Impact of a Veteran Mentoring Program on the Campus of UCF

Helping America’s Best, Brightest and Bravest get their degree

By Dr. John Schupp - NGG National Director
What this presentation will provide

- The types of stresses on the service-member and student veteran

- The levels and differences in stresses between three different service-member groups
  - National Guard, Active Duty and Veterans
  - The impact of these stresses on their academic success

- Impact of campus support on this demographic
  - You help more than just the military student
    - You impact several generations

- Impact of UCF’s VRC
  - Financial and Human Impact since its opening
  - How to keep it operating beyond the life of the Grant
Let’s compare the two groups and the impact of the stresses on these groups

- **Active Duty**
  - Gender
  - Age
  - Education
  - Marital Status
  - Years of Service

- **Guard/Reserve**
  - Gender
  - Age
  - Education
  - Marital Status
  - Years of Service

All of the following data (on slides 3 thru 12) is from the Report entitled 2009 Demographics of the Military Community

Published by the Office of the Deputy Under Secretary of Defense (military community and family policy) along with the Defense manpower Data Center

4/24/2013

NGG          Proprietary and Confidential
Gender and Age-Enlisted

Active Duty

- Gender
  - 86% men
  - 14% women

- Age
  - 18-25 - 51.5%
  - 26-30 - 21.3%
  - 31-35 - 12.3%
  - 36-40 - 9.4%
  - 41 or older - 5.5%

Guard/Reserve

- Gender
  - 82% men
  - 18% women

- Age
  - 25 or younger - 38.8%
  - 26-30 - 19.1%
  - 31-35 - 11.3%
  - 36-40 - 11.4%
  - 41 or older - 19.4%
Education-Enlisted

**Active Duty**
- Less than Bachelors - 94.0%
- Bachelor’s - 4.1%
- Advanced Degree - 0.5%
  - No High School Diploma - 0.8%

**Guard/Reserve**
- Less than Bachelors - 87.8%
- Bachelor’s - 6.7%
- Advanced Degree - 1.0%
  - No High School Diploma - 4.0%
## Martial Status - Enlisted

<table>
<thead>
<tr>
<th>Active Duty</th>
<th>Guard/Reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married-53%</td>
<td>Married-44%</td>
</tr>
<tr>
<td>- Average age 29.9yrs</td>
<td>- Average age 36.1 yrs</td>
</tr>
<tr>
<td>Never been married-42%</td>
<td>Never been married-48%</td>
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<tr>
<td>Married By gender</td>
<td>Married By gender</td>
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<tr>
<td>- 57.4% male</td>
<td>- 50.8% male</td>
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<tr>
<td>- 46.5% women</td>
<td>- 37.7% women</td>
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<tr>
<td>Age of Spouse</td>
<td>Age of Spouse</td>
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<tr>
<td>- 25 or younger-30.2%</td>
<td>- 25 or younger-14.1%</td>
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<tr>
<td>- 26-30yrs-24.1%</td>
<td>- 26-30yrs-18.0%</td>
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<tr>
<td>- 31-35yrs-18.1%</td>
<td>- 31-35yrs-17.1%</td>
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<tr>
<td>- 36-40yrs-14.3%</td>
<td>- 36-40yrs-18.2%</td>
</tr>
<tr>
<td>- 41 or older-13.3%</td>
<td>- 41 or older-32.6%</td>
</tr>
</tbody>
</table>
Families - Enlisted

**Active Duty**
- With Children - 43.7%
- Without Children - 56.3%
- Single with Children - 5.3%
- Married to civilian
  - with children - 35.6%
  - No children - 13.7%

**Guard/Reserve**
- With Children - 42.8%
- Without Children - 57.2%
- Single with Children - 9.0%
- Married to Civilian
  - With Children - 32.3%
  - No Children - 13.5%
Children/Dependents - Enlisted

Active Duty

- Average # of Children- 2
- Age of Children
  - 0-5yrs- 42.0%
  - 6-11yrs- 30.9%
  - **12-18yrs**- 23.1%
  - **19-22yrs**- 4.0%
- Avg Age at birth of 1\textsuperscript{st} child
  - 24.8

Guard/Reserve

- Average # of children- 2
- Age of Children
  - 0-5yrs- 27.2%
  - 6-11yrs- 30.4%
  - **12-18yrs**- 31.0%
  - **19-22yrs**- 11.4%
- Avg Age at birth of 1\textsuperscript{st} child
  - 26.4
What the trends show

- More guard/reserve women than active duty
- Active duty younger than guard/reserve
- Guard/Reserve have more education than active duty
- Less Guard/reserve married than Active duty
  - Guard/Reserve spouses are older than Active duty
- More single parents in guard reserve than active duty
  - Nearly double the amount
- Children of guard/reserve older than active duty
  - Greater amount of teenage children in guard/reserve
What the campuses see

- 3x more active duty than guard/reserve
  - 30% are guard/reserve, 70% active duty
    - Except for Indiana campuses
- 77% of the student veterans are men
  - 23% are women
    - Women vets have more educational than male vets.
    - 40 percent of women veterans have a bachelors degree.
  - 57% of male veterans have some college,
    - 16% have a bachelors degree
Types of Stresses on the Demographics

Active Duty-
- Once they serve their 4 yrs
  - They are done
  - No more deployments
  - Start the 2\textsuperscript{nd} part of their lives
    - Education
    - Families
    - Career

Can no longer enjoy the camaraderie of military life

Guard/Reserve
- Are in for a longer period
  - When home from deployment
  - They can be deployed again
    - This impacts
      - Education
      - Families
      - Career

They can still enjoy the camaraderie of military life
Different triggers of stress

- Counter-insurgency type of war
  - There isn’t any type of ‘front lines’
    - And no rear ‘safety zone’
  - This creates a constant level of heightened awareness
    - And a constant level of stress

- Two different types of battlefield environment
  - Iraq - Mostly urban and city type of combat
    - Streets, houses, overpasses, markets, many people
  - Afghanistan
    - Extremely rural, mountainous, less people

- Two different types of triggers for stress and PTSD
Challenges to families-service-members

- RAND Study- 913 vets, 293 spouses
  - 22% of vets had a mental health condition
    - 6% had PTSD
    - 6% had depression
    - 10% had a combination of PTSD/Depression
  - Only 9% of group tried drugs
    - Many vets won’t try drugs
      - positive drug test can hurt the security clearance
  - 38% had alcohol binges
    - Similar to civilians of same age group
Challenges to families-service-members

- Biggest challenge - finding access to care
  - Those that find care
    - 20% of sample wanted care, did not get care
    - 24% sought help
      - Service-members don’t seek care as often
        - May hurt career, Security clearance, Sign of weakness
  - 50% of those who sought care, found it helpful
  - 33% of care is outside of the VA
  - 36% of those in study attended college for 1st year
  - 72% are employed full time

- 2nd biggest challenge - getting information about care
  - This is where campuses can help
Challenges to families-service-members

- **Recommendations from RAND**
  - **Increase supply of providers**
    - Both VA and others
  - Encourage veterans and service-members to seek care
  - Deliver effective care in all areas
  - Involve campus/RAND researchers when providing care
    - Can close knowledge gaps, provide info for next generation

- **How can campuses help?**
- **What level of support should they provide?**
Campus Support Programs (CSP’s)

- Support programs created to provide support to a culturally diverse group of students
  - Campus counselors
  - Volunteer support groups
  - Student associations
  - Fraternities

- What types of specific programs are available on campuses today?
Other campus ‘Support Centers’

Michigan State University

- Office for Inclusion and Inter-Cultural Initiatives
- Family Resource Center
- Multi-Cultural Center
- Office on International Students and Scholars
- Lesbian, Gay, Bisexual and Transgender Resource Center
- Resource Center for Persons with Disabilities
- Women’s Resource Center
Colorado State University
www.colostate.edu

