VPC Graduate Success Story...... Clyde Vincent

Clyde Vincent, known in veteran circles in Knoxville and surrounding counties, served in the United States Coast Guard from 1980 through 2002. If you ask him about his military service, he will provide a wide, humble grin and talk about his days as a contracting officer, assistant supply officer, and assistant property and inventory officer in such places as New York, Honolulu and Dallas.

Born in Italy, Clyde's family moved to the United States when he was five years old. He grew up in upstate New York, and traces of his heritage can be heard when he answers questions or tells interesting stories. The Vincent now resides in Tazewell, TN, a place that is both picturesque and peaceful.

In 2005, Clyde started his participation in our Veterans' Pre-College Upward Bound program. He heard about the project and its services for veterans through his employer, Volunteers of America (VOA). He worked as a full-time employee and went to Lincoln Memorial University as a full-time student. He graduated in 2009. Clyde gives credit for success in school while juggling school and work when he says, "It is so important to have the support of your loving spouse. Christy was there for me as moral support and as foundational support too."

Clyde continues to give back to area veterans through his work at VOA; he is an outreach worker for the Homeless Veterans Reintegration Project, which the U. S. Department of Labor funds. He develops and delivers pre-employment training and conducts follow-ups with veterans and employers. Recently, he won the "Veteran Service to Our Country Award", which is based on service and dedication to our country and community. When asked what the most rewarding aspects of his job are, he responded, "Helping veterans get jobs and getting over barriers in their lives, and aiding them in becoming productive citizens is what it's all about."

When asked what were the most helpful elements of the VPC program, he quickly noted the tutoring skills of John Dever, Educational Specialist. John's help with math skills were a very important part of preparing Clyde for LMU. He also noted the vast resources that VPC has available; one reason he keeps sending eligible veterans to the program. We congratulate and applaud Clyde for continuing the cycle of success for area veterans!
Labor Market Information

Accurate labor market information is a vital component of career decision-making. Without it, wise decisions are impossible. The labor market is changing more rapidly than ever. The following projections cover 2002-2012:

- Employment growth will be concentrated in the service-providing sector of the economy. All ten of the fastest-growing industries are in this sector.
- Construction is the only goods-producing sector in which employment is projected to grow.
- Professional occupations and service occupations—two groups at opposite ends of educational and earnings ranges—are projected to increase the fastest and to add the most jobs, accounting for more than half of total job growth over the next decade.
- Office and administrative support occupations, production occupations, and farming, fishing, and forestry occupations are expected to grow much more slowly than average.
- Nine (9) of the 10 fastest growing occupations are health or computer occupations.
- An associate or bachelor's degree is the most significant source of postsecondary education or training for 6 of the 10 fastest growing occupations.
- The United States work force will become even more diverse by 2012.
- About 1 out of every 4 new jobs created in the United States economy will be either in health care and social assistance or private educational services sector.
- Employment in utilities is projected to decrease by 5.7% through 2012. Despite increased output, employment in electric power generation, transmission, and distribution and natural gas distribution is expected to decline through 2012 due to improved technology that increases worker productivity.

Occupations with the Largest Job Growth
2004-2014
(by number of new jobs, numbers in the thousands of jobs)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment</th>
<th>Change</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail salespersons</td>
<td>4,256</td>
<td>4,992</td>
<td>736</td>
<td>17.3</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>2,394</td>
<td>3,096</td>
<td>703</td>
<td>29.4</td>
</tr>
<tr>
<td>Postsecondary teachers</td>
<td>1,628</td>
<td>2,153</td>
<td>524</td>
<td>32.2</td>
</tr>
<tr>
<td>Customer service representatives</td>
<td>2,063</td>
<td>2,534</td>
<td>471</td>
<td>22.8</td>
</tr>
<tr>
<td>Janitors and cleaners, except maids and housekeeping cleaners</td>
<td>2,374</td>
<td>2,813</td>
<td>440</td>
<td>18.5</td>
</tr>
<tr>
<td>Waiters and waitresses</td>
<td>2,252</td>
<td>2,627</td>
<td>376</td>
<td>16.7</td>
</tr>
<tr>
<td>Combined food preparation and service workers, including fast food</td>
<td>2,150</td>
<td>2,516</td>
<td>367</td>
<td>17.1</td>
</tr>
<tr>
<td>Home health aides</td>
<td>624</td>
<td>974</td>
<td>350</td>
<td>56.0</td>
</tr>
<tr>
<td>Nursing aides, orderlies, and attendants</td>
<td>1,455</td>
<td>1,781</td>
<td>325</td>
<td>22.3</td>
</tr>
<tr>
<td>General and operations managers</td>
<td>1,807</td>
<td>2,115</td>
<td>308</td>
<td>17.0</td>
</tr>
</tbody>
</table>

