

# Veterans Advisory Committee on Education

810 Vermont Ave,  
Washington DC

October 5 and 6, 2006

## Attendees:

### Committee

Mr. James Bombard, Chair

Mr. James G. Blair

Dr. Michael Cappeto

Mr. Robert Clark

Mr. Michael P. Cline

Ms. Faith DesLauriers

Rear Admiral Russell W. Gorman (Ret.)

Dr. Steve Kime

Col. Robert Norton (Ret.)

Mr. Stephen Rosmarin

Mr. George Rubin

Mr. Joseph Sharpe

Ms. Antoinette M. Stewart

Mr. C. Donald Sweeney

### VBA

Mr. Keith Wilson – Director, Education Service

Mr. Robyn Noles – Education Service

Mr. Salminio Garner – Education Service

Mr. William G. Susling – Education Service

Mrs. Judy Timko – Education Service

### Guests Present

See Attachment A

## Thursday, October 5, 2006

Mr. Jim Bombard, Chairman, opened the meeting at 8:30 a.m. There was a discussion of the April 6 and 7, 2006 minutes, and pending some minor changes recommended by Mr. Sweeney, Mr. Blair motioned for the minutes to be accepted. The Committee approved.

Mr. Bombard introduced the first item on the agenda asking Mr. Susling to discuss the Secretary's response to the Committee's letter dated January 23, 2006. Mr. Susling said that the Secretary addressed the recommendation to simplify the procedures. The Education Staff met in the first week of August in an Education Service Workshop, giving key VA employees from all the RPOs a forum to make recommendations that will improve education claims processing. The workshop produced 74 recommendations; some are system related and are being tested while others can be implemented right away. The workshop also generated some recommendations that would require statutory changes and need to be cleared by the Office of Management and Budget (OMB). Mr. Susling said that his staff has been given a timeline for completion; however because of OMB and VACO approval, the target timeline probably can't be met. Some of the legislative proposals were to:

- Eliminate consideration of mitigating circumstances when the claimant withdraws from a course and pay benefits through last date of pursuit.
- Eliminate tuition and fees rate for those attending less than ½ time under Chapter 30.

- Amend 38 U.S.C. Section 3688(a) (1) measurement rules for courses that do not lead to a standard college degree that are offered on a clock-hour basis to simplify payment and course approval issues.
- Amend 38 U.S.C. Section 3688(a)(4) so that a full-time measurement for institutional undergraduate courses is defined as a minimum of 12 semester hours or the equivalent thereof.
- Eliminate requirement to submit an application for changes of program if there is no change in educational institution.
- Amend 38 U.S.C. Section 3676(c)(4) to eliminate the requirement that educational institutions providing non-accredited courses report to VA any credit that was granted for an eligible person's prior training as a condition of approval for the non-accredited courses.

Mr. Susling said that the Education Staff is attempting to change the regulation that requires accredited educational institutions to report prior credit to VA.

Mr. Sweeney asked how much time would be needed to get this regulation changed.

Mr. Susling said that the goal is to have this regulation changed before the next calendar year ends. Mr. Susling added that there was no recommendation during the workshop for self-verification, but it is something that would be looked at and may require a survey be taken.

Mr. Susling discussed the recommendation made by the Committee to improve the DoD/VA information exchange. Mr. Susling said that this is already being addressed. The Defense Manpower Data Center (DMDC) in California has scrubbed REAP eligibility data and so far the data has improved. Another difficult issue is Army kicker codes. Education Service is working with the Army and DMDC in order to improve how we receive this information.

Col. Norton asked if the kicker information is handled telephonically or by e-mail.

Mr. Susling told the Committee that for most kickers there has to be a manual check with the components; all Army kickers must be manually verified and some Navy kickers must be verified manually as well. VA computers need to be reprogrammed in order to accommodate the Army kicker codes which have an extra computer format field. VA expects to have this correction completed by the spring of 2007.

Mr. Susling went on to inform the Committee of the other IT related improvements that have been implemented in an effort to meet the Committee's recommendation for a state of the art IT system. Mr. Susling said that The Education Expert System (TEES) had been dropped due to more pressing IT problems. The TEES implementation comes in several phases. The first phase is The Web Enabled Management System (WEAMS). WEAMS merges two existing approval systems the On-line Approval File (OLAF) that contained educational and training programs and the Licensing and Certification Approval System (LACAS) which contained national exams. WEAMS frees the claims examiners from searching for approvals in separate locations; allowing them more time to process claims. Mr. Susling said it appears that the Education Service would get \$3 million this year and

asked for \$12 million for FY 2008 to restart TEES. This will help VA implement the rest of the TEES Initiatives. VA hopes to have the system in place in FY 2010 or 2011.

Ms. Stewart said that she receives calls regularly regarding the lack of kicker payments.

Mr. Susling continued to address other comments made by the Secretary regarding the recommendations made by the Committee. There is nothing new to add to the Secretary's letter regarding Faith Based funding, nor has there been any change in the position from the fact sheet on benchmarking.

Mr. Sweeney said that the benchmarking issue is more philosophical than practical. Mr. Susling said it's practical dressed in philosophical clothing.

Col. Norton asked if the rate increase some years ago caused the number of education participants to climb and had any surveys been done to determine this.

Mr. Susling responded by saying that participation did rise by 2%, but no survey has been done to confirm that the change in rates is the reason for the increase. Education questions like this one will hopefully be added back into the survey that is generated by another business line (Performance Analysis and Integrity).

RADM Gorman asked if the VA would be implementing electronic signature capabilities. Mr. Susling said that it was decided years ago that those Federal agencies that did not already have electronic signature capabilities would all adopt a government standard simultaneously. Arriving at that standard has been very slow.

Mr. Bombard took a moment to welcome the visitors to the meeting and asked the Committee and the visitors to introduce themselves. After the introductions, Mr. Susling addressed the other recommendations proposed by the Committee. Mr. Susling said that the Director and Deputy Director of the Education Service have been working with Congress.

Mr. Bombard commented that before laws are written, VA should have an opportunity to comment if the proposed bills are workable.

RADM Gorman asked about the delays in claims. Mr. Susling responded and said that the National Call Center is helping to get more claims worked by allowing the claims examiners to work claims and not answer the phones.

He began to inform the Committee of pending legislation before the 109<sup>th</sup> Congress.

Mr. Susling said that bills were considered, but not passed, that cover these areas:

- Transition Assistance Program (TAP)
- Expansion of the VEAP conversion for those who turned down MGIB
- Elimination of the pay reduction
- Increase the Selective Reserve monthly rates
- A bill to make MGIB life-time program
- Transferability and VA outreach

Mr. Susling said that the bill H.R. 3082 passed the House of Representatives and not the Senate. This bill is to extend those types of jobs in the work-study program which are scheduled on December 27, 2006 to June 30, 2007. These jobs include helping SAAs, Veterans Homes, and Veteran Cemeteries. The bill would also provide restoration of lost entitlement for individuals eligible under Chapter 35 who had to discontinue a course of education because of being ordered to full-time National Guard Duty and make an exception for institutions offering government sponsored non-accredited courses to require refunding unused tuition. Mr. Susling said that S. 3421 was passed by the Senate. It expands DEA eligibility for dependents of service members who are hospitalized or receiving outpatient treatment before being discharged for a permanent, service-connected disability.

Mr. Rubin asked why are so many bills brought to the floor instead of one consolidated bill.

Mr. Susling said that it is based on Senators' interests; they draft bills with co-sponsors and all of them have different interests so several bills are presented.

Col. Norton mentioned that another concern is for the surviving spouse who is also a service member but must separate in order to be eligible for the DEA program. Col. Norton asked if there is any legislation proposed for this.

Mr. Susling said that he knows of no legislation for this.

Ms. DesLauriers said that perhaps it made sense in the past, but not so much now.

Mr. Susling commented that it is probably a small number that fit that category.

Break 9:35 a.m.

Resume 10:05 a.m.

Mr. Susling, a member of the Total Force Working Group, spoke briefly about the group's progress. Mr. Susling said the consensus is not to make anyone worse under the new program, make it easier to understand, and easier to process claims. The Total Force Concept was presented to the BEC with no statement of the proposed cost of the new program; however, when the concept was presented to the JEC with preliminary costs, Dr. Chu was surprised that it would cost more than the current education programs combined.

Mr. Clark who is also a member of the Total Force Working Group, asked if not raising any monthly rate could be the solution that may make the concept cost neutral.

Dr. Kime commented that nothing in the Total Force Concept suggested raising the rates. This is a reform of administration, not a reason to raise rates.

Mr. Susling said that now the working group is looking at ways to lower the costs. The Hill realizes that serious consideration needs to be given to a revised GI Bill for Total Force.

Mr. Clark asked if we are restructuring whether in the VA or DoD budget why can't rates just be increased.

Dr. Kime disagreed and re-stated that it's a reform of administration.

Mr. Bombard asked the Committee to break in preparation for the VA Secretary's anticipated arrival.

Break 10:15 a.m.

Reconvene 10:45 a.m.

The Secretary greeted the Committee and allowed time for a group photo opportunity with the Committee and Education Staff. The Secretary asked the Committee to introduce themselves and thanked them for their service. The Secretary conveyed how important education is to our veterans, service-members and reservists. The Secretary talked about the joint venture with Louisiana State University and VA hospital in New Orleans. The Secretary stressed how important it is to treat veterans with respect and that we owed a great debt of gratitude to them. The Secretary spoke of a VA Veterans Pride Initiative asking all veterans to wear their medals on Veteran's Day. The Secretary said that New Zealand has a similar day of recognition for their veterans and we should do the same. The Secretary went on to say that a Total Force GI Bill is needed and he has let OMB know his position on the concept.

The Secretary and Mr. Bombard presented an award of recognition to Judy Timko for her years of Service to the Committee.

