.nasdva.net/</a>
<b>National Military Family Association</b>	<a href="http://www.militaryfamily.org/">www.militaryfamily.org/</a>
<b>National Military Family Association: 2010 Military Family Award Nomination Application</b>	<a href="https://www.myarmyonesource.com/News/2010/05/NMFA">https://www.myarmyonesource.com/News/2010/05/NMFA</a>
<b>National Resource Directory</b>	<a href="http://www.nationalresourcedirectory.gov/">www.nationalresourcedirectory.gov/</a>
<b>National Resource Directory: Family &amp; Caregiver Support</b>	<a href="http://www.nationalresourcedirectory.gov/family_and_caregiver_support">www.nationalresourcedirectory.gov/family_and_caregiver_support</a>
<b>National Resource Directory: Self-Employment &amp; Entrepreneurship</b>	<a href="http://www.nationalresourcedirectory.gov/employment/job_services_and_employment_resources/self-employment_and_entrepreneurship">www.nationalresourcedirectory.gov/employment/job_services_and_employment_resources/self-employment_and_entrepreneurship</a>
<b>New York State Department of Labor: JobZone</b>	<a href="https://www.nyjobzone.org/jobseeker/login.do?url=%2Fjobseeker%2Fportfolio%2Findex.jsp">https://www.nyjobzone.org/jobseeker/login.do?url=%2Fjobseeker%2Fportfolio%2Findex.jsp</a>
<b>O*NET OnLine: Skills Search</b>	<a href="http://online.onetcenter.org/skills/">online.onetcenter.org/skills/</a>
<b>ONE Freedom</b>	<a href="http://www.onefreedom.org/home">www.onefreedom.org/home</a>
<b>Operation Promise for Servicemembers (OCP)</b>	<a href="http://www.operationcollegepromise.com">www.operationcollegepromise.com</a>
<b>Organizations for Women Veterans: Directory</b>	<a href="http://userpages.aug.com/captbarb/womvetsorg.html">userpages.aug.com/captbarb/womvetsorg.html</a>
<b>Pat Tillman Foundation: Programs</b>	<a href="http://www.patillmanfoundation.org/programs.aspx">www.patillmanfoundation.org/programs.aspx</a>

Pat Tillman Foundation: Tillman Military Scholars	<a href="http://www.pattillmanfoundation.org/tillman-military-scholars.aspx">www.pattillmanfoundation.org/tillman-military-scholars.aspx</a>
Real Warriors	<a href="http://www.realwarriors.net/">www.realwarriors.net/</a>
Sailor/Marine American Council on Education Registry Transcript System	<a href="https://smart.navy.mil/request.pdf">https://smart.navy.mil/request.pdf</a>
Servicemembers Opportunity Colleges	<a href="http://www.soc.aascu.org/">www.soc.aascu.org/</a>
Sittercity: Web site for connecting families with quality local in-home caregivers	<a href="http://www.sittercity.com/dod">www.sittercity.com/dod</a>
Small Business Administration: Office of Veterans Business Development	<a href="http://www.sba.gov/aboutsba/sbaprograms/ovbd/index.html">www.sba.gov/aboutsba/sbaprograms/ovbd/index.html</a>
Southern Illinois University Carbondale (SIUC) Veterans Center	<a href="http://www.veterans.siuc.edu">www.veterans.siuc.edu</a>
Student Veterans of America	<a href="http://www.studentveterans.org">www.studentveterans.org</a>
Student Veterans of America: Military to College Guide	<a href="http://www.studentveterans.org/resourcelibrary/documents/SVA%20-%20From%20Combat%20to%20Campus%20Guide.pdf">www.studentveterans.org/resourcelibrary/documents/SVA%20-%20From%20Combat%20to%20Campus%20Guide.pdf</a>