1 Projected.

You Can Prepare for Any Type of Postsecondary Institution

UTK Veterans' Upward Bound Program
Veteran PSI Enrollments as of 2009

Type of Postsecondary Institution (PSI)

<table>
<thead>
<tr>
<th>Type of Institute</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 2-year</td>
<td>48%</td>
</tr>
<tr>
<td>Public 4-year</td>
<td>11%</td>
</tr>
<tr>
<td>Public/non-profit Voc-Tech.</td>
<td>22%</td>
</tr>
<tr>
<td>Private/non-profit 2-year/4-year</td>
<td>4%</td>
</tr>
<tr>
<td>Proprietary schools</td>
<td>15%</td>
</tr>
</tbody>
</table>

The Montgomery GI Bill (MGIB AD)

The MGIB AD (Active Duty) is available for active duty and veterans to help with education costs. The following is a summary of what you need to know about the MGIB AD:

The Bill provides up to 36 months of education benefits for:

- College, Business, Technical, or Vocational Courses
- Distance Learning including Correspondence Courses
- Certification Tests
- Apprenticeship/Job Training (Veterans and Reserve Only)
- Flight Training

If you're a full-time student enrolled in a regionally or nationally accredited college or university, you can get up to $1,034 per month (current rates) to cover education benefits, including high-tech or vocational-technical programs. It all adds up to a total benefit of over $37,000 and these benefits are increasing every year. But don't delay in using the GI Bill; these benefits are usually good only up to 10 years after you separate from the military.

Source: www.military.com

Education is Key

In the midst of upheaval in the work world and international marketplaces, there is one constant: Education is the most critical element of success.

Governments, schools, and businesses plead with young people to stay in school and with adults to make learning part of their life. The nation depends on it.

The undeniable fact is, however, that the country can only provide the tools for learning. The decision to stay in school, to learn, and to change with the times is up to you.

Nontraditional Students Returning to School

Balancing school and family as an adult student can be tough.

Make your college experience a success.

- Begin with classes that you feel confident about.
- Get wired. Have access to e-mail and the Internet when you begin taking classes.
- Schedule a campus resources tour.
- Take time to prepare for unfamiliar fields.
- Know your time frame. Map out your schedule.
- Make sure your work schedule can accommodate your class schedule.
- Know your drop deadlines and book return policies.
- Check out alumni networking services. Don't wait until you graduate!

Source: http://www.fastweb.com/student-life/articles/350-college-tips-for-nontraditional-students

Percent Change in Number of Jobs by Most Significant Source of Education or Training, Projected 2000-2010

- Associate degree
- Doctoral degree
- Master's degree
- Bachelor's degree
- Work experience & bachelor's degree or higher
- First professional degree
- Postsecondary vocational training
- Short-term on-the-job training
- Moderate-term on-the-job training
- Work experience in related occupations
- Long-term on-the-job training

Source: U.S. Department of Labor
The Vocational Rehabilitation and Employment Program provides a comprehensive program of vocational rehabilitation assessment and services for veterans who have incurred or aggravated a physical or mental disability while in the armed forces of the United States.

Veterans who have the potential to become employed are assisted in making viable occupational choices, and if necessary, are provided the skills needed to qualify for suitable employment.

When the veteran reaches the point where he or she is "job ready," VR&E staff assists that person in the employment search process.

For those persons who do not have the option of employment by virtue of the severity of disabling conditions, VR&E may be able to provide independent living services designed to assist the individual to live in the community as independently as possible.

Whether the rehabilitation plan calls for a vocational goal or independent living, the VR&E staff work very closely with the veteran and his/her family to assure progress in the program and success in the goals.

The Department of Veterans Affairs administers a number of educational benefit programs for eligible service members, veterans, and dependents.

As an integral part of these benefits, educational and vocational counseling is available to help the individual to choose a vocational direction or area of study and select a school or other facility which the person might attend to achieve the chosen goal.

Counseling is provided by qualified counselors and is offered at no charge.

Source: http://www.deed.state.mn.us/veterans/chapter31.htm

National Hire Vets First Campaign

The President's National Hire Veterans Committee and the Department of Labor (DOL) has launched a national media campaign, entitled "Hire Vets First" targeting employers. The intent of this campaign is to improve employment, training, and placement services furnished to Veterans IAW Public Law 107-288, Jobs for Veterans Act. The DOL VETS National "Hire Vets First" campaign has kicked off Sept 9th, 2004. Please look at the following Web site for specific details. http://www.workforceamn.org.