- Office of Equal Opportunity
- Asian/Pacific American Cultural Center
- Black/African American Cultural Center
- El Centro Student Services
- Native American Cultural Center
- Gay, Lesbian, Bisexual and Transgender Resource Center
- Women’s Programs and Studies
- Resources for Disabled Students
Georgia State University
(www.gsu.edu)

- Student Support Services
- Office of Disability Services
- Child Care Access Means Parents In School (CCAMPIS)
- Educational Opportunity Center
- Educational Talent Search
- Ronald E. McNair Program
- Student Support Services
- Upward Bound Programs
- Veterans Upward Bound
- Upward Bound Math-Science
University of Vermont

- University of Vermont - www.uvm.edu
- Office of Affirmative Action and Equal Opportunity
  - Diversity and Equity Unit
- Accommodation, Consultation, Collaboration and Educational Support Services (ACCESS)
- ALANA Coalition
- ALANA Student Center
- Center for Cultural Pluralism
- Center on Disability and Community Inclusion (CDCI)
- The Learning Co-Op
- Lesbian, Gay, Bisexual, Transgender, Questioning and Ally Services (LGBTQA)
- Office of the Associate Provost for Multicultural Affairs and Academic Initiatives
- Student Life - Diversity on Campus
- Summer Enrichment Scholars Program (SESP)
- The TRiO/SSS Program
- The Women’s Center

4/24/2013
University of Arizona

- University of Arizona - [www.arizona.edu](http://www.arizona.edu)
- Diversity Support Centers and Research Units
  - African American Student Affairs
  - Asian Pacific American Student Affairs
  - Chicano Hispanic Student Affairs
  - Early Academic Outreach
  - Native American Student Affairs
- ASUA Pride Alliance
- ASUA Women’s Resource Center
- Baby Cats (students with children)
- Child Care and Family Resources
University of Arizona cont’d

- Center for Research on Equity and Opportunity/ADVANCE
- Cultural and Religious Center
- Equity, Access, and Inclusion
- Graduate College Diversity Programs
- Indian Cooperative Extension
- International Affairs
- LGBTQ Affairs
- Office of Institutional Equity
- Office of Outreach and Multicultural Affairs
- Social Justice and Leadership Center
- Veterans Education and Transition Services
Washington State University
(www.wsu.edu)
- Office of Student Affairs and Enrollment
- Center for Fraternity and Sorority Life
- Child Care Resource and Referral Center
- Disability Resource Center
- Gender Identity/Expression and Sexual Orientation Resource Center
- Multi-Cultural Student Services
- Women’s Resource Center
- **Military and Veterans Programs**
  - Active Duty
  - Veteran’s Affairs and Military Advising
WSU Veterans Affairs Office:
For all veterans related questions please contact Matt Zimmerman at 509-335-1234 or email veterans@wsu.edu or visit the office in French Ad, Room 346 on the Pullman campus.

If your one of those lost veterans with many questions, but don't know what to do, stop by the WSU VA Office and find out more about your VA benefits! Learn how add/drops effect your GI Bill, the awe inspiring effects of changing credit hours, reimbursement for tutorial assistance, and more! Plus, this office has a Veterans Affairs counselor who comes to the campus to provide our Vocational Rehabilitation (Chapter 31) students with free counseling.

Matt’s salary and office are funded by the University
The Student Veterans office is funded by the Student Government Association
University of Central Florida

- Academic Services
- Campus Faiths and Ministries
- Career Services
- Computer Services and Telecommunications
- Counseling Center
- Creative School for Children
- Experiential Learning
- Housing and Residence Life
- Integrity and Ethical Development
- International Services Center
- Intramural Sports
- Multicultural Academic and Support Services (MASS)
- Off-Campus Student Services
- Office of Instructional Resources
- Office of Student Conduct
- Office of Student Rights and Responsibilities
- Office of Student Financial Assistance
University of Central Florida

- Office of Student Involvement
- Public Safety and Police Department
- Recreation and Wellness Center
- Registrar's Office
- Rosen College Student Life
- Student Disability Services
- Student Government Association
- Student Legal Services
- Student Union
- Transit Services
- UCF Alumni Association
- UCF Bookstore
- UCF Health Services
- University Libraries
- University Ombuds Office
- University Writing Center
- Veterans Academic Resource Center (VARC)
- Veterans Services
Veterans Academic Resource Center (VARC)

Director: Paul Viau

Veterans Academic Resource Center, ARNA; (407) 823-2707; E-mail: varc@ucf.edu

Web Address: http://varc.sdes.ucf.edu

The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they the transition from military to student life. The VARC, a unit of the Registrar’s Office, is a collaboration among the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services. VARC has been designated as a Center for Excellence for Veteran Student Success and is partially funded by a grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE).

Located at UCF Knights Plaza/Arena, across from Barnes & Noble@UCF, VARC is open 9:00 a.m. to 5:00 p.m. Mondays, Thursdays, and Fridays; 8:30 a.m. to 5:00 p.m. Tuesdays and Wednesdays, and provides study, tutor and lounge areas for student veterans and programs and events designed specifically for student veteran needs.

Veterans Services

Assistant University Registrar: James Middlekauff

Veterans Academic Resource Center (VARC), (407) 823-2707

Web Address: http://www.va.ucf.edu/
Different types of student veteran campus support programs

- Campus counseling
- VA counseling
- Private counseling
- Mentoring
Campus counseling

- Most campus counselors do not have PTSD training
  - They are specialized in general college student stresses
- Most campus counselors are only available at certain times
  - Usually 9-5 weekdays
  - Volunteers may answer phones overnight
- Most campus counselors won't have the time available
  - PTSD recovery takes many months and years of rigorous counseling sessions
  - Most campus counselors do not have a ‘PTSD rubric’ to determine success
- Most veterans will avoid campus counselors
VA counselors

- VA counselors are specialized in Post 9-11 veteran PTSD counseling
  - VA counselors are very good and very understanding
- VA counselors have specific rubrics to determine levels of success
  - Need to re-assure student veteran that they are improving
- Most VA counselors are over-worked
  - Appointments may interfere with classes
    - If they miss an appt, they have to wait months for next one
- **Most Veterans trust VA counselors**
- Many (30%) veterans won't go to VA counseling
  - If diagnosed with PTSD, they may lose their security clearance
    - For many, this is very important for their future careers
Vet Center Counseling

- Certified counselors
  - Many are Vietnam era veterans
  - More flexible with their time
  - **Can come to your campus on a regular basis**
    - No charge to veteran or campus for this service
- Good bridge between VA and student veteran
  - Counselors can talk/observe and recommend to VA counselors if needed
- Vet Centers created during Vietnam Vet era
  - Paperwork/diagnosis not shared with VA
    - Veterans can discuss their challenges/issues, keep their security clearances

- How many VA Health Centers in Florida?
- How good are these Health Centers?
VA Health Centers

- Medical Centers- 164 nationwide

- Community Based Out-Patient Clinics- 567 nationwide
  - Extension of the Medical Centers

- Vet Centers- 239 nationwide
  - Not officially associated with the VA
    - Created during the Vietnam veteran era
      - No computerized system,
      - Documents are not shared with the VA system
        - Veterans won't lose their security clearance
### VA Health Care System

<table>
<thead>
<tr>
<th>Location</th>
<th>Facility Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bay Pines:</td>
<td>Bay Pines VA Healthcare System</td>
</tr>
<tr>
<td>Miami:</td>
<td>Miami VA Healthcare System</td>
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</tbody>
</table>