The Committee resumed the discussion of the Total Force Concept. Dr. Kime suggested that DoD needs to support Total Force. The control of education benefits for the Selected Reserve function should be taken out of DoD, and Congress needs to give control to the VA.

Keith Wilson commented on the issues pertaining to the Total Force Working Group's report and said the reason why there was a delay was because of costing. The working group is ironing out the details in order make sure there are no losers.

RADM Gorman asks if separate proposals were developed by DoD and VA.

Mr. Wilson said no, it's a joint concept with compromises on each side.

Mr. Wilson said that there were two primary concerns. The preliminary costing was based on a concept where the Chapter 30 monthly rate would rise and the Chapter 1606 rate would rise to 50 percent of the Chapter 30 rate. The cost for the initial year would be \$1.5 billion. Mr. Wilson discussed this with the JEC this week and emphasized that these two assumptions could be changed and the costs adjusted on the basis of the changes. Mike Dominguez with DoD mentioned the Total Force costs during the testimony on September 27<sup>th</sup>.

Col. Norton asked if the report addresses the \$1,200 contribution.

Mr. Wilson said it does. The working group has come up with what they call a funding fee; those who want to use this benefit would have to pay it. The issues addressed are situations such as “I didn’t use my benefit therefore I should get my money back” and “I didn’t opt in but want to participate now”.

Mr. Wilson assured the Committee that the 3 tier concept that the Committee recommended is still being preserved.

Dr. Kime said that this is in the best interest of DoD. It will get some things off their plate.

Mr. Wilson reminded the Committee that DoD uses education as a recruitment and retention tool; this is their primary concern as to why they want to keep it.

Dr. Kime asked about the portability relating to the total force concept.

Mr. Wilson said a degree of portability remains in the Total Force Concept for everyone, including reservists and discharged reservists.

RADM Gorman said that in California data has shown that education was a motivating factor for enlistment.

Mr. Sweeney said that, yes, educational opportunities are important to enlistments, but DOD's own studies have found that education is not a major influence on re-enlistments or retention - other factors have greater influence.

Mr. Clark informed the Committee that DoD studies show that the 4<sup>th</sup> or 5<sup>th</sup> leading reason for re-enlistment in the Selected Reserve is education. DoD surveys still show that the youth are interested in getting money for college.

RADM Gorman mentioned that at Camp Pendleton people were concerned about education.

Mr. Sweeney clarified that the Marines interest was in transferability.

Mr. Clark said that currently there is a pilot program in the Army for selected people in critical skill areas where part of the re-enlistment bonus is used to support the transferability program.

Mr. Sweeney asked what the timeline was for the Total Force Working Group to provide their report.

Mr. Wilson said that the report on total force will probably be ready in a month to 45 days.

Col. Norton asked if OMB has any say on the concept.

Mr. Wilson said OMB shouldn’t have a role since there is no legislative proposal involved.

Adjourn for Lunch 11:35 a.m.

Afternoon Session resumed at 12:45 p.m.

RADM Gorman began his presentation on how California reaches the veterans in order to inform them of educational opportunities. Individuals should use their own money for community college and then turn to the MGIB for the more elite educational institutions. See attachment B

Col. Norton asked if the state of California is tracking non-academic training.

RADM Gorman said yes.

Dr. Cappeto said that he began a recruitment program at Marymount Manhattan College that gives veterans with honorable discharges a 25% discount. Dr. Cappeto asked how the institution recruits veterans. It sends a flyer.

Ms. DesLauriers commented that she tried that about eight to ten years ago and it didn't work.

Dr. Kime informed the Committee that you can get a list of veteran addresses from the state (Not VA).

Mr. Bombard said the SAAs do mailings relating to the GI Bill.

Mr. Wilson added that VA couldn't provide a list of veteran address information to the schools for privacy act reasons.

Mr. Blair said that we are overlooking a viable arena, schools can use the internet to solicit veterans and service members for purposes of recruitment to their schools.

Mr. Bombard asked one of the guests Eileen Kean from the University of Phoenix how they recruit students.

Ms. Kean said that they use Pop-up ads, and word of mouth.

Mr. Bombard asked if there is a way for us to recruit enrollment in elite colleges, rather than just remedial schools.

RADM Gorman said there has to be a way to accomplish this.

Break 2:00 p.m.

Reconvene 2:10 p.m.

Mr. Wilson told the Committee that a company named Pearson Government Solutions was selected to manage a Contract Call Center to improve claims processing. They have experience in this area working for the Department of Education and Department of Health and Human Services fielding calls for prescription drug inquiries. Claim processing timeliness was at 40 days for original and 20 days for supplemental claims before the

Contract Call Center was put in place. Mr. Wilson said that after 2003 the numbers of claims went up while staffing went down. However, RPOs now have 80 new people to work claims as of the first week of October, since they were freed from answering telephone inquiries. The goal is to reach a timeliness rate of 10 days for original and 7 days for supplemental claims. We receive 500,000 calls a month on average.

The Contract Call Center has 125 people on the telephones. The volume of claims can drive up the volume of calls. As of the last week of September 2006, 17,000 claims were processed. The highest time of enrollment is during the fall and spring.

Mr. Blair asked what kinds of calls are coming in to the Call Center.

Mr. Wilson said that 80 percent of the callers questions are where's my claim or where's my check. The other 20 percent are more detailed questions. The calls are broken down in two tiers:

Tier 1 – Call Center can easily field the 80 percent “Where” type questions

Tier 2 – More complex calls that require referrals to the RPO (i.e. What educational program am I eligible for, How many months of entitlement do I have remaining, etc.)

The Call Center has been activated on a 90 day trial in order to determine if VA will receive positive results.

RADM Gorman asked if there are any automated systems that can take calls.

Mr. Wilson said that there are several ways our customers can get answers to questions; they can go on-line or by Interactive Voice Response System (IVR). Customers can find out the status of a check on-line and certify enrollment on the IVR. VA is encouraging people to use the on-line service.

Col. Norton asked why can't hours of operation mimic time zones.

Mr. Wilson responded by saying we are light years away from that level of fine tuning, we just want to get claims processed and under control right now.

Ms. Stewart commented that on October 2<sup>nd</sup> one of her students heard a recording to wait for 3 minutes, but actually waited 20 minutes. Then once they spoke to one of the call center representatives they were told that there was no record. Another person informed her that she was hung up on. These types of problems cause an increase in calls to certifying officials.

Mr. Wilson said that he is aware of some of these problems and they hopefully have been resolved; we handle matters pertaining to incorrect information being disseminated in the same way we did when one of our claims examiners gave incorrect information.

Mr. Wilson asked if Ms. Stewart could provide the names of the persons who experienced the difficulties, so that we could address them at headquarters.

Ms. DesLauriers said that college certifying officials were not informed of the National Call Center's implementation.

Mr. Wilson said that the ELR's were notified by way of a RPO letter and we would check (Confirmed RPO Ltr. 22-06-18).

Mr. Blair said this is a positive move to improve communication.

Mr. Wilson said that it has the potential for being positive; we are not there yet.

Ms. DesLauriers thanked Education for doing something on the phone but conveyed concerns about the Call Center's lack of knowledge; this is increasing the schools' calls.

Mr. Blair began his presentation on the Faith Based proposals. The presentation referenced specific institutions that the Committee's working group felt best met the requirements that the Committee first proposed.

See attachment C

Mr. Blair went to 4 and 2 year schools and suggested that the Committee should be able to give Mr. Selnick a concept paper on education funds from public and private institutions.

Col. Norton said that the Committee can recommend this proposal but not VA; they will probably need to solicit all sources to determine who can be part of the proposed grant program.

Mr. Bombard suggested that the VA Faith Based office would just administer the program.

Mr. Susling said that the committee should make a recommendation to the Secretary and they will determine if the proposal can be implemented.

Mr. Clark suggested that a sole source can be done for a pilot program.

Ms. DesLauriers had no objection to making a recommendation to the Secretary.

Mr. Blair also agreed.

Mr. Bombard told the committee that he would include it as a recommendation and then ensure a copy goes to Darin Selnick.

Mr. Bombard opened the meeting for public comments or remarks.

Jack Mordente from National Association of Veterans Program Administrators spoke to the Committee as a Veteran advocate regarding Chapter 1606 portability. Mr. Mordente said that on May 15<sup>th</sup> 2006 a 1606 student checked the VA website and it didn't speak of the criteria for 1606 portability.

Mr. Mordente also mentioned Dr. Kime's testimony on September 27<sup>th</sup> and statements made by Dennis Douglass, the Deputy Director of Education, regarding the Chapter 1606 student remaining in an eligible status under certain circumstances.

Mr. Mordente said that low morale exists with the VA certifying officials and the soldiers. This is due to DoD and VA silence on the addressing 1606 portability matter. This problem has elements of waste, fraud, and abuse in Mr. Mordente's opinion.

Mr. Mordente said that every institution and veteran is treated as though they are law breakers. Mr. Mordente asked when will VA and DoD notify all interested parties of new interpretation.

Ms. Devon Seibert, from the HVAC Professional Staff, commented that this is a DoD issue, not VA. Chapter 1606 and 1607 is only administered by VA.

Mr. Sharpe introduced the National President of the American Legion Auxiliary, Ms. Joann Cronin. Mr. Sharpe mentioned that Ms. Cronin met with Labor Secretary Chao and discussed licensing and certification (L&C) issues. Mr. Sharpe also mentioned that they were informed by Ms. Chao that Professional Certification and Licensing Advisory Committee (PCLAC) was reaching the end of their statutory requirement and would sunset.

Mr. Cline said that licensing has different requirements compared to certifications.

Mr. Bombard said that the military training that a soldier receives can be used to pursue licensing and certification. Mr. Bombard went on to mention that the American Legion is trying to increase employment for veterans by looking at L&C.

Mr. Sweeney said that the military branches should work to get their training programs state certified.