Student Veterans of America: Resource Library	<a href="http://www.studentveterans.org/resourcelibrary">www.studentveterans.org/resourcelibrary</a>
Student Veterans of America: Veteran Center Handbook	<a href="http://www.studentveterans.org/resourcelibrary/documents/SVA%20-%20Veterans%20Center%20Handbook.pdf">www.studentveterans.org/resourcelibrary/documents/SVA%20-%20Veterans%20Center%20Handbook.pdf</a>
Student Veterans of America: Work-Study Guide	<a href="http://www.studentveterans.org/resourcelibrary/documents/SVA_-_VA_Work_Study_Guide.pdf">www.studentveterans.org/resourcelibrary/documents/SVA_-_VA_Work_Study_Guide.pdf</a>
<i>The Boston Globe</i> : “Some Colleges Ignore Veterans’ Experiences”	<a href="http://www.boston.com/news/education/higher/articles/2009/08/21/some_colleges_ignore_veterans_experience/">www.boston.com/news/education/higher/articles/2009/08/21/some_colleges_ignore_veterans_experience/</a>
The Moth: Nonprofit storytelling organization	<a href="http://www.themoth.org/">www.themoth.org/</a>
Tragedy Assistance Program for Survivors (TAPS)	<a href="http://www.taps.org/">www.taps.org/</a>
U.S. Army Human Resources Command: Site Index	<a href="http://www.hrc.army.mil/site/education/InState/StateSummary.htm">www.hrc.army.mil/site/education/InState/StateSummary.htm</a>
U.S. Coast Guard Transcript Request	<a href="http://www.uscg.mil/hq/cgi/downloads/forms/cg_form_1564.pdf">www.uscg.mil/hq/cgi/downloads/forms/cg_form_1564.pdf</a>

<b>United Service Organizations (USO): USO Locations Directory</b>	<a href="http://www.uso.org/whoweare/findyourlocaluso/">www.uso.org/whoweare/findyourlocaluso/</a>
<b>University of Idaho: Operation Education</b>	<a href="http://www.uidaho.edu/operationeducation">www.uidaho.edu/operationeducation</a>
<b>University of Iowa Veterans Association</b>	<a href="http://www.uiva.org">www.uiva.org</a>
<b>University of Kentucky Veterans Resource Center</b>	<a href="http://www.uky.edu/Veterans/">www.uky.edu/Veterans/</a>
<b>University of Michigan–Dearborn: Book Swap</b>	<a href="http://www.umdbookswap.org">www.umdbookswap.org</a>
<b>University of Michigan–Flint: Student Veterans</b>	<a href="http://www.umflint.edu/studentveterans">www.umflint.edu/studentveterans</a>
<b>USA 4 Military Families</b>	<a href="http://www.usa4militaryfamilies.dod.mil/">www.usa4militaryfamilies.dod.mil/</a>
<b>VetAdvisor Virtual Room</b>	<a href="http://www.vetadvisorvirtualroom.blogspot.com">www.vetadvisorvirtualroom.blogspot.com</a>
<b>Veterans Outreach Center, Inc</b>	<a href="http://www.veteransoutreachcenter.org/operationwelcomehome.html">www.veteransoutreachcenter.org/operationwelcomehome.html</a>
<b>Veterans Portfolios</b>	<a href="http://www.veteransportfolios.org">www.veteransportfolios.org</a>
<b>Warrior Outreach: Breaking the Chains of Stigma Associated with Post Traumatic Stress</b>	<a href="http://www.warrioroutreach.com">www.warrioroutreach.com</a>
<b>White House: Executive Order on the Interagency Task Force on Veterans Small Business Development</b>	<a href="http://www.whitehouse.gov/the-press-office/executive-order-interagency-task-force-veterans-small-business-development">www.whitehouse.gov/the-press-office/executive-order-interagency-task-force-veterans-small-business-development</a>
<b>Yellow Ribbon Program Event Planner</b>	<a href="http://www.jointservicessupport.org/OSD/">www.jointservicessupport.org/OSD/</a>