### VA Medical Center

<table>
<thead>
<tr>
<th>Location</th>
<th>Facility Name</th>
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</thead>
<tbody>
<tr>
<td>Gainesville:</td>
<td>Malcom Randall VAMC, NF/SGVHS</td>
</tr>
<tr>
<td>Lake City:</td>
<td>Lake City VAMC, NF/SGVHS</td>
</tr>
<tr>
<td>Orlando:</td>
<td>Orlando VA Medical Center</td>
</tr>
<tr>
<td>Tampa:</td>
<td>James A. Haley Veterans' Hospital</td>
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<tr>
<td>West Palm Beach:</td>
<td>West Palm Beach VAMC</td>
</tr>
</tbody>
</table>

### Outpatient Clinic

<table>
<thead>
<tr>
<th>Location</th>
<th>Facility Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytona Beach:</td>
<td>William V. Chappell, Jr., VA OPC</td>
</tr>
<tr>
<td>Fort Myers:</td>
<td>Fort Myers OPC</td>
</tr>
<tr>
<td>Jacksonville:</td>
<td>Jacksonville OPC</td>
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<tr>
<td>New Port Richey:</td>
<td>New Port Richey OPC</td>
</tr>
<tr>
<td>Panama City Beach:</td>
<td>VA Gulf Coast Health Care System - Panama Outpatient</td>
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<tr>
<td>Pensacola:</td>
<td>VA Gulf Coast Health Care System - Pensacola Outpatient</td>
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<tr>
<td>Tallahassee:</td>
<td>Tallahassee OPC</td>
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<tr>
<td>Viera:</td>
<td>Viera OPC</td>
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<tr>
<td>Community Based Outpatient Clinic</td>
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<tr>
<td>Boca Raton: Boca Raton CBOC</td>
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<td>Brooksville: Brooksville CBOC</td>
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<td>Coral Springs: Coral Springs CBOC</td>
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<td>Deerfield Beach: Deerfield Beach CBOC</td>
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<td>Delray Beach: Delray Beach CBOC</td>
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<tr>
<td>Dunedin: Dunedin VA Primary Care Clinic</td>
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<td>Eglin AFB: Eglin CBOC</td>
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<tr>
<td>Ellenton: Ellenton VA Primary Care Clinic</td>
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<td>Ft. Pierce: Fort Pierce CBOC</td>
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<td>Hollywood: Hollywood CBOC</td>
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<td>Hollywood: Pembroke Pines/Hollywood CBOC</td>
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<td>Homestead: Homestead CBOC</td>
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<td>Key Largo: Key Largo CBOC</td>
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<td>Key West: Key West CBOC</td>
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<td>Kissimmee: Kissimmee CBOC</td>
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<td>Lakeland: Lakeland CBOC</td>
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<td>Lecanto: Lecanto CBOC</td>
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<td>Leesburg: Leesburg CBOC</td>
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<tr>
<td>Miami: Miami Outpatient Substance Abuse Clinic (OSAC)</td>
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<tr>
<td>Naples: Naples VA Primary Care Clinic</td>
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<td>Ocala: Ocala CBOC</td>
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<td>Panama City Beach: Veterans Administration Outpatient Medical Clinic Naval Support Activity, Bldg 387</td>
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<td>Pensacola: Pensacola Outpatient Clinic</td>
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<tr>
<td>Port Charlotte: Port Charlotte VA Primary Care Clinic</td>
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<td>Sarasota: Sarasota VA Primary Care Clinic</td>
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<td>Sebring: Sebring VA Primary Care Clinic</td>
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<td>St. Augustine: Saint Augustine CBOC</td>
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<tr>
<td>St. Petersburg: Saint Petersburg VA Primary Care Clinic</td>
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<td>Stuart: Stuart CBOC</td>
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<td>Sunrise: Broward County VA Clinic</td>
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<td>The Villages: The Villages CBOC</td>
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<td>Vero Beach: Vero Beach CBOC</td>
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<td>Zephyrhills: Zephyrhills CBOC</td>
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# Florida Vet Centers

<table>
<thead>
<tr>
<th>Vet Center</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Bay Pines:</td>
<td>3A Southeast Regional Office</td>
</tr>
<tr>
<td>Ft. Lauderdale:</td>
<td>Fort Lauderdale Vet Center</td>
</tr>
<tr>
<td>Ft. Myers:</td>
<td>Ft. Myers Vet Center</td>
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<tr>
<td>Gainesville:</td>
<td>Gainesville Vet Center</td>
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<tr>
<td>Jacksonville:</td>
<td>Jacksonville Vet Center</td>
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<tr>
<td>Key Largo:</td>
<td>Key Largo Vet Center Outstation</td>
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<td>Lake Worth:</td>
<td>Palm Beach Vet Center</td>
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<td>Melbourne:</td>
<td>Melbourne Vet Center</td>
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<td>Miami:</td>
<td>Miami Vet Center</td>
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<td>Orlando:</td>
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<td>Pensacola:</td>
<td>Pensacola Vet Center</td>
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<td>Sarasota:</td>
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<td>St. Petersburg:</td>
<td>St. Petersburg Vet Center</td>
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<td>Tallahassee:</td>
<td>Tallahassee Vet Center</td>
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<tr>
<td>Tampa:</td>
<td>Tampa Vet Center</td>
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</tbody>
</table>
How good is Florida’s VA system?

- Some VA’s not very good
  - Level of service, care and attention substandard
  - Veterans don’t go to these VA’s unless they have to

- How to determine if VA is good or not?
  - Find out how many vets go to it
  - Compare the # of outpatient visits to the number of veterans in the area of service
    - The larger this ratio, the better the VA
    - Good VA’s have a lot of veterans that go to it
    - Bad VA’s have less veterans that go to it
<table>
<thead>
<tr>
<th></th>
<th>Bay Pines</th>
<th>Miami</th>
<th>Gainesville</th>
<th>West Palm Beach</th>
<th>Orlando</th>
<th>Tampa</th>
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<tr>
<td><strong>Budget (Millions)</strong></td>
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<td>$654</td>
<td>$459</td>
<td>$803</td>
<td>$335</td>
<td>$466</td>
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<td>$3,362</td>
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<td><strong>total FTE's</strong></td>
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<td>3,296</td>
<td>2,640</td>
<td>4,375</td>
<td>2,148</td>
<td>1,952</td>
<td>3,830</td>
<td>18,241</td>
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<tr>
<td><strong>Outpatient visits</strong></td>
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<td></td>
<td>1,262,825</td>
<td>730,820</td>
<td>1,264,605</td>
<td>643,246</td>
<td>737,552</td>
<td>926,558</td>
<td>5,565,606</td>
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<td><strong>vet population</strong></td>
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<td></td>
<td>313,385</td>
<td>285,000</td>
<td>360,000</td>
<td>174,525</td>
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**Florida’s VA’s** Ratio of outpatient visits to vet population = 3.46

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<tr>
<th></th>
<th>Cleveland</th>
<th>Dayton</th>
<th>Columbus</th>
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<td><strong>Budget (Millions)</strong></td>
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<td>135,164</td>
<td>128,841</td>
<td>34,902</td>
<td>813,907</td>
</tr>
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**Ohio’s VA’s** Ratio of outpatient visits to vet population = 3.19
Other VA systems and Ratios

- Kentucky - Total Medical Centers
  - Outpatient visit to total vet population ratio - 2.8

- Pennsylvania - Total Medical Centers
  - Outpatient visit to total vet population ratio - 1.5

- Arizona - 3 Medical Centers
  - Outpatient visit to total vet population ratio - 2.1

- Florida has one of the highest ratios in the US
  - UCF and other FL campuses should take advantage
    - Good VA’s have good relationships with the area campuses
    - It is easier to recruit veterans to a state with a good VA system
Nationally-
Vets using the VA Healthcare system

Of **1,318,510** eligible OEF/OIF Veterans:

- **683,521 (52%)** Veterans have obtained VA health care since FY 2002
  - 94% seen as outpatients only
  - 6% have been hospitalized at least once

- **431,453** OEF/OIF Veterans accessed VHA care during the past year.