Ms. Seibert mentioned that the Credentialing Opportunities On-Line (COOL) system is being used by the Army and the Air Force is starting their system for L&C. The Marines have their own system, but the Navy is not interested.

Dr. Kime said instead of academic credit veterans get certification credit.

The Under Secretary for Veterans Benefits, Daniel Cooper came to speak to the Committee and thank them for their service. The Under Secretary asked that all Committee members and Education Staff introduce themselves. The Under Secretary shared with the Committee his concerns of the difficult task of balancing the FTE among business lines and increases in claims for education benefits. He went on to say that he was not pleased with the blocked call rate, but was optimistic that the Call Center would hopefully help.

The Under Secretary mentioned that VA was in the process of upgrading IT equipment and is on the right track to get its education employees properly trained.

Mr. Blair mentioned that this was recognized during the VACOE meeting in Atlanta.

The Under Secretary mentioned that he has to balance the needs of VBA across the board; VETSNET is vital to the success of VBA.

The Under Secretary also said that Education Service is doing a good job in the Outreach programs.

Col. Norton asked if VA is committed to bolstering education and the Under Secretary responded by saying yes he would do whatever it takes to help the Education Service.

Col. Norton made a comment of how he appreciated what he does under pressure.

The Under Secretary thanked everyone and left the Committee to continue their meeting.

Mr. Bombard opened the Committee discussion for new business.

Dr. Kime suggested that the Committee address the problems of the definitions and procedures that Mr. Mordente mentioned during his presentation. Total Force would clean this problem up, but right now we're stuck with what we have. DoD doesn't care about the reservists.

Mr. Clark said that this issue of portability is a matter of interpretation; DoD takes exception to Dr. Kime's statement that they don't care, it is in title 10.

Mr. Susling commented that the rule making regarding Chapter 1606 interpretation was done jointly between VA and DoD; Deputy Under Secretary for Defense Charles Abell signed off on VA's interpretation.

Col. Norton recommended that this matter be taken to the Joint Executive Council (JEC) for clarification and asked if the General Counsel's offices on both sides could get this resolved.

Mr. Susling agreed that DoD and the VA need to get the lawyers in agreement. This law was put in effect in 1991 for the extension.

Mr. Wilson said that more pressure is needed on the attorneys; this should be handled on a level lower than the JEC.

Mr. Bombard agreed that starting with the attorneys might be best.

Ms. DesLauriers commented that some soldiers know about the extension of the eligibility and some don't. Some students are getting paid; but the extension isn't well known.

Mr. Clark commented that the House Armed Services Committee (HASC) doesn't agree with the VA's interpretation.

Mr. Bombard asked the Committee what approach do we want to take in our recommendation.

Mr. Rubin suggested that VA provide letters to the schools with a further interpretation.

Mr. Cline also conveyed his concern.

Mr. Wilson said this is a DoD eligibility issue. Mr. Norton withdrew his original idea.

Mr. Bombard suggested that they continue the discussion tomorrow and adjourned the meeting for the day.

Meeting adjourned at 4:30 p.m.

### **Friday, October 6, 2006**

Mr. Bombard opened the meeting at approximately 8:55 a.m.

The discussion about portability was continued.

Members of the Committee suggested that VA and DoD promptly work to resolve this issue in favor of reservists.

Col. Norton commented that depending on the joint interpretation made by the GC's we have to be prepared to accept the answer we receive. Perhaps this rule could be publicized through the VSOs instead of addressing it at high levels.

Mr. Blair said that given the climate he feels the administration may not object.

Ms. DesLauriers said that she couldn't believe that DoD would find the reservist ineligible.

Mr. Clark said that the intent of the law is to recruit and retain soldiers.

Mr. Sharpe said the units can give the information independent of the VA.

Mr. Blair asked if the reservists attend TAP.

Mr. Bombard said that the education benefits are very complex.

Dr. Cappeto commented that as he summarized all the views, the matter is new to him and suggested that we shouldn't advocate sweeping this under the rug. The Committee should address it in some manner. Otherwise, it could hurt the Committee's credibility.

Col. Norton said that with the expectation of the restructuring of the GI Bill it is not clear if we have to make a recommendation on this right now. Perhaps we should wait until afterwards.

Mr. Sweeney added that this is a current issue and could have an adverse impact and effect.

Mr. Rubin asked how long the VA has been paying Chapter 1606 benefits to those who have completed their six-year commitment.

Mr. Susling said since 1991.

Mr. Rubin commented that if VA has been paying for over 15 years then DoD may ask for money back.

Mr. Wilson said that we should put the ball back in the GC's court to answer why our interpretation is now wrong. Barring any adverse response from the DoD GC, VA will publicize this provision.

Mr. Blair suggested that the Committee advise the Secretary of our recommendation on portability.

Mr. Clark reiterated that the intent of Chapter 1606 is to recruit and retain a reserve force.

Mr. Bombard commented that the Committee must look at delicate language and agrees with Mr. Susling and Mr. Wilson; perhaps only a message should go out to the RPOs, etc.

Dr. Kime moved to have a motion to table the issue until the next meeting session and to have VA give a report on the status of the matter's resolution. It will give the VA time to possibly clear up the issue.

Ms. DesLauriers seconded the motion, but commented that veterans are not getting paid while we give the VA and DoD this extra time to get it resolved.

Mr. Cline asked that a copy of the statute be provided to the Committee.

Mr. Susling said that this can be arranged.

Mr. Blair asked if we keep record of the benefits being paid out under these circumstances.

Mr. Wilson said we don't track it this way, it just appears on our systems as any other type of Chapter 1606 benefit payment.

Dr. Cappeto suggested that the Committee meet sooner to get an update on the portability matter.

Mr. Bombard recommended that we have the next meeting in Washington, DC; it would be a good idea, but let's see what happens with Total Force.

Dr. Kime said that the Committee should meet in January or February after the State of the Union Address and Congress reconvenes.

Col. Norton asked if there was an existing notice on the VA website about this Chapter 1606 rule: an extension of the eligibility period equal to time of deployment plus 4 months.

Mr. Wilson said it was on the VA FAQs.

RADM Gorman asked if VA is notified of troop demobilization.

Mr. Wilson said that VA is informed of all reservists about to be demobilized and the VA is located at all demobilization sites.

Ms. Stewart commented that she believes that they don't get much information about VA education benefits.

Mr. Wilson responded and said that these soldiers do get all of the information they need in a full briefing. The problem is that the soldiers receive a lot of information and it is overwhelming. They are ready to go home and don't retain all the information.

RADM Gorman mentioned that maybe the idea of giving soldiers about to be mobilized a compact disc of the information will make it easier for them to retain information and reference the information they need. This was mentioned during the last meeting in Oceanside, CA.

Col. Norton asked about how many dependents are using the education benefits.

Mr. Wilson said Chapter 35 beneficiaries have increased from 66,600 in FY 2005 to 68,369 as of August 2006.

Ms. DesLauriers said that she has seen students showing up to use the education benefits with PTSD symptoms; this concern should be addressed.

Mr. Susling said that this is a Vocational Rehabilitation and Employment (VR&E) Chapter 31 area.

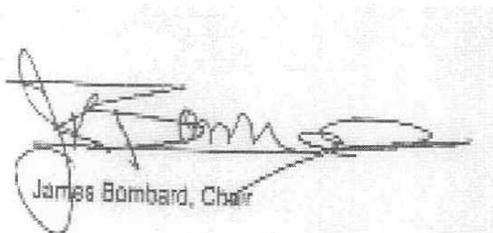
Mr. Bombard suggested that the Committee now focus on formulating their recommendations to the Secretary.

The Committee made the following recommendations:

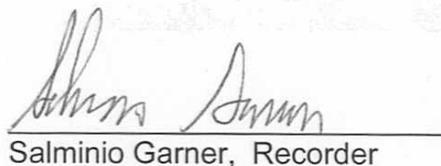
1. VA continue to review pending legislation and, continue to support equality of education benefits for individuals with equal active duty service.
2. Push a GI Bill for Total Force and thank the Secretary for his support of the concept.
3. Request that the Secretary receive the Total Force Working-Group Report before the end of this Congress.
4. The VA should provide the JEC a broad bi-partisan report of the Total Force Working Group (DoD/VA).
5. Express concern of the impediments of service members and veterans getting the GI Bill and encourage state and local governments to help service members and veterans overcome these impediments (RADM Gorman will write language to be included in recommendation).
6. Make a statement that veterans should gain access to elite college institutions (Dr. Cappeto and Mr. Rubin will draft something).
7. The Education Service should update the Committee on Chapter 35 survivor and dependents' benefits usage and other pertinent statistics at the next VACOE meeting.
8. Make a statement that the Committee has concerns over the increasing number of disabled veterans gaining access to education benefits and other VA benefits; recommend that VR&E Advisory Committee do all they can for our disabled veterans.
9. Recommend that VA implement the Committee's proposal for a Public and Private Partnership for a Community Faith Based Initiative and that the initiative be given to Darin Selnick for review and action.
10. Comment that VA should support HR 3082 in order to continue the types of jobs in the work-study program that otherwise would sunset on December 27, 2006.

Mr. Bombard thanked the Committee for their recommendations and said that the next meeting will be held in Washington, DC.

The meeting was adjourned at 11:40 a.m.



James Bombard, Chair



Salminio Garner, Recorder

**Veterans Advisory Committee on Education**

*810 Vermont Avenue,  
Washington, DC*

**October 5 and 6, 2006**

**Special Attendees**

October 5, 2006  
Washington, DC

Sarah Newcomb	Dept. of Education - OVAE/DAEL
Juan Lara	The American Legion
Kristine McLaughlin	Dept. of Labor -VETS
Octavia Shulman	Dept. of Labor - ETA
Eileen Kean	University of Phoenix
Tranchaee Nguyen	GAO/ EWIS
Jacqueline Harpp	GAO/ EWIS
JoAnn Cronin	American Legion Auxiliary
Jack Mordente	NAVPA
Devon Seibert	HVAC

October 6, 2006  
Washington, DC

Juan Lara	The American Legion
JoAnn Cronin	American Legion Auxiliary
Joanna Truitt	American Legion Auxiliary

VACOE MEETING  
5 OCTOBER 2006  
RADM R. W. GORMAN USN (ret)

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Steven Ambrose  
DORIS KEARNS GOODWIN

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SUBJECTS

- GI BILL
  - SCHOOL ADMISSION REQUIREMENT
  - TROOPS TO COLLEGE (CA PROGRAM)
  - SENTINELS OF FREEDOM PROGRAM
- 

MONTGOMERY GI BILL

(Survey by Military.com)

- Nationwide only 50% of veterans are using their Montgomery GI Bill
- Benefits up to \$71,000 for 4 year college

## ADMISSION REQUIREMENTS

- BE A HIGH SCHOOL GRADUATE
- COMPLETE FIFTEEN COMPREHENSIVE “A-G” COURSE PATTERN OF COLLEGE PREP STUDY WITH A GRADE OF C OR BETTER (note)
- Note: If the student has a 2.0 GPA in High School student will need a score of 1300 on the SAT
- Upper division transfer students not required to submit SAT score

### CALIFORNIA VETERAN EDUCATION OPPORTUNITY PARTNERSHIP

(Troops to College)

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## CURRENT CA VETS ENROLLMENT (USING MGIB)

- Univ of California
- CA State Univ.
- CA Community College
- Total Public Universities
- Private For Profit/Non Profit

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## BACKGROUND FACTS

- Education benefit: #1 reason for entry into military
- CA leads the Nation with numbers of veterans
- 1 of 9 active duty from CA (160,000 of 1.42M)
- 175,000 of the 1.42M active duty stationed in CA
- Total possible population of existing service members (annually) in California 50K – 60K
- \* Total population in CA of veterans who have, or can use MGIB – 300K+

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## SENTINELS OF FREEDOM

- LOCAL PROGRAM – SCHOLARSHIPS
- FOUR DANVILLE, CA SCHOLARSHIPS
- TWO LIVERMORE, CA SCHOLARSHIPS

## SCHOLARSHIPS

- HOME - UP TO FOUR YEARS FREE
  - DISABLED CAPABLE VEHICLE
  - EMPLOYMENT AT MAJOR CORPORATION
  - ENTRY INTO COLLEGE
- 

## SUMMATION

- Consolidated GI Bill needed
  - Special attention to admission requirements
  - Support for individual state support programs
  - Special attention to help seriously wounded veterans
- 

### Handout Information from Admiral Gorman

#### Vets Initiative Plan – August 25

Vision: California will become the Nation's leader and model in providing educational opportunity and assistance to active duty and veterans.

#### Vets CSU Brief – April 25

Vision: The Governor wants California to become the Nation's leader and model in providing educational opportunity and assistance to active duty and veterans.

#### Veterans Education Fact Sheet

#### Vets Troops to College, CSU August

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R 191320Z AUG 05  
FM CNO WASHINGTON DC  
TO NAVADMIN  
ZEN/NAVADMIN @ AL NAVADMIN(UC)  
INFO ZEN/CNO CNO  
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NAVADMIN 203/05  
MSGID/GENADMIN/CNO WASHINGTON DC/AUG//  
SUBJ/SENIOR ENLISTED EDUCATION INITIATIVE-ASSOCIATES DEGREE FOR E8  
ELIGIBILITY FOR FISCAL YEAR 2011 SELECTION BOARD//

NAVAL OPERATIONS (MANPOWER, PERSONNEL, TRAINING, AND EDUCATION) (CNO N1/NT), COMMANDER, NAVAL EDUCATION AND TRAINING COMMAND (CNETC), AND THE MASTER CHIEF PETTY OFFICER OF THE NAVY (MCPON).

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2. THE NAVY'S EVOLVING HUMAN CAPITAL STRATEGY RECOGNIZES THAT ADVANCED EDUCATION AND LIFE LONG LEARNING UNDERPIN SEA WARRIOR BY DEVELOPING SAILORS WITH CRITICAL THINKING AND DECISION-MAKING SKILLS, AND ENHANCE JOB PERFORMANCE BY IMPROVING UPON BASIC COMMUNICATION, MATH, AND SCIENCE SKILLS. AS AN INTEGRAL COMPONENT OF THE PROFESSIONAL MILITARY EDUCATION CONTINUUM ESTABLISHED IN NAVADMIN 263/04 AND IN SUPPORT OF THE NAVY'S RESPONSIBILITY TO ENSURE SAILORS ARE ADEQUATELY EQUIPPED FOR THE CHALLENGES OF THE FUTURE, A RATING RELEVANT ASSOCIATES DEGREE IS NOW A REQUIREMENT TO BE ELIGIBLE FOR ADVANCEMENT TO SENIOR CHIEF PETTY OFFICER COMMENCING WITH FISCAL YEAR 2011 SELECTION BOARDS (WHICH ARE CONVENED IN FISCAL YEAR 2010) FOR BOTH ACTIVE AND RESERVE COMPONENTS. IN PRACTICE, THIS MEANS THAT THE REQUIREMENT MUST BE COMPLETED AT THE BEGINNING OF FISCAL YEAR 2010 (NOVEMBER 2009) WHEN THE ELIGIBILITY OF TIME IN RATE ELIGIBLE CANDIDATES FOR FISCAL YEAR 2011 SELECTION BOARD IS VALIDATED.

3. AS THE NAVY CONTINUES TO DEVELOP HIGHLY TECHNICAL CAPABILITIES AND RESHAPE THE WORKFORCE, SAILORS WILL BE CALLED UPON TO PERFORM IN NEW AND CHALLENGING WAYS. ADAPTING TO THESE CHALLENGES REQUIRES LEADERS TO HAVE A STRONG EDUCATIONAL FOUNDATION BOTH PROFESSIONALLY

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AND PERSONALLY. DEGREE PROGRAMS THAT FOCUS ON RATING RELEVANT EDUCATION WILL IMPROVE PERFORMANCE AND BETTER PREPARE THE SENIOR ENLISTED LEADERSHIP FOR THESE CHALLENGES IN THE OPERATIONAL ENVIRONMENT. RATING RELEVANT DEGREES CAPITALIZE ON EXISTING MILITARY TRAINING AND EXPERIENCE THAT, WHEN COMBINED WITH COLLEGE LEVEL EXAMS AND COLLEGE COURSE WORK, WILL ENABLE SAILORS TO BETTER PERFORM THE CRITICAL TASKS OF THE 21ST CENTURY NAVY.

4. RECOGNIZING THAT SOME SAILORS HAVE ALREADY BEGUN TO PURSUE THEIR EDUCATIONAL GOALS, THE FOLLOWING GRANDFATHER PROVISIONS SATISFY THE DEGREE REQUIREMENT FOR SAILORS WHO HAVE COMPLETED, OR ARE ENROLLED IN, ANY DEGREE PROGRAM FROM AN ACCREDITED INSTITUTION BEFORE 1 OCT 06:

- A. SAILORS WHO ALREADY HAVE AN ASSOCIATES DEGREE OR HIGHER.
  - B. SAILORS WHO ARE ENROLLED IN ANY ASSOCIATES DEGREE PROGRAM AND COMPLETE ALL REQUIREMENTS BEFORE 1 JAN 08.
  - C. SAILORS WHO ARE ENROLLED IN ANY BACCALAUREATE DEGREE PROGRAM AND COMPLETE AT LEAST 50 PERCENT OF THE DEGREE REQUIREMENTS BEFORE 1 JAN 08.
5. EFFECTIVE IMMEDIATELY, SAILORS MUST EARN RATING RELEVANT ASSOCIATES DEGREES FROM AN ACCREDITED INSTITUTION TO BE ELIGIBLE FOR

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ADVANCEMENT TO SENIOR CHIEF PETTY OFFICER FOR THE FISCAL YEAR 2011

SELECTION BOARD AND BEYOND. THE FOLLOWING GUIDELINES APPLY:

A. SAILORS MAY ELECT TO ENROLL IN A RATING RELEVANT BACCALAUREATE DEGREE FROM AN ACCREDITED INSTITUTION IN LIEU OF AN ASSOCIATES DEGREE, BUT MUST COMPLETE A MINIMUM OF 50 PERCENT OF THE DEGREE REQUIREMENTS TO BE ELIGIBLE FOR SENIOR CHIEF PETTY OFFICER SELECTION BOARDS CONVENED IN 2010 AND BEYOND.

B. SELECTED RESERVE SAILORS (EXCEPT FTS) MAY SATISFY THE DEGREE REQUIREMENT BY OBTAINING EITHER A RATING RELEVANT DEGREE OR A DEGREE RELEVANT TO THEIR CIVILIAN OCCUPATION.

C. SAILORS IN WARFARE SPECIALTIES WITH VARIOUS SOURCE RATINGS MAY MEET THE REQUIREMENT IN EITHER THE SOURCE RATING OR SPECIALTY RELATED DEGREE.

D. SAILORS EXPERIENCING RATING CONSOLIDATION MAY MEET THE REQUIREMENT IN EITHER THE ORIGINAL OR THE CONSOLIDATED RATING.

E. SAILORS CHANGING RATINGS THROUGH PERFORM TO SERVE MUST MEET THE REQUIREMENT IN THE NEW RATING UNLESS ALREADY ENROLLED IN A DEGREE PROGRAM.