- Bring the VA to the VRC’s and increase the likelihood of OEF/OIF veterans seeing VA Healthcare
  - Reduce the suicide rate among OEF/OIF veterans
Private Counseling - from the community

- VA benefits won’t cover private counseling
  - Costs are ~$200/hr and above
- Many private counselors do not have experience with Post 9-11 PTSD
  - Once they ‘open the box’ they may not be able to handle it
- Are more available than VA counselors

- Most Veterans don’t trust private counseling
What happens if the campus does nothing?

- Does not reach out to their local VA
- Does not have capable campus counselors
- Does not provide information for private counselors
- Does not try to address the problem
Counseling Data for Several Mid-western campuses

- 6 campuses evaluated
  - 4 public, 2 private
  - 2 private only have campus counselors
    - Have less than 25 student veterans
- 3 public campus has no counseling at all, (650 student veterans)
  - Not even student counseling
    - Have 3 student veteran suicides over past 2 years
- 1 public campus (900 student vets) had Vet Center counselors on campus 1 day/week
  - Counselor left because very little veterans showed up after 6 weeks
    - Class schedule and counselor schedule did not match
    - Campus did not get the information out to the student veterans
    - Campus had two student veteran suicides over past two years
What one mid-western campus did

- Campus had >1000 student vets
- Psych Dept Chair created a peer mentoring program
  - Trained 50 Student vets to help mentor other student vets
  - High visitation rate-
    - Mentors saw an average of 4 student veterans/week

- No suicides among student veteran population
  - 2 year period
Development of mentoring program

- Step #1 - Identify campus veteran population
  - 31% of student veterans are Freshmen
  - 46% of student veterans are juniors/seniors
    - One mentor can usually handle 5-10 student veterans
  - If campus veteran population is 500
    - 150 freshmen student veterans
    - 230 juniors/seniors - need 15-20 of these to be mentors

- Step #2 Identify vet upperclassmen able to participate
  - Want Juniors/Seniors
    - Sophomores are still adjusting and entering their majors
      ▪ Don’t want to sacrifice their grades for this project
Development of mentoring program

- Step #3 - Train upper classmen on counseling
  - A One semester course
    - Taken with other courses
      - Usually have Psych or counseling majors participate
  - Trained to recognize signs of trouble with a vet
    - Military trains members to evaluate and assess
  - Taught how to intervene and what actions to take
    - When to call the VA - when to recommend counseling
      - Veterans will accept advice from other veterans
        - Not from civilians
Development of mentoring program

- Step #4- Provide certification of completion
  - Makes the mentor ‘official’ in the eyes of the vets
    - Rank and hierarchy very important in the military

- Step #5 Inform faculty/staff of their status
  - Instructors can identify vets that are in need

- Recognize mentor status at graduation
  - Gives incentive for upper classmen to enroll in course
Advantages of mentoring program

- Student vets mentors on campus more often
  - vs campus/community Counselors
  - Increase chances of seeing a vet in need
- Student vet mentors can relate better
  - Vets in need will be more open to discuss issues
- Student vet mentors are success stories
  - They have worked their way through the labyrinth
- All of this leads to increased communication
  - Mentors ‘face time’ 10-15x higher than community/campus counselors
Impact of a good mentoring program

For the student veteran
- Help with transition
  - Veterans supporting veterans
  - Professionals supporting veterans
- Help with education
  - Campus advocate
  - Retention
  - Graduation
- Help with Finances
  - VA Claims
  - Financial benefits
  - Bill paying (Veterans Service Commission)
Impact of mentoring - Education

Education - Civilian levels at CSU

**Only 29 percent of CSU students who enrolled in 2003 had graduated six years later**, according to the Ohio Board of Regents. *(Avg 6-yr grad rate is 56% statewide)*

That ranks CSU 11th among the state's 13 public universities, ahead of only Central State University and Shawnee State University.  

**CSU also ranks 11th in retention** -- the number of freshmen who return for a second year was **64% as of 2008**
Impact of a mentoring- Education

- Student vets with VRC and cohort classes- CSU
- The 1st group- Spring 2008-
  - 14 students total
    - 10 remained after 2nd year
      - 71% retention rate after 2 years
    - 8 have graduated by Spring 2012
      - 57% Graduation Rate in 3 years
  - 3 others are still on campus
    - On pace to graduate in Spring 2012
Human impact of a mentoring program

- Preventing **Substance abuse, Suicide & Homelessness** with our OEF/OIF veterans
  - PTSD, Major Depression,
  - Feeling Disconnected
  - No “Daily Mission”
  - Trying to fit in with families/friends very difficult

- VRC’s can bring student vets and the VA together
  - Campus can help local VA find more OEF/OIF veterans
  - Previous generations of veterans can go to VRC
  - Vietnam Vets identify with OEF/OIF vets
Substance Use Disorder (SUD)

- OEF/OIF veterans in 2009
  - 53% had diagnoses of alcohol-only SUDs,
  - 21% had diagnoses of drug-only SUDs,
  - 26% had diagnoses of both
- 58% of OEF/OIF vets with SUD diagnoses
  - Had a diagnosis of one or more additional mental health conditions.
    - PTSD, depression, bipolar disorder, and schizophrenia.

Suicides among OEF/OIF veterans using VA Health care

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Suicides</th>
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</thead>
<tbody>
<tr>
<td>2001</td>
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</tr>
<tr>
<td>2002</td>
<td>1,741</td>
</tr>
<tr>
<td>2003</td>
<td>1,694</td>
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<td>2004</td>
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<tr>
<td>2005</td>
<td>1,785</td>
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<tr>
<td>2006</td>
<td>1,855</td>
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<tr>
<td>2007</td>
<td>1,841</td>
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<tr>
<td>2008</td>
<td>1,933</td>
</tr>
<tr>
<td>2009</td>
<td>1,938</td>
</tr>
</tbody>
</table>

Source: CRS analysis of data provided by the VA on March 8, 2011, pursuant to a CRS inquiry.
Note: Rates are presented per 100,000 OEF/OIF veterans enrolled in VA health care; for example, in FY2008, the rate of suicides was 38 per 100,000 OEF/OIF veterans (male and female) enrolled in VA health care.
Suicide Statistics - End of FY 2009

- Those vets that committed suicide
  - 59% had mental health (MH) conditions or substance use disorder (SUD)
  - Psychiatric diagnosis among suicide decedents
    - 41% diagnosed for depression
    - 23% diagnosed for SUD
    - 18% for anxiety disorder
    - 14% for PTSD
    - 9% for bipolar disorder
    - 3% for schizophrenia.
Civilian vs. veteran suicide rates

**Veteran**
- 18-29 age group
  - 44.99 per 100,000
- 65 and above
  - 31.52 per 100,000

**Civilian**
- 18-29 age group
  - 20.36 per 100,000
- 65 and above
  - 30.51 per 100,000

Mark Kaplan and his colleagues that linked National Health Interview Survey data from 1986-1994 with National Death Index (NDI) data from 1986-1997 showed that *young veterans were twice as likely to die of suicide than non-veterans* (Kaplan, Huguet, McFarland, & Newsom, 2007).

Numerous studies have shown the strong association of suicide with medical problems, particularly mental health problems, but also a history of being wounded and medical co-morbidity.

Evidence also indicates that veterans are more likely to use firearms as a means of suicide than non-veterans.

*18-29 yr. old veterans are GI Bill eligible- Get them to campus with a VRC and they can get the help that they need*
Impact of mentoring program- student veteran’s family

- RAND study on over 1,100 children and primary caregivers
  - Measured at three points over a years time
    - Summer 2008
    - 6 months later
    - Summer 2009

- Addressed 3 concerns
  - How are children functioning emotionally, socially and academically?
  - What challenges do these children report during and after their parents deployments?
  - How are their non-deployed caregivers managing in regards to deployment

All of the data on the pages 18-32 are from the 2011 RAND report ‘Views from the Homefront”, how military youth and spouses are coping with deployment
Emotional status of children of deployed

- 34% of youth ages 11-14
  - experiencing moderate to high levels of emotional and behavioral problems
    - Vs 19% of youth in national sample
      - This level remained steady after the 1yr study

- 30% had elevated anxiety levels
  - Difficulty sleeping, feeling frightened
    - Vs 15% of youth in national sample

*Children of deployed service-members were 2x as likely to have elevated anxiety and emotional/behavioral problems*
How did this impact their lives

- Children of deployed were studied on….
  - Getting along with other children
  - Making Friends
  - Getting teased
  - Participation in family functions
  - Keeping up with family responsibilities
  - Talking about personal issues

- All with national averages
Academic success of children of deployed

- Children of deployed were studied on….
  - Keeping up with homework
  - Grades were impacted
  - Class preparation

- *All with national averages*
Risk behavior of children of deployed

- Children of deployed were studied on:
  - Getting into fights with peers
  - Getting into trouble at school
  - Alcohol abuse

- All with national averages, so..... If
  - Academic success not impacted
  - Family functioning not impacted
  - Peer to peer interactions not impacted

- And they still have anxiety, where is it and why does it not show up in other areas?
Summary of Children of deployed

- Stresses may be internalized
  - Cannot show weakness-
    - Very similar to deployed parent
  - Spouse may have heightened anxiety
    - Do not want to make family matters worse
  - Problems from internalizing this stress most likely will arise later in early adulthood
Impacts of deployment on children

During deployment - Difficulties with
- Life without deployed parent - 68%
- Helping the non-deployed care-giver deal with life without the deployed parent - 68%
- Lack of understanding in the community on what deployment is like - 45%

As length of deployment increases - difficulties increase
- Months of each deployment has a greater impact than # of deployments
  - Time lost more significant than frequency of time lost
Impacts of deployment on children

- Return from deployment-difficulties with
  - Fitting deployed parent into home routine-54%
    - Can occur with both student veteran and guard/reservists
  - Worrying about next deployment- 47%
    - Guard/Reservists families will have this problem extensively
Impacts of deployment on children

- Older children (15-17) had more challenges
  - School/peer related problems increased during deployment
    - Older children have more home responsibilities
  - Girls had more challenges than boys
    - Girls may be more likely to reveal this than boys

- Caregivers emotional state very important
  - Good emotional well-being of care-giver
    - Children have less problems-
      - Do not have to worry about caring for the caregiver

- Highest level of difficulties for children when…
  - Longer total Deployment (13 months or more)
  - Poor emotional well being of caregiver
Summary of impact of deployments on children

- Biggest challenges with children
  - Greatest impact with longer deployments
    - Not so much with # of deployments
  - Fitting returned parent into family routine
    - This gets worse as length of deployment increases
  - Emotional stability of non-deployed caregiver
    - Child can receive support from caregiver
      - Vs having to provide support to caregiver
  - Community understanding & support is critical
    - Campus can help with this
How campuses can help

- Mentoring program can reach out to spouses of deployed
  - Determine the # of students on campus with deployed spouses and children of deployed
    - Place this information on bottom of syllabus
  - Florida has 2\textsuperscript{nd} largest amount of total deployed since 9/11-
    - 202,780 active duty, 27,523 National Guard/Reserve

- Mentoring program can impact two generations
Campus veteran mentoring funding

How to fund it

- Money from grants very competitive
- Money from student veteran tuition may not be enough as of yet

- Money from community may not be available
  - Unless you show them the financial impact a good mentoring program can have on the community
  - Create a Business plan for a mentoring program

Use data from VARC and show its impact
Impact of UCF’s VARC

- Financial
  - Direct - Money brought in to the community
    - Tuition
    - BAH
  - Indirect - Money that does not leave the community
    - Non-student loan payback

- Human
  - Homelessness prevented
  - Suicides prevented
  - Marriages saved
### Student Veteran Enrollment at UCF over the years

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
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<td>1,253</td>
<td>1,301</td>
<td>1,370</td>
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- **Spring 2012, Fall 2012 estimated**
- **Spring 2011 VARC officially opens**
- **~65% of total students receiving benefits are veterans**
Where is UCF drawing from and what percentage?

<table>
<thead>
<tr>
<th>County</th>
<th>at UCF</th>
<th>available</th>
<th>% draw</th>
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Where is UCF drawing from and what percentage?

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<th>% draw</th>
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Where is UCF drawing from and what percentage?

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<td>Totals</td>
<td>1302</td>
<td>81,124</td>
<td>1.60%</td>
</tr>
</tbody>
</table>

Average % draw from all counties listed = 1.60%

4/24/2013
## Impact of VARC on UCF

**VARC opens Spring 2011**

### Total tuition first 3 semesters without VRC-(fall, spring, fall)

- **Fall 09**: 1,052 vets, $2,499 tuition, Total tuition $2,628,948
- **Spring 10**: 1,065 vets, $2,499 tuition, Total tuition $2,661,435
- **% drawn**: 1.31%

- **Total tuition**: $8,459,115

### Total tuition Next 3 semesters with VRC-(Spring, fall spring)

- **Fall 10**: 1,268 vets, $2,499 tuition, Total tuition $3,168,732
- **Spring 11**: 1,253 vets, $2,499 tuition, Total tuition $3,131,247
- **% drawn**: 1.54%

- **Total tuition**: $9,805,328

### Impact of VRC on UCF treasury dept-

- **$1,346,214**

---

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total vets</th>
<th>Chap 33</th>
<th>Your tuition</th>
<th>Total tuition</th>
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</thead>
<tbody>
<tr>
<td>Fall 09</td>
<td>1,052</td>
<td>219</td>
<td>$2,499</td>
<td>$2,628,948</td>
</tr>
<tr>
<td>Spring 10</td>
<td>1,065</td>
<td>325</td>
<td>$2,499</td>
<td>$2,661,435</td>
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<tr>
<td>% drawn</td>
<td>1.31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 10</td>
<td>1,268</td>
<td>438</td>
<td>$2,499</td>
<td>$3,168,732</td>
</tr>
<tr>
<td>Spring 11</td>
<td>1,253</td>
<td>516</td>
<td>$2,499</td>
<td>$3,131,247</td>
</tr>
<tr>
<td>% drawn</td>
<td>1.54%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 11</td>
<td>1,301</td>
<td>504</td>
<td>$2,499</td>
<td>$3,251,199</td>
</tr>
<tr>
<td>Spring 12</td>
<td>1,370</td>
<td>563</td>
<td>$2,499</td>
<td>$3,422,882</td>
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<tr>
<td>% drawn</td>
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</tr>
<tr>
<td>Fall 12</td>
<td>1,397</td>
<td>613</td>
<td>$2,499</td>
<td>$3,490,376</td>
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<tr>
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<td>1,479</td>
<td>705</td>
<td>$2,499</td>
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<tr>
<td>% drawn</td>
<td>1.82%</td>
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Spring 2012, Fall 2012 projected
### Potential Impact of VARC on UCF

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total vets</th>
<th>Chap 33</th>
<th>Your tuition</th>
<th>Total tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 13</td>
<td>1,606</td>
<td>810</td>
<td>$2,499</td>
<td>$4,013,933</td>
</tr>
<tr>
<td>Spr 14</td>
<td>1,598</td>
<td>932</td>
<td>$2,499</td>
<td>$3,992,450</td>
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<tr>
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<td>1.97%</td>
<td></td>
<td></td>
<td>$8,006,382</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total vets</th>
<th>Chap 33</th>
<th>Your tuition</th>
<th>Total tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 14</td>
<td>1,847</td>
<td>1,071</td>
<td>$2,499</td>
<td>$4,616,023</td>
</tr>
<tr>
<td>Spr 15</td>
<td>1,725</td>
<td>1,232</td>
<td>$2,499</td>
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93% 0.714131

<table>
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<tr>
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<th>Chap 33</th>
<th>Your tuition</th>
<th>Total tuition</th>
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<tbody>
<tr>
<td>Fall 15</td>
<td>2,124</td>
<td>1,572</td>
<td>$2,499</td>
<td>$5,308,426</td>
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</table>

<table>
<thead>
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<th>Chap 33</th>
<th>Your tuition</th>
<th>Total tuition</th>
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</thead>
<tbody>
<tr>
<td>Fall 16</td>
<td>2,443</td>
<td>1,954</td>
<td>$2,499</td>
<td>$6,104,690</td>
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<td>Spr 17</td>
<td>2,272</td>
<td>1,817</td>
<td>$2,499</td>
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<td>$11,782,051</td>
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5 year goal to reach 2.8% of OEF/OIF population from counties that UCF draws from presently.