6. RATING RELEVANT DEGREES CLOSELY COMPLEMENT THE SKILLS AND KNOWLEDGE OF A JOB FIELD, RATING OR WARFARE SPECIALTY. THEY ARE

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DESIGNATED BY THE NAVY FOR ADVANCEMENT ELIGIBILITY AND ARE OFFERED BY THE NAVY COLLEGE PROGRAM DISTANCE LEARNING PARTNERSHIPS (NCPDLP). ALL PARTNERSHIP INSTITUTIONS ARE MEMBERS OF SERVICEMEMBERS OPPORTUNITY COLLEGE (SOC) AND OFFER SIGNIFICANT DEGREE COMPLETION FLEXIBILITY. NCPDLP DEGREES MAXIMIZE ACCEPTANCE OF AMERICAN COUNCIL ON EDUCATION (ACE) RECOMMENDED CREDIT FOR NAVY TRAINING AND EXPERIENCE AS WELL AS CREDIT BY EXAMINATION AND THE INSTITUTIONS ALL OFFER DISTANCE LEARNING OPPORTUNITIES TO COMPLETE THE REMAINDER OF DEGREE REQUIREMENTS. SAILORS MAY ELECT TO ENROLL WITH ANY INSTITUTION THAT OFFERS EQUIVALENT DEGREES/SPECIALIZATIONS AND HAS ACCREDITATION RECOGNIZED BY THE U.S. DEPARTMENT OF EDUCATION. NAVY COLLEGE OFFICES WILL ASSIST SAILORS IN IDENTIFYING EQUIVALENT RATING RELEVANT DEGREE OPTIONS.

7. NAVY KNOWLEDGE ONLINE (NKO), WWW.NKO.NAVY.MIL OR SIPRNET WWW.NKO.NAVY.SMIL.MIL, PROVIDES THE STEPS SAILORS MUST FOLLOW IN PREPARATION TO MEET THE EDUCATION REQUIREMENT FOR ADVANCEMENT ELIGIBILITY. IN NKO, THESE ROADMAP STEPS CAN BE ACCESSED VIA THE MAIN "LEARNING" CATEGORY HEADER. THE EDUCATION DEGREE ROADMAP WILL BE DISPLAYED FOR SAILORS TO REFERENCE. QUICK LINKS ARE ALSO PROVIDED FOR SAILORS TO ACCESS AND VIEW THEIR INDIVIDUAL ELECTRONIC

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TRAINING JACKET. LISTS OF RATING RELEVANT DEGREE OPTIONS (SORTED BY COLLEGE INSTITUTION AND BY SPECIFIC RATING), CLEP PRACTICE EXAMS, AND SMART TRANSCRIPTS ARE ALSO AVAILABLE ON THE LEARNING PAGE. IN PARTICULAR SAILORS SHALL:

A. VALIDATE EDUCATION RECORDS. SAILORS MUST FIRST ASSESS THEIR ACADEMIC RECORDS AND TRANSCRIPTS AS DISPLAYED IN THEIR ELECTRONIC TRAINING JACKET (ETJ). THE ETJ CONTAINS DATA TAKEN FROM SAILOR/MARINE AMERICAN COUNCIL ON EDUCATION REGISTRY TRANSCRIPT (SMART). DIRECTIONS FOR CORRECTING DISCREPANCIES IN THE ETJ ARE

B. OF SPECIFIC NOTE, NAVY PERSONNEL COMMAND AND NAVAL EDUCATION AND TRAINING COMMAND HAVE COLLABORATED TO PROVIDE ONE-STOP SHOPPING FOR ENLISTED EDUCATION RECORD UPDATE THROUGH THE NAVY COLLEGE CENTER. USING THE PROCESS DETAILED ABOVE TO UPDATE THE ETJ WILL NOW ALSO UPDATE AN ENLISTED SAILORS RECORD IN THE ENLISTED MASTER FILE

UNCLAS FINAL SECTION OF 2

SUBJ: SENIOR ENLISTED EDUCATION INITIATIVE-ASSOCIATES (EMF). THE NAVY COLLEGE CENTER WILL ALSO FORWARD AN ENLISTED SAILOR'S TRANSCRIPT AUTOMATICALLY TO THE BUREAU OF NAVAL PERSONNEL FOR ENTRY INTO THE ELECTRONIC MILITARY PERSONNEL RECORDS SYSTEM (EMPRS). PERSONNEL SUPPORT DETACHMENTS AND LOCAL ADMINISTRATIVE OFFICES WILL NO LONGER HAVE THE ABILITY TO UPDATE EDUCATION INFORMATION IN THE NAVY STANDARD INTEGRATED PERSONNEL SYSTEM (NSIPS). SAILORS SHOULD, THOUGH, CONTINUE TO ENSURE LOCALLY THAT THEIR EDUCATION INFORMATION IS UPDATED ON THEIR NAVPERS 1070/604 (PAGE 4).

C. PURSUE ACADEMIC ASSESSMENT. SAILORS STARTING A DEGREE SHOULD SEEK ACADEMIC ADVICE PRIOR TO SELECTING A SUITABLE RATING RELEVANT DEGREE PROGRAM. THERE ARE THREE DIFFERENT SOURCES

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TO FIND THE HELP/ASSISTANCE REQUIRED IN THE PROCESS:

(1) CONTACT LOCAL NAVY COLLEGE OFFICES. CONTACT INFORMATION IS AVAILABLE ONLINE AT [HTTPS:\(SLASH, SLASH\)WWW.NAVYCOLLEGE.NAVY.MIL](https://www.navycollege.navy.mil), CLICK ON ACADEMIC ADVICE, THEN CLICK ON NAVY COLLEGE OFFICE.

(2) CONTACT THE NAVY COLLEGE CENTER TOLL FREE AT 877-253-7122 (DSN 922-1828), OR VISIT THE WEBSITE AT [HTTPS:\(SLASH, SLASH\)WWW.NAVYCOLLEGE.NAVY.MIL](https://www.navycollege.navy.mil) AND CLICK ON ACADEMIC ADVICE, THEN CLICK ON NAVY COLLEGE CENTER FOR INTERNATIONAL TOLL FREE NUMBERS, E-MAIL INQUIRIES, AND OPERATING HOURS.

(3) ACCESS SAILOR/MARINE ONLINE ACADEMIC ADVISOR (SMOLAA) VIA THE SMART TRANSCRIPT QUICK LINK ON NKO TO REVIEW THE LIST OF NCPDLP RATING RELEVANT DEGREE OPTIONS.

D. COMPLETE ACADEMIC TESTING: TESTING IS AN ADVANTAGEOUS WAY TO TRANSLATE KNOWLEDGE GAINED THROUGH LIFE, PROFESSIONAL, AND MILITARY EXPERIENCE INTO COLLEGE ACADEMIC CREDIT, WHICH WILL ACCELERATE DEGREE COMPLETION AND PRESERVE TUITION ASSISTANCE BENEFITS FOR COURSES NOT AVAILABLE THROUGH TESTING PROGRAMS. ALL SAILORS, REGARDLESS OF THEIR EDUCATION PLANS, ARE NOW REQUIRED TO PURSUE CREDIT THROUGH COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

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STANDARDIZED SUBJECT TESTS (DSST), WHERE APPLICABLE, BEFORE RECEIVING COMMAND AUTHORIZATION FOR TUITION ASSISTANCE.

(1) TO HELP ASSESS THE LIKELIHOOD OF SUCCESS, SAILORS MUST COMPLETE APPLICABLE PRACTICE CLEP/DSST EXAMS, WHICH EXIST FOR SELECT COURSES AND ARE AVAILABLE VIA NKO AND THE LOCAL NAVY COLLEGE OFFICE. PRACTICE EXAMS ARE DESIGNED TO FAMILIARIZE SAILORS WITH ACTUAL CLEP/DSST EXAM MATERIAL. TESTS ARE TIMED AND WILL PROVIDE A MEASURE

THAT REQUIRE ADDITIONAL PREPARATION.

(2) SAILORS WHO SCORE WELL ON PRACTICE EXAMS SHOULD TAKE THE ACTUAL CLEP/DSST EXAMS FOR ACADEMIC CREDIT AS SOON AS PRACTICAL. TESTING PROGRAMS ARE AVAILABLE THROUGH THE LOCAL NAVY COLLEGE OFFICES, RESERVE CENTERS, NATIONAL TEST CENTERS, AND ONBOARD SOME LARGE DECK SHIPS. TESTING OPPORTUNITIES WILL BE EXPANDED TO MOST SHIPS IN CY06. ADDITIONAL GUIDELINES FOR SHIPBOARD TESTING WILL BE PROVIDED BY SEPARATE CORRESPONDENCE.

E. UPDATE ETJ: SAILORS SHOULD VALIDATE AND UPDATE THEIR ACADEMIC RECORDS NOW AND ANNUALLY, THEREAFTER, TO ENSURE EXAM/COURSE/DEGREE COMPLETIONS ARE RECORDED PROPERLY. SEE PARAGRAPH 7A FOR INSTRUCTIONS.

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8. WITH THE FOUR-YEAR LEAD TIME, IT IS NOT NECESSARY TO IMMEDIATELY ENROLL IN COLLEGE COURSES. SAILORS HAVE ADEQUATE OPPORTUNITY TO DEVELOP AND COMPLETE THEIR EDUCATION PLANS TO MEET CAREER GOALS. ANALYSIS HAS SHOWN THAT SAILORS IN THE WORST CASE SCENARIO WHO HAVE LIMITED CREDIT FOR MILITARY TRAINING AND EXPERIENCE AND HAVE TAKEN NO COLLEGE COURSES TO DATE, WOULD NEED TO TAKE A MAXIMUM OF 12 SEMESTER HOURS PER YEAR TO COMPLETE A RATING RELEVANT ASSOCIATES DEGREE. HOWEVER, BY FOLLOWING THE MANDATORY TESTING PROCEDURES IN PARA 7C1 AND 7C2, SAILORS COULD SIGNIFICANTLY REDUCE THIS NUMBER OF SEMESTER HOURS PER YEAR.