4/24/2013

NGG Proprietary and Confidential
## Impact on UCF’s VARC on Orlando

### Total BAH first 3 semesters without VRC - (fall ‘09, spring ‘10, fall ‘10)

$5,872,852

### Total BAH Next 3 semesters with VRC-(Spring ‘11, fall ‘11 spring ‘12)

$9,476,167

### Impact of VARC on Greater Orlando-

$3,594,316

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total vets</th>
<th>Chap 33</th>
<th>Your BAH</th>
<th>Total BAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09</td>
<td>1,052</td>
<td>219</td>
<td>$1,329</td>
<td>$1,309,730</td>
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<tr>
<td>Spring 10</td>
<td>1,065</td>
<td>325</td>
<td>$1,329</td>
<td>$1,943,663</td>
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<td>1.31%</td>
<td>total</td>
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<td>$3,253,392</td>
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<tr>
<td>Fall 10</td>
<td>1,268</td>
<td>438</td>
<td>$1,329</td>
<td>$2,619,459</td>
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<tr>
<td>Spring 11</td>
<td>1,253</td>
<td>516</td>
<td>$1,329</td>
<td>$3,085,938</td>
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<tr>
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<td>total</td>
<td></td>
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<tr>
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<td>1,301</td>
<td>504</td>
<td>$1,329</td>
<td>$3,012,378</td>
</tr>
<tr>
<td>Spring 12</td>
<td>1,370</td>
<td>563</td>
<td>$1,329</td>
<td>$3,368,851</td>
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<tr>
<td>% drawn</td>
<td>1.69%</td>
<td>total</td>
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<td>$6,381,229</td>
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<tr>
<td>Fall 12</td>
<td>1,397</td>
<td>613</td>
<td>$1,329</td>
<td>$3,663,725</td>
</tr>
<tr>
<td>Spr 13</td>
<td>1,479</td>
<td>705</td>
<td>$1,329</td>
<td>$4,213,284</td>
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<td>1.82%</td>
<td>total</td>
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<td>$7,877,009</td>
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</table>
### Potential Impact of VARC on Orlando

5 year goal to reach 2.8% of OEF/OIF population from counties that UCF draws from presently

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total vets</th>
<th>Chap 33</th>
<th>Your BAH</th>
<th>Total BAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 13</td>
<td>1,606</td>
<td>810</td>
<td>$1,329</td>
<td>$4,845,277</td>
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<tr>
<td>Spr 14</td>
<td>1,598</td>
<td>932</td>
<td>$1,329</td>
<td>$5,572,068</td>
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<tr>
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<td>1.97%</td>
<td>total</td>
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<td>$10,417,345</td>
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<tr>
<td>Fall 14</td>
<td>1,847</td>
<td>1071</td>
<td>$1,329</td>
<td>$6,407,878</td>
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<tr>
<td>Spr 15</td>
<td>1,725</td>
<td>1232</td>
<td>$1,329</td>
<td>$7,369,060</td>
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<tr>
<td>% drawn</td>
<td>2.13%</td>
<td>total</td>
<td></td>
<td>$13,776,939</td>
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<tr>
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<td>2,124</td>
<td>1572</td>
<td>$1,329</td>
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<td>$18,143,707</td>
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<td>Fall 16</td>
<td>2,443</td>
<td>1954</td>
<td>$1,329</td>
<td>$11,687,586</td>
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<tr>
<td>Spr 17</td>
<td>2,272</td>
<td>1817</td>
<td>$1,329</td>
<td>$10,869,455</td>
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<tr>
<td>% drawn</td>
<td>2.80%</td>
<td>total</td>
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<td>$22,557,041</td>
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</table>

4/24/2013

NGG Proprietary and Confidential
Future of UCF’s VARC

- FIPSE grant runs out at end of 2012
  - Need to keep office staffed and open
    - Removing support system has a significantly negative impact

- How to obtain more funding
  - VUB grant applications are now open
    - J. Schupp provided info to Tammie Nadeau
  - Gifts/donations from Orlando Community
    - Show them the financial impact of the VARC
  - SBIR/STTR
    - DoD funding is available, vets best candidates
## Donations to VARC, Return on Investment

*Have UCF match community donations*

<table>
<thead>
<tr>
<th>Total invested</th>
<th>tuition</th>
<th>BAH</th>
<th>impact</th>
<th>impact</th>
<th>ROI</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>costs</td>
<td>academic yr</td>
<td>academic yr</td>
<td>campus</td>
<td>community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VRC Campus
- Year: 2013-14
- Academic year is based on 2 semesters (9 months)

<table>
<thead>
<tr>
<th>Opens</th>
<th>Salary A</th>
<th>$55,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spr 2011</td>
<td>Salary B</td>
<td>$35,000</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td></td>
<td>$8,006,382</td>
</tr>
<tr>
<td><strong>ROI</strong></td>
<td></td>
<td><strong>0.11</strong></td>
</tr>
</tbody>
</table>

### VRC Community
- Year: 2013-14

<table>
<thead>
<tr>
<th>Opens</th>
<th>Business A</th>
<th>$20,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spr 2011</td>
<td>Business B</td>
<td>$20,000</td>
</tr>
<tr>
<td></td>
<td>Business C</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>Business D</td>
<td>$30,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td></td>
<td>$10,417,345</td>
</tr>
<tr>
<td><strong>ROI</strong></td>
<td></td>
<td><strong>0.09</strong></td>
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</table>
### VARC Financial Impact - Indirect - non-repayment of Student Loans - comparing to civilians

<table>
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<tr>
<th></th>
<th>Tuition</th>
<th>1st sem</th>
<th>2nd sem</th>
<th>3rd sem</th>
<th>4th sem</th>
<th>5th sem</th>
<th>6th sem</th>
<th>7th sem</th>
<th>8th sem</th>
<th>Total loans from grads</th>
<th>Total loans from drop outs</th>
<th>Total student loans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students on campus</strong></td>
<td>$2,499</td>
<td>1,253</td>
<td>1,065</td>
<td>905</td>
<td>815</td>
<td>733</td>
<td>660</td>
<td>594</td>
<td>535</td>
<td>481</td>
<td>$9,618,342</td>
<td>$5,706,092</td>
</tr>
<tr>
<td><strong>Retention rate</strong></td>
<td></td>
<td>85%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>4 yr</td>
<td></td>
<td>$15,324,434</td>
</tr>
<tr>
<td><strong>1st sem</strong></td>
<td>Year 1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>grad rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 yr grad rate</strong></td>
<td></td>
<td>72%</td>
<td>81%</td>
<td>81%</td>
<td>38%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

If the same # of civilians took out student loans to pay for their tuition, with a 38% 4yr grad rate, 481 UCF grads would have to pay back $9.6M, with 772 UCF drop outs paying back $5.7M. This totals $15.3M that would leave the Orlando area.
Total Financial Impact of UCF’s VARC

- **Direct-Tuition and BAH**
  - (1,379 total vets projected on campus Fall 12)
    - Total Tuition from Spring 11 thru Fall 12 - **$13.3M**
  - (613 chap 33 vets projected on campus Fall 12)
    - Total BAH from Spring 11 thru Fall 12 - **$13.1M**

- **Indirect**
  - Non-student loan payback (Fall 2010 class of 1,268)
    - **$15.5M** that stays in community from 487 GI Grads in Spr 2014

- **Total financial impact as of Fall 2012 - **$41.9M**
  - All from a $300,000 grant that UCF received in 2011
Human Impact Of UCF’s VARC

- Fall 2012, 1,397 veterans on UCF Campus
  - 876 combat veterans -
    - 115 with undiagnosed PTSD/Major Depression
  - If untreated -
    - 86 may have substance abuse issues
    - 65 may spend all GI Bill money on addiction, become homeless

- UCF’s VARC may have prevented 65 veterans from becoming homeless

From the Rand Report- “The Invisible Wounds of War” 2008
The authors of this report state that -“ Major depression is often not considered a combat-related injury; however, our analyses suggest that it is highly associated with combat exposure and should be considered as being along the spectrum of post-deployment mental health consequences.”