9. FOR SAILORS AT-SEA OR FORWARD DEPLOYED, WE UNDERSTAND THAT CLASSROOM AND DISTANCE SUPPORT OPPORTUNITIES TO MEET THIS EDUCATIONAL REQUIREMENT ARE SOMETIMES LIMITED. TO ASSIST THOSE SAILORS, A TOOL IS BEING DEVELOPED TO IDENTIFY AND TRACK ACADEMIC PROGRESS OF INDIVIDUALS WHO WILL BE ELIGIBLE FOR SENIOR CHIEF PETTY OFFICER FOR THE FISCAL YEAR 2011 SELECTION BOARD. NAVAL EDUCATION AND TRAINING CENTER PLANS TO INDIVIDUALLY TRACK SAILORS THAT FALL INTO THIS CATEGORY AND WILL WORK WITH THEIR COMMAND TO ENSURE THEY HAVE ALL THE TOOLS AND CONTENT REQUIRED TO MEET SUBJECT REQUIREMENTS.

10. TUITION ASSISTANCE FUNDING WILL REMAIN AVAILABLE TO SAILORS TO

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PURSUE WHATEVER EDUCATIONAL COURSES OR DEGREES THEY DESIRE TO PURSUE IN NON-RATING RELEVANT DEGREES. THIS NAVADMIN ONLY ADDRESSES SPECIFIC EDUCATIONAL REQUIREMENTS TO BE ELIGIBLE FOR ADVANCEMENT TO SENIOR CHIEF PETTY OFFICER.

11. THIS IS THE FIRST STEP IN WHAT WILL BE THE NAVY'S EVOLVING JOURNEY ON THE ROAD TOWARD A CULTURE OF PROFESSIONAL MILITARY EDUCATION. FURTHER EFFORTS WILL SEEK OUT OPPORTUNITIES TO EXPAND AND GROW THE VARIETY AND SCOPE OF RELEVANT DEGREE PROGRAMS AND METHODS OF ACHIEVING ACADEMIC SUCCESS, RESULTING IN A GREATER APPEAL TO THE PERSONAL INTEREST OF SAILORS AND INCREASED CAPABILITY IN PERFORMANCE OF THE NAVY'S MISSION.

12. COMMANDING OFFICERS AND SENIOR ENLISTED LEADERS ARE ENCOURAGED TO PROVIDE GUIDANCE TO SAILORS IN PLANNING FOR TIMELY MEETING OF CAREER GOALS. TO ASSIST IN THIS EFFORT, ORIENTATION SERVICES ARE

EDUCATIONAL PLANNING. THIS SERVICE WILL PROVIDE AN ASSESSMENT OF CREW EDUCATION LEVELS AND ASSIST IN THE DEVELOPMENT OF A COMMAND EDUCATION PLAN. IN ADDITION, EDUCATIONAL DATA THAT PLACES AN EMPHASIS ON SAILORS WHO ARE ANTICIPATED TO BE ELIGIBLE FOR SENIOR CHIEF PETTY OFFICER FOR THE FISCAL YEAR 2011 SELECTION BOARD WILL BE

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PROVIDED. THIS DETAILED INFORMATION WILL INCLUDE CREDITS ALREADY EARNED THROUGH MILITARY TRAINING AND EXPERIENCE, CREDIT THROUGH EXAMINATION AND COMPLETED COLLEGE COURSES. THIS SERVICE WILL PROVIDE SENIOR COMMAND LEADERSHIP WITH THE TRACKING TOOLS NEEDED TO PROMOTE THIS REQUIREMENT.

13. RELEASED BY VADM G. L. HOEWING, DCNO (N1/NT)/CNP AND VADM J. K. MORAN, CNETC/DCNP./

BT

#8040

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ZNR UUUUU

R 031307Z MAY 05

FM CNO WASHINGTON DC

TO NAVADMIN

BT

UNCLAS //N01700//

NAVADMIN 094/05

MSGID/GENADMIN/CNO WASHINGTON DC/N00T/MAY//

SUBJ/SENIOR ENLISTED PROFESSIONAL MILITARY EDUCATION (PME) PROOF OF /CONCEPT PROGRAM FOR NAVAL WAR COLLEGE RESIDENT AND DISTANCE /EDUCATION PROGRAMS//

POC/WILLIAM MCKEITHEN/ETCS(SW)/NETC N525/LOC:PENSACOLA, FL

/TEL:(850) 452-8463/TEL:DSN: 922-8463

/EMAIL:WILLIAM.MCKEITHEN1@NAVY.MIL//

RMKS/1. TODAY'S SENIOR ENLISTED SAILORS ARE BETTER EDUCATED THAN EVER AND HAVE ACCEPTED INCREASED RESPONSIBILITY ACROSS A WIDE VARIETY OF MISSION AREAS WITH EXCEPTIONAL RESULTS. THE RANGE AND DEPTH OF THE ROLES OF OUR SENIOR ENLISTED IN MISSION ACCOMPLISHMENT HAS CHANGED AND WILL CONTINUE TO BE DYNAMIC. IN ORDER TO BETTER EMPOWER SENIOR ENLISTED LEADERS TO SERVE IN BOTH NAVY AND JOINT OPERATIONAL ASSIGNMENTS, WE MUST PROVIDE THEM WITH OPPORTUNITIES WHICH WILL HONE THEIR ANALYTICAL SKILLS AND INCREASE UNDERSTANDING OF LEADING CHANGE IN LARGE, COMPLEX ORGANIZATIONS THAT DEAL WITH NATIONAL SECURITY. FURTHER, SENIOR ENLISTED LEADERS MUST POSSESS THE ABILITY TO UNDERSTAND AND APPLY OPERATIONAL ART VIA THE JOINT OPERATIONAL PLANNING PROCESS.

2. IN RESPONSE, MCPON IN PARTNERSHIP WITH THE NAVAL WAR COLLEGE IS EXECUTING A PROOF-OF-CONCEPT PROGRAM TO ALLOW SELECT COMMAND MASTER CHIEFS TO PARTICIPATE IN BOTH THE RESIDENT AND NON-RESIDENT PME PROGRAMS. THIS NAVADMIN SOLICITS COMMAND MASTER CHIEFS FOR PARTICIPATION IN THE PROOF-OF-CONCEPT PROGRAM FOR THE FOLLOWING CLASSES:

A. WEB-ENABLED PROGRAM FOR SESSIONS BEGINNING IN OCTOBER 2005, AND JANUARY AND APRIL 2006 (1 OR 2 CMDCM'S PER COHORT). WEB-

ENABLED COURSES ARE OFFERED FOR NON-RESIDENT STUDENTS TO EARN COLLEGE OF DISTANCE EDUCATION COMMAND AND STAFF DIPLOMA, WHICH MEETS THE REQUIREMENTS FOR JOINT PROFESSIONAL MILITARY EDUCATION (JPME) PHASE I. THE COURSES ARE FULLY ACCREDITED FOR A TOTAL OF 12 GRADUATE SEMESTER HOURS, WHICH MAY BE APPLIED TO THE REQUIREMENTS OF MANY CIVILIAN UNIVERSITY PROGRAMS. THE PROGRAM TAKES 16-18 MONTHS TO COMPLETE. COURSES BEGIN ON A QUARTERLY BASIS AND STUDENTS ARE GROUPED INTO "COHORTS" OF 20.

B. FLEET SEMINAR PROGRAM IN AUGUST 2005 (1 OR 2 CMDCM'S PER LOCATION). THE PROOF OF CONCEPT PROGRAM IS LIMITED TO THE NORFOLK, SAN DIEGO, PEARL HARBOR AND JACKSONVILLE AREAS. THE FLEET SEMINAR PROGRAM REPLICATES THE RESIDENT COURSE BY MEETING WEEKLY IN EVENING SEMINARS. THESE EVENING SEMINARS ARE CONDUCTED FROM LATE AUGUST TO MID-MAY. IT TAKES THREE YEARS TO COMPLETE THE PROGRAM. THERE ARE NO TUITION FEES AND BOOKS AND MATERIALS ARE PROVIDED FOR FREE. ALL GRADUATES EARN THE COLLEGE OF NAVAL COMMAND AND STAFF DIPLOMA, WHICH MEETS THE REQUIREMENTS FOR JPME PHASE I, AND UP TO A TOTAL OF 21 GRADUATE SEMESTER HOURS CREDIT.

C. RESIDENT CLASSES BEGIN IN NOVEMBER 2005 AND MARCH 2006 (2 CMDCM'S PER CLASS). THESE RESIDENT COURSES ARE A FULL-TIME, 12-MONTH EDUCATION AT THE NAVAL WAR COLLEGE IN NEWPORT, RHODE ISLAND. THE CURRICULUM IS BASED ON THREE CORE COURSES OF STUDY: STRATEGY AND POLICY, NATIONAL SECURITY DECISION MAKING AND JOINT MILITARY OPERATIONS. SATISFACTORY COURSE COMPLETION LEADS TO CONFERRING A MASTER'S OF ARTS DEGREE IN NATIONAL SECURITY AND STRATEGIC STUDIES, CREDIT FOR SENIOR SERVICE COLLEGE AND FULFILLS THE REQUIREMENTS OF JPME I.

3. COMMAND MASTER CHIEFS WHO WISH TO PARTICIPATE IN THE PROOF-OF-CONCEPT PROGRAM SHALL MEET THE FOLLOWING QUALIFICATIONS AND REQUIREMENTS:

A. POSSESS A BACHELOR'S DEGREE OR HIGHER FROM A REGIONALLY ACCREDITED U.S. COLLEGE OR UNIVERSITY. INDIVIDUALS SHOULD HAVE DEMONSTRATED ACADEMIC ACHIEVEMENT IN A CHALLENGING CURRICULUM.