The RAND report also reveals that in a study of Vietnam combat veterans, up to 75% of veterans with a history of PTSD in their lifetime met criteria for substance abuse or dependence (Kulka et al 1990).

From the Rand Report- “The Invisible Wounds of War” 2008
Human Impact Of UCF’s VARC cont’d

- Fall 2012, 1,397 veterans on UCF Campus
  - 876 combat veterans
- Suicide Rate for Veterans 18-29 age group
  - 44.99 per 100,000/year*
    - UCF’s VARC may have prevented 2 suicides since Spring 11
- 52% of Army/Marine service-members are married
  - 30% of this demographic are considering divorce after return from deployment**
  - Based on UCF’s Army/marine population, UCF’s VARC may have saved 91 marriages

*National Serious Mental Illness Treatment Resource and Evaluation Center Office of Mental Health Operations  22 Feb 2012
Total Impact of UCF’s VARC since Spr 11

- Financial
  - Campus - $13.3M
  - Community - $28.6M
  - Total - $41.9M

- Human Impact
  - Homelessness prevented - 65
  - Lives saved - 2
  - Marriages Saved - 91

All by your work in obtaining the $300,000 grant in 2010

Now you can reach out to the community for donations/gifts to keep it going
Other potential funding sources

- **STEM initiatives**
  - Incorporate veterans with campus STEM initiative
    - Veterans have more experience with technology and engineering than most 1st year college students

- **STTR/SBIR grants**
  - STTR grants with DoD to develop small businesses
    - 30% of grant goes to campus
    - 70% goes to the veteran owned small business
      - $100,000 minimum for phase I grants
  - Vets given preferential status upon grant review
Business Mentoring Program

- Veterans are perfect candidates to start businesses
  - They have the financial discipline
  - They know how to work hard
  - They know teamwork
  - They are not burdened by student loan debt

- Have faculty work with vets on STTR grants
  - Entrepreneurship classes for vets
  - Faculty has technical input, vet has business input
STEM initiative

- Today’s military professions
- All service-members have a ‘MOS’
  - Military Occupational Specialist
    - What their job is
  - This is chosen the day they enlist
  - MOS is provided based upon
    - Demand for MOS
    - ASVAB Test Scores
    - Pass the training needed for the MOS
      - 10 weeks to 52 weeks
      - Classes 5 days/week, 8hrs/day
ASVAB Test

- Armed Services Vocational Aptitude Battery
- 90 questions - 58 minutes
- Passing is 31/90 or better
Typical Science ASVAB questions
25 questions in 11 minutes

1. The earth completes one trip around the sun approximately every:
   (A) 7 days
   (B) 365 days
   (C) 30 days
   (D) 30 weeks

2. The stratosphere is above the:
   (A) exosphere
   (B) ozone layer
   (C) jet stream
   (D) ionosphere

Question 3. Salt helps to melt ice because it…
   (A) dissolves in water to form an acid.
   (B) chemically destroys the water molecules.
   (C) lowers the temperature at which water freezes.
   (D) is attracted to concrete sidewalks below the ice.

4. The ovaries produce:
   (A) androgen
   (B) estrogen
   (C) adrenaline
   (D) growth hormone
Typical Math ASVAB questions
30 questions in 36 minutes

1. If 1/3 of a 12-foot board is sawed off, how much is left?
   (A) 4 feet
   (B) 3 feet
   (C) 8 feet
   (D) 6 feet

2. At a cost of $1.25 per gallon, 15 gallons of gas will cost:
   (A) $20.00
   (B) $18.75
   (C) $12.50
   (D) $19.25

3. A student buys a science textbook for $18.00, a math textbook for $14.50, and a dictionary for $9.95. What is the total cost of the books?
   (A) $27.95
   (B) $42.45
   (C) $41.95
   (D) $38.50

4. Jack loaned Bob $1,500 at an annual interest rate of 7%. After one year, how much will Bob owe Jack?
   (A) $105
   (B) $1,500
   (C) $1,605
   (D) $1,507
Typical *word knowledge* ASVAB questions

*35 questions in 11 minutes*

1. *Function* most nearly means:
   (A) calculate
   (B) exist
   (C) operate
   (D) introduce

2. The transmission is *manual*.
   (A) hand-operated
   (B) easy
   (C) automatic
   (D) difficult

4. It was a *sturdy* table.
   (A) well-built
   (B) ugly
   (C) thick
   (D) small

5. *Summit* most nearly means:
   (A) pinnacle
   (B) plateau
   (C) limit
   (D) calling
### Different MOS’s for today’s Army

<table>
<thead>
<tr>
<th>Adjutant General's Corps</th>
<th>Judge Advocate General's Corps (JAG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administrative</td>
<td>• Legal</td>
</tr>
<tr>
<td>• Recruiting &amp; Retention</td>
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</table>

<table>
<thead>
<tr>
<th>Air Defense Artillery</th>
<th>Medical Service Corps</th>
</tr>
</thead>
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<table>
<thead>
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MOS 14J—Air Defense Command, Control...

Qualifications for initial award of MOS 14J, Air Defense Command, Control, Communications, Computers, and Intelligence Tactical Operations Center Enhanced Operator / Maintainer:

**PULHES**: 222221  
**Physical Demands Rating**: medium  
**Required ASVAB Score**: MM: 99 & GT: 98  
**Enlistment Bonus**: None  
**Security Clearance**: None  
**U.S. Citizenship**: Required  
**AIT Length / Location**: 10 weeks, 3 days at Ft Bliss, TX
Duties for Lowest Rank of Air Defense Command

**MOSC 14J1O.** Performs march order, emplacement, initialization, and operator/organizational level system maintenance and PMCS on Air and Missile Defense Planning Control Systems (AMDPACS) as well as operating the Sentinel Radar.

Evaluate tactical electronic intelligence data for force/engagement operations in a joint service network. Perform operations and intelligence duties and operates/performs operator PMCS on vehicles/system prime power units.

Perform data connectivity between AD communications equipment, Tri-Services Tactical Communications (TRITAC) network, Mobile Subscriber Equipment (MSE), and Link-11 with Army, Air Force, Navy, Marine Corps and Allied Nations.

Perform on-line/off-line Common Hardware-Software diagnostics and fault isolation programs. Emplace, initialize, operates and march orders LAN, WAN, JTAGS and remote video displays.