B. BE A COMMAND MASTER CHIEF WITH NEC 9580. SERVING SUBMARINE CHIEFS OF THE BOAT (NEC 9579) WHO HAVE BEEN SELECTED FOR THE COMMAND MASTER CHIEF PROGRAM (NEC 9580) ARE ELIGIBLE FOR CONSIDERATION.

C. HAVE COMPLETED AT LEAST ONE TOUR AS A CMDCM/COB (9580/9579) OR AT LEAST 30 MONTHS OF THE CURRENT TOUR.

D. HAVE COMPLETED NO MORE THAN 24 YEARS OF ACTIVE DUTY AS OF CLASS CONVENING DATE.

E. BE A U.S. CITIZEN AND ELIGIBLE FOR A SECRET CLEARANCE.

F. POSSESS BOTH THE ABILITY AND A STRONG DESIRE TO SERVE IN SENIOR ENLISTED LEADERSHIP POSITIONS AT MAJOR COMMANDS (BOTH ASHORE AND AFLOAT) AND A VARIETY OF JOINT ASSIGNMENTS.

4. INTERESTED COMMAND MASTER CHIEFS MUST FORWARD REQUESTS FOR CONSIDERATION BY LETTER TO MCPON PER THE APPLICATION PROCEDURE LISTED BELOW. THE MEMBER'S COMMANDER/COMMANDING OFFICER, AND THE MEMBER'S FORCE/FLEET MASTER CHIEF MUST ENDORSE REQUESTS. ALTHOUGH LETTERS ARE TO BE ADDRESSED TO MCPON, PACKAGES SHOULD BE MAILED TO: COMMANDER, NAVAL EDUCATION AND TRAINING COMMAND

ATTN: FORCE MASTER CHIEF (N003)

250 DALLAS STREET

PENSACOLA, FL 32508-5220

5. SUBMISSION PACKAGES MUST INCLUDE THE FOLLOWING:

A. COVER LETTER FROM MEMBER TO MCPON VIA CHAIN OF COMMAND WHICH ADDRESSES:

- (1) REASONS FOR DESIRING TO PARTICIPATE IN THE PROOF-OF-CONCEPT PROGRAM AND SERVE IN KEY ENLISTED LEADERSHIP POSITIONS.
- (2) ACADEMIC ACHIEVEMENTS, INCLUDING ALL DEGREES HELD AND SCHOOLS ATTENDED.
- (3) HISTORY OF ASSIGNMENTS.
- (4) ACKNOWLEDGEMENT OF WORLD-WIDE ASSIGNABILITY.
- (5) CURRENT PRD AND EAOS.
- (6) COURSE PREFERENCE (RESIDENT OR DISTANCE EDUCATION). (APPLICANTS FOR THE RESIDENT PROGRAM THAT ARE NOT SELECTED MAY BE OFFERED ENROLLMENT IN ONE OF THE DISTANCE EDUCATION PROGRAMS.)
- (7) OTHER INFORMATION TO SUPPORT CONSIDERATION.

NOTE: MEMBER'S COVER LETTER WILL BE USED TO ASSESS WRITING SKILLS.

- B. COPIES OF ALL COLLEGE TRANSCRIPTS.
- C. COPIES OF LAST FIVE YEARS' FITREPS.
- D. COPIES OF LAST FIVE YEARS OF PHYSICAL FITNESS ASSESSMENT DATA.

6. COMMAND ENDORSEMENTS SHOULD COMMENT ON MEMBER'S:

- A. POTENTIAL FOR SUCCESS IN JOINT AND NAVY SENIOR ENLISTED LEADERSHIP POSITIONS.
- B. EDUCATIONAL HISTORY AND POTENTIAL FOR SUCCESS IN A DEMANDING ACADEMIC ENVIRONMENT.
- C. PROFESSIONAL COMMUNICATION SKILLS.
- D. OTHER INFORMATION TO SUPPORT CONSIDERATION.

7. DEADLINE FOR SUBMISSION IS 1 JULY 05.

8. MCPON WILL CONVENE A SCREENING BOARD IN JULY 05. RESULTS OF THIS SCREENING BOARD WILL BE PUBLISHED VIA NAVADMIN.

9. FOR THE NWC RESIDENT PROGRAM ONLY: PROGRAM PARTICIPANTS WILL SERVE ONE TOUR IN A WORLD-WIDE ASSIGNABLE BILLET UPON PROGRAM COMPLETION. PARTICIPANTS SHALL INCUR AN ACTIVE DUTY OBLIGATION OF 2 YEARS, COMMENCING UPON COMPLETION OR WITHDRAWAL OF THE COURSE OF INSTRUCTION. THIS OBLIGATION IS DISCHARGED CONCURRENTLY WITH ANY OTHER SERVICE OBLIGATION THAT PROGRAM PARTICIPANTS MAY HAVE ALREADY INCURRED. THIS AGREEMENT DOES NOT OBLIGATE THE NAVY TO RETAIN THE MEMBER ON ACTIVE DUTY.

10. FOR MORE INFORMATION ON THE NAVAL WAR COLLEGE, VISIT THEIR WEBSITE AT WWW.NWC.NAVY.MIL.

11. RELEASED BY VADM J. K. MORAN, DIRECTOR OF NAVAL EDUCATION AND TRAINING.//

BT

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NNNN

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Subj: FW: SAT scores  
 Date: 9/26/2006 5: 17:06 PM Pacific Standard  
 From: Time [ucky.peterson@sonoma.edu](mailto:ucky.peterson@sonoma.edu)  
 To: [radmrwg@aol.com](mailto:radmrwg@aol.com)  
 CC: [~jones@calstate.edu](mailto:~jones@calstate.edu)

## Attachment B

Here is the admission criteria for freshman. After you have studied, let me know of your questions. We can conference with the CSU Vice Chancellor, Allison Jones, who is working with me.

Bucky

-----  
 From: Jones, Allison  
 [mailto:[ajones@calstate.edu](mailto:ajones@calstate.edu)] Sent: Monday,  
 September 25,2006 11:44 AM To: Bucky  
 Peterson  
 Subject: RE: SAT scores  
 Bucky,

CSU admission requirements apply too all students, regardless of military service. I've cut and pasted information from our Admission Handbook:

## First-Time Freshmen: Admission Requirements

It is the intent of the legislature that each California resident with the capacity and motivation to benefit from postsecondary education has the opportunity to enroll in a public four-year college. The Master Plan for Higher Education was designed to ensure access to all eligible first-time freshmen to attend a CSU campus and to enroll in their chosen major.

A first-time freshman is a student who has earned no college credit beyond the summer immediately following high school graduation.

First-time freshman applicants must:

√ Be high school graduates,

Although regulations do not stipulate graduation from accredited high schools, the CSU participates in the activities of the Western Association of Schools and Colleges and its Accrediting Commission for Schools and encourages California high schools to be certified by the Association. Students who are home schooled or attend non-accredited schools are expected to meet the same admission requirements as graduates of accredited high schools.

√ Complete the fifteen-unit comprehensive "a-g" course pattern of college preparatory study with grades of C or better

For purposes of admission, the California State University faculty delegated to the University of California the responsibilities for the process of certifying high school courses that meet the "a-g" requirement. Consequently, CSU accepts those high school courses on the University of California list of "Courses to Meet Requirements for Admission to the University of California" ("a-g") list. Courses on the "a-g" list can be used to meet CSU requirements in the designated subject areas or may be used as electives.

Under the "High School Preparation" section in the admission application, first-time freshman applicants must report all approved college preparatory "a-g" courses that have been completed, courses in which they are currently enrolled, and courses that they plan to complete prior to entrance into the CSU. Courses completed in summer school, or courses completed at a college for high school credit, should be

included in the "High School Preparation" section and be so identified. College courses completed, in progress or planned that are not noted in the "High School Preparation" section should be included in the appropriate sections of the admission application.

Courses used to satisfy the "a-g" requirements may not be taken Pass/Failor Credit/No Credit.

√ Earn a qualifiable eligibility index.

The eligibility index is a weighted combination of high school grade point average during the final three years of high school and a score on either the Scholastic Assessment Test (SAT I) or the American College Test (ACT). All grades earned in "a-g" courses taken in 10th through 12th grades are used to calculate the grade point average (GPA).

### Minimum Eligibility Index

Graduates of California high schools or residents of California, as defined for tuition purposes, must have a minimum eligibility index of 2900 using the SAT I or 694 using the ACT. Nonresidents who are not graduates of a California high school must have a minimum index of 3502 using the SAT I or 842 using the ACT (see tables).

The CSU eligibility index is calculated by using either the SAT I or ACT as follows:

- SAT I total score + (800 x high school grade point average)
- (10 x ACT composite score) + (200 x high school grade point average)

### Test Score Requirement

SAT I/ACT test scores are not required to establish the admission eligibility of California residents with high school grade point averages of 3.00 or above (nonresidents 3.61 or above). Impacted campuses and impacted enrollment categories may include test scores among the supplemental criteria required of all applicants to those campuses and enrollment categories. See "Impacted Programs."

While applicants are not required to submit test scores to CSU if they earn a 3.00 average, they may want to take the SAT/ACT to satisfy admission requirements of the UC and many private colleges, particularly if they do not know yet which college they will attend. In addition, some CSU campuses may use standardized admission tests for advising and for placement in appropriate courses. Students with scores above established levels also are eligible for waiver of the requirements for the English Placement Test (EPT) and the Entry Level Mathematics examination (ELM). See "EPT and ELM."

### Multiple Test Scores

If an applicant submits multiple score reports, the highest score earned in each single sub score of the examination is used. A redefined SAT-Total will be calculated by adding the highest verbal and highest math scores. A redefined ACT composite will be calculated as an average of the best scores in each of the four areas.