This is not your typical Electronics Store Employee or High School graduate
MOS 74D—Chemical, Biological, Radiological, and Nuclear (CBRN) Specialist

Qualifications for initial award of MOS 74D, Chemical, Biological, Radiological, and Nuclear (CBRN) Specialist:

- **PULHES**: 122221
- **Physical Demands Rating**: very heavy
- **Required ASVAB Score**: ST: 91
- **Enlistment Bonus**: None
- **Security Clearance**: None
- **U.S. Citizenship**: Not Required
- **AIT Length / Location**: 10 weeks at Ft Leonardwood, Missouri

Other Requirements
Chemical, Biological, Radiological, and Nuclear (CBRN) Specialist (MOS 74D) Description / Major Duties:

The CBRN specialist conduct CBRN reconnaissance and surveillance; perform decontamination operations; conduct obscuration operations; conduct CBRN sensitive site exploitation; and operate and perform operator maintenance on assigned CBRN defense and individual CBRN protective equipment.

Additionally, in non-chemical units, the CBRN NCO plan, conduct and evaluate individual and collective CBRN training, and provide technical advice on all CBRN operations and hazards for company and higher-level organizations.
STEM Initiative-Today’s military career/occupation

- Infantry/Seamanship (20.4%)
  - Went on missions/patrols

- Electronic/Mechanical repair (23.2%)
  - Support personnel usually at the base

- Communications/Intelligence (7.8%)
  - Split time between base and patrols/missions

- Administrative support/supplies (23.0%)
  - Spent most of the time at the base

- Health Care, Medics (7.8%)
  - In field hospitals, on missions, high trauma
STEM Initiative

- Today’s service-members:
  - Tour of duty 4 yrs. on average & between 20-29 yrs. old
  - Are highly skilled and work with very technical equipment
  - have high risk professions, major responsibilities
  - Have been rigorously trained
  - Have electronic/communications professions
    - Do not have college degree
    - Have money for college

- Perfect candidates for STEM program!
STTR and SBIR Grants

- Small Business Technology Transfer (STTR) expands funding opportunities in the federal innovation research and development (R&D) arena by encouraging public/private partnerships with nonprofit research institutions (aka University and College campuses).

- The unique feature of the STTR program is the requirement for the small business to formally collaborate with a research institution in Phase I and Phase II. STTR's most important role is to bridge the gap between performance of basic science and commercialization of resulting innovations.

- STTR Mission and Program Goals

  - The mission of the STTR program is to support scientific excellence and technological innovation through the investment of Federal research funds in critical American priorities to build a strong national economy.
Each year, Federal agencies with research and development (R&D) budgets that exceed $1 billion are required to reserve 0.3% of the extramural research budget for STTR awards to small businesses. These agencies designate R&D topics and accept proposals. Currently, five agencies participate in the STTR program:

- Department of Defense
- Department of Energy
- Department of Health and Human Services
- National Aeronautics and Space Administration
- National Science Foundation
Typical STTR funding levels

Three-Phase Program

The STTR Program is structured in three phases.

*Phase I.* The objective of Phase I is to establish the technical merit, feasibility, and commercial potential of the proposed R/R&D efforts and to determine the quality of performance of the small businesses prior to providing further Federal support in Phase II. STTR Phase I awards normally do not exceed $100,000 total costs for 1 year.

*Phase II.* The objective of Phase II is to continue the R/R&D efforts initiated in Phase I. Funding is based on the results achieved in Phase I and the scientific and technical merit and commercial potential of the Phase II project proposed. Only Phase I awardees are eligible for a Phase II award. STTR Phase II awards normally do not exceed $750,000 total costs for 2 years.

*Each campus is allowed 33% of the awarded amount in each phase*
Only United States small businesses are eligible to participate in the STTR program. The small business must meet all of the following criteria at time of award:

- Organized for profit, with a place of business located in the United States;
- At least 51 percent owned and controlled by one or more individuals who are citizens of, or permanent resident aliens in, the United States, and;
- No more than 500 employees, including affiliates.

The nonprofit research institution must also meet certain eligibility criteria:

- Located in the US
- Meet one of three definitions:
  - **Nonprofit college or university**
  - Domestic nonprofit research organization
  - Federally funded R&D center (FFRDC)
STTR and SBIR DoD Grants

STTR goals are to:

- Stimulate technological innovation
- Foster technology transfer through cooperative R&D between small businesses and research institutions;
- Increase private sector commercialization of innovations derived from federal R&D

- Student vets, area campuses and STTR-
  - Perfect combination
Examples of STTR proposals - technical

- Army STTR 12.A Topic Index
  - A12a-T003 - Real Time 3-D Modeling and Immersive Visualization for Enhanced Soldier Situation
  - A12a-T004 - Manufacturing Process Optimization of Ultrasonic Bonding of Metallic Composites
  - A12a-T005 - On Demand Energy Activated Liquid Decontaminants and Cleaning Solutions
  - A12a-T006 - Virtual Laboratory of Aggregate Behavior (VLAB)
  - A12a-T007 - Compressive Sampling Video Sensor for Change Detection
  - A12a-T008 - Wide Temperature Range, High-Speed Optical Interconnect Technology
STTR proposals - not so technical

- A12a-T009 Inferring Social and Psychological Meaning in Social Media
- A12a-T012 Mesh Generation and Control for Moving Boundary Problems
- A12a-T013 Nondestructive Concrete Characterization System
- A12a-T018 High Throughput Forensic Palynology
- A12a-T027 Development of a Subunit Vaccine for Prevention of Diseases Caused by Streptococcus Pyogenes Infection
- A12a-T028 DNA Vaccine Technology to Rapidly Produce Cocktails of Polyclonal Antibodies to Neutralize Lethal Viruses of Military Importance
- A12a-T030 Landmark Navigation for Unmanned Ground Vehicles
Proposals for Feb 2012

- For First quarter 2012
  - Army- 30 total
  - Navy-27 total
  - DARPA- 7 total
  - MDA-3 Total

- 67 Total topics for the first qtr. of 2012
  - Average 100 each/qtr.

- 400 average total per year
Why student vets are perfect candidates

- They have just got out of the military
  - They know the problems first hand

- They are veterans
  - Vet owned businesses are preferred

- They don’t have student loan debt
  - Can take a chance on starting own business
How to make it happen on your campus

- Suggest business/entrepreneurship classes for student veterans
- Suggest grant writing classes for student veterans
- Introduce the STTR topics every semester
- Encourage student veterans to work with campus professors in the topics field of interest
- Help Evaluate grant applications before submission
STEM, STTR and student veterans

- Veterans have much experience in Science, Technology & Engineering already
  - Create a positive first year learning environment and they will graduate

- STTR creates an incentive for the student veteran to graduate
  - Collaborate with professors and administration

- STTR creates an incentive for area campuses
  - Grant dollars given to faculty-university
History of VRC’s and support programs

- This generation vs. ‘The Greatest Generation’
- How did it Happen?
  - How many WW II GI’s enrolled?
  - What were their graduation rates?
  - How many 2yr and 4yr degrees?
  - What were the factors?
    - How were they prepared to be the ‘Greatest Generation’?
**U.S. in the 1940’s Pre/Post WWII**

- WWII veteran demographics
- In the 1940s,
  - 23% had a high school diploma
    - 77% DID NOT HAVE A HIGH SCHOOL DIPLOMA
  - 3% had college degrees.
  - 1940,
    - 160,000 US citizens had college degrees.
  - 1950
    - 500,000 US citizens had college degrees
      - 320,000 were service-members
    - 50% of 2.2M campus veterans were married,
    - 25% had children
  - *Vast Majority of US campus veterans were 25-29yrs old*
WWII campus population in the classroom

- 2.2M veterans enrolled in ~1,800 Colleges/Univ’s
  - Average of 1,222/campus
    - 1.6M Nationwide University enrollment in 1939; 2.9M in 1949
    - University of Michigan -  
      - 1940- 10,000 students; 1948- 30,000 enrolled
    - Syracuse University  
      - 1941- 6,000 students; 1947- 19,000 students
  - 1949 more than 45% of all College Students were Vets
- The Classroom was full of WW II veterans
- They had that camaraderie right away
  - The ‘Unit Mentality’ was already in place!
WE can make this generation

The Next "Great Generation"

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