### Grade Point Average

The high school grade point average is based on the final three years (6 semesters) of high school study in all approved college-prep "a-g" courses. Bonus points may be awarded for up to eight grades of C or better in approved honors courses taken in grades 11 and 12, including up to two (2) International Baccalaureate (LB.) or Advanced Placement (A.P.), or honors courses with 11th or 12th grade course content taken in the tenth grade.

### Self-reported Grade Point Average

Grades earned beginning with the summer following the 9th grade and including all semesters completed prior to submission of the application for admission are used to compute the self-reported grade point average. The self-reported grade point average includes grades earned in a minimum of four consecutive semesters (e.g., 10th and 11th grades). Only courses from the "a-gO list should be used to calculate the GPA.

### Coursework used to calculate grade point average

Definition: The final three years of high school include work completed after grade 9, including the summer between grades 9 and 10, but prior to high school graduation.

As an example, a student applying as a first-time freshman with a 3.0 and above in NOT required to submit an SAT score.

However, if the student has a 2.0 GPA in high school, (s)he will need to score a 1300 on the SAT; with a 2.90 HS GPA, score a 580.

Upper division transfer students are not required to submit an SAT or ACT score. They just have to have a 2.0 GPA in 60 units of college level work.

Does this help?

Mr. Allison G. Jones Assistant  
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Academic Affairs, Student Academic Support  
Office of the Chancellor  
The California State University

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-----Original Message-----

**From:** peterhar@sonoma.edu [mailto:peterhar@sonoma.edu]On **Behalf** Of Bucky Peterson **Sent:**  
**Monday, September 25, 2006 8:56 AM**  
**To:** Jones, Allison  
**Subject:** SAT scores

Allison, for clarity, what is the requirement for SATs for vets admission to CSU?

# High School Subject Requirements

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement.

Area	Subject	Years
a.	<b>History and Social Science</b> (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government and 1 year of social science)	2
b.	<b>English</b> (4 years of college preparatory English composition and literature)	4
c.	<b>Math</b> (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3
d.	<b>Laboratory Science</b> (including 1 biological science and 1 physical science)	2
e.	<b>Language Other than English</b> (2 years of the same language; American Sign Language is applicable - <a href="#">See below about a possible waiver of this requirement</a> )	2
f.	<b>Visual and Performing Arts</b> (dance, drama or theater, music, or visual art)	1
g.	<b>College Preparatory Elective</b> (additional year chosen from the "A-G" list)	1
<b>Total Required Courses</b>		<b>15</b>

## Waiver of "Language Other than English" Requirement

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of language other than English study, you may be allowed a waiver to the foreign language requirement. For further information, contact the CSU campuses to which you are applying.

## How to Make Up Missing Courses

If you didn't take all the required high school courses or earned *D* grades in some of them, you have several options to make up these courses and qualify for CSU admission. You can complete appropriate high school courses with a grade of C or better either in summer school or in adult school. Courses in this category must be those found on the high school or adult school *a-g* course lists. Some adult schools may not have *a-g* course lists.

You may also complete college courses with a grade of C or better in the missing subject areas. Finally, you can earn an acceptable score on examinations such as the SAT subject examinations, Advanced Placement examinations, or International Baccalaureate examinations.

If you are unable or do not choose to make up your subject deficiency, you may earn at least 60 units from a California Community College or other college and transfer as an upper-division transfer student, where only your college performance is considered for admission.

## Subject Requirement Substitution for Students with Disabilities

All freshman applicants are encouraged to complete 15 units of college preparatory subjects. If you are unable to complete certain subjects because of your disability, you should contact

### Admission Requirements

- [Overview](#)
- **[Subjects](#)**
- [Grades & Tests](#)
- [HS Graduation](#)
- [International Students](#)

### Eligibility Index

- [California Residents](#)
- [Nonresident Index](#)
- [Campuses That Have Higher Standards](#)
- [Majors That Have Higher Standards](#)
- [Residency Classification](#)

### Impacted Programs

- [Supplementary Admission Criteria](#)
- [Major vs. Campus Impaction](#)
- [Local Impaction](#)
- [Local Admission Guarantee](#)
- [Impaction by Class Level](#)
- [Impaction by Major](#)

- [Honors Courses](#)
- [Math and English Skills](#)
- [CSUMentor Code 3594](#)

- [EPT](#)
- [ELM](#)
- [TOEFL Requirement](#)
- [Educational Opportunity Program \(EOP\) Admission](#)

### Finances (Financial Aid - Cost)

### Planning Tools

- [High School Course Planner](#)
- [GPA Calculator](#)
- [Eligibility Index](#)

the director of Disabled Student Services at the CSU campus you wish to attend to receive further information about your eligibility to attend the campus.

Calculator

Suggested courses and activities by grade:

- 9th Grade

- 10th Grade

- 11th Grade

- 12th Grade

- Mathematics

Diagnostic Testing

Project

- CSU Math Success

Website

- CSU English Success

Website

**Veterans Education Public-Private Partnership**  
**Community Based Initiative - Pilot Program**

Issue: Offices of Veterans Affairs at Institutions of Higher Learning (IHL) approved for the education and training of veterans have traditionally been at the forefront of supporting and championing for veterans rights at colleges and universities. However, these offices are provided few resources and support within the IHL with which to manage their function of administering VA Educational Programs and services for veterans, service persons, National Guard & Reserve members and their dependents; certifying school enrollment to the

Department of Veterans Affairs (DV A). The technological advances under development by C. the DVA mandates that school administrators maintain currency on new applications; however, the lack of adequate resources has placed these offices at jeopardy within the IHL. Many program administrators do not have the appropriate tools to submit timely electronic enrollment certifications and many cannot afford to attend the needed professional training on the myriad of new programs employed and/or planned for implementation by DV A. There is also the requirement at the college and university office of veteran affairs to maintain compliance with Federal and state laws governing these programs. Lack of compliance can jeopardize a school's approval to certify students for VA educational benefits.

**Background& Discussion:**

- A. In the past Department of Education managed a Veterans Educational Outreach Program (VEOP) grant that provided some funding in this regard. With tuition increasing every year, colleges and universities are looking for ways to reduce administrative costs. Unfortunately, the office of veterans' affairs is an easy target even though veterans comprise 10% or more of the student enrollment at most schools. As DV A develops more efficient methods for reporting the enrollment status of veterans and their dependents that access V A educational benefits, the support hardware and software must be upgraded at the grass roots level in order to be responsive to these new developments and to provide the needed services to the veteran's constituency in a timely manner. The high turnover rate at IHLs of veteran program administrators mandates a need for continual training at the grass roots level. Training remains a top priority for program officials, the DVA and NAVPA, the only National Association of Veterans Program Administrators. Both Title 38, U.S.C and 38 C.F.R. 21.4209 require that schools approved to provide training must maintain certain records and to make these records available for examination by the Department of Veterans Affairs or an authorized representative of the government. Additionally, the institution is responsible for ensuring timely and accurate enrollment certification to the Department of Veteran Affairs. The IHL is liable for overpayments where willful, false or negligent reporting occurs. This issue demands that professional training of school certifying officials be a continual process to protect the school, the certifying official from liability; and the student from overpayment of education benefits.

- B. The President's Faith-Based and Community Initiative increases the accessibility of Federal funds to improve the delivery of effective social services to those whose needs are the greatest. Accordingly, the President's Initiative ensures that federally funded social services administered by State and local governments are consistent with equal treatment provisions. Furthermore, the President's Initiative encourages greater corporate and philanthropic support for Faith-Based and Community Organizations (FBCOs).
- C. Executive Order 13342, signed by President Bush on June 1, 2004, directed that VA establish a Center for Faith-Based and Community Initiatives (VA FBCI). The mission of the Center is to coordinate Department of Veterans Affairs efforts to eliminate regulatory, contracting, and other programmatic obstacles to the participation of faith-based and other community organizations in the provision of social and community services to veterans. The Center empowers faith-based and other community organizations to apply for federal social service grants. The aim of the VA FBCI is to engage faith-based and other community-based organizations in VA's mission "To care for him who shall have borne the battle and for his widow and his orphan." Therefore, the objective of the Center is to incorporate faith-based and other community organizations to help us serve veterans.
- D. Currently both corporate and philanthropic support for veterans, and in particular veteran's education, exists via a variety of established corporate foundations and nonprofit organizations. In fact, most Fortune 500 companies have already established community-based foundations that serve a variety of purposes and benefit a diverse number of organizations and individuals. As an example, the Horatio Alger Foundation recently established an educational scholarship program for Gulf war veterans. To date the Foundation has made available over \$3,485,000 to 697 veterans.
- E. The VACOE committee has discussed this proposal and a variety of schools and colleges have been identified to participate in a one year pilot program to determine overall viability and potential for expansion to a full nation-wide 5-year pilot program.

**Recommendations:**

- A. The Veterans Advisory Committee on Education (VACOE) highly recommends that the Secretary, Veterans Affairs introduce and develop a new grant program for school offices of veteran's affairs from both public and private sector sources titled, the Veterans Service, Education, and Training (VSET) program grant (see attached grant criteria and Federal Register proposal).
- B. The VACOE recommends that a one-year pilot program be initiated where the following schools (private and public, 4-year and 2-year) are invited to participate in the proposal. The guidelines set forth in the suggested grant initiative should be

followed with regard to time lines and program evaluation reporting contained in the attached proposal. Schools selected to participate: Southern Connecticut State University, New Haven, CT; Portland State University, Portland, OR; Washington State University, Pullman, W A; Owens Community College, Toledo, OH; Daytona Beach Community College, Daytona Beach, FL; DeVry University, North Brunswick, NJ; and WyoTech, Daytona Beach, FL

- C. That the Secretary, Veterans Affairs pursue funding for such program from both public and private sectors and that the all elements and resources of the President's Faith Based and Community Initiative program be petitioned with a view toward obtaining funding support for this proposed grant program.

Prepared By: James G. Blair, Member VACOE 04/04/06