The One-Stop Career Centers are the center of the campaign as the location where businesses can go to receive assistance in recruiting and connecting to veterans. However, the Family Support Centers, the Army Career and Alumni Program (ACAP), and the local Veterans Service Organizations (VSO), are also major networking organizations helping veteran job seekers to connect with employers.

The "Hire Vets First" media campaign will direct interested parties to the "Hire Veterans First" Web site (www.hirevetsfirst.gov) and the U.S. DOL toll-free help line 1-877-US2-JOBS. The Web page links to America's Job Bank, America's Service Locator, state workforce agencies, various vendor job search sites, and veterans' related informational sites. The help line will direct callers to the supporting local One-Stop Career Centers and available Internet resources. While the media effort promotes veterans, the focal point for the success of this effort is the existing workforce network and local One-Stop Career Centers. The new Web site: www.hirevetsfirst.gov, is an access portal for both employers and veterans.

Source: Ms. Jerry L. Shiflet, Colorado Dept. of Labor, Employment, and Training (CDLE), 2306 E. Pikes Peak Ave., Colorado Springs, Colorado 80909
Phone: 719-636-3716; E-mail shiflet.j@ppscf.org
Enrollment Qualifications

To qualify for enrollment in the VUB program, a veteran's academic need for the program must be assessed and demonstrated. The staff must document both academic need and veteran academic progress throughout the period of enrollment.

These requirements are relatively easy to meet through the use of the UTK-VUB Adult Basic Skills curriculum. A chief advantage of the material is its structured cycle of instruction—needs diagnosis and assessment, thoughtful initial academic placement in the ABS program; individualized instructional planning; progressive levels of instruction in Reading/Language Adult Basic Skills (LABS program) and Math and Algebra Skills (MABS). Each includes instructional booklets, review cards, mastery tests, and computer-assisted progress tracking and documentation.

Beginning students take Placement Tests for each academic component. Placement test results confirm the student's appropriate starting level. Diagnostic Tests for the starting level then confirm competencies already mastered; this makes possible a customized "academic prescription," which charts the veteran's course of study by emphasizing true need, with no time wasted on review of things already mastered.

The veteran's Basic Skills Academic Prescription becomes part of his/her overall Individual Education Plan (IEP) in the Veterans' Pre-College Program. The total IEP includes goals for academic refresher and skills development, and goals related to career advising, target school selection, computer literacy, study skills workshops, financial aid advising, admissions and application assistance, and cultural enrichment activities.

As the veterans master each level of instruction, they progress to the next level until they have completed the full "criterion referenced" series of self-paced lessons. Computer-assisted tracking of veteran progress through the instructional cycle allows for virtually "automatic" documentation of academic progress, as required by the federal guidelines. Individual Placement Profiles and Individual Achievement Reports allow VUB Education Specialists, tutors, and managers to observe and follow each veteran's progress and to offer assistance and encouragement when needed. To the veteran student, the reports offer clear, no-nonsense feedback on "where I am" at any moment in the academic refresher training program.

Program Eligibility
Veteran's Upward Bound Program

- A veteran with greater than 180 days of service or a Reservist called to active duty for 30+ days in support of a campaign or conflict
- First generation, potential college graduate (neither parent has a four year degree and/or
- Economically eligible (low income level, on unemployment or disability, etc.)

VUB is a DUAL TRACK Program

The veteran must commit to completing BOTH TRACKS prior to starting classes at his or her target school or program.
The American Council on Education

The American Council on Education (ACE) was created in 1942 to recognize the educational value of military training and experience. Since that time ACE has continuously evaluated military schools, correspondence courses and occupations to determine the amount and level of academic credit each should be awarded. Through ACE, you can take academic credit for most of the training you have received, including Basic Training. The ACE military evaluations program is funded by the Department of Defense (DOD) and coordinated through DANTES.

Getting ACE Credits

The first step to claiming the credits you have earned is to request a transcript from your military service. Each service will provide unofficial personal copies and send schools an official copy of your transcript at no charge. Each service branch has its own system for recording military education and experience credits:

Army

- The Army uses the **AARTS system**, which automatically captures your academic credits from military training and standardized tests. The AARTS system is available to **enlisted soldiers only**.
- Army Officers must use the **form DD 295 (Application for Evaluation of Learning)** to report their military training and experience.

Navy and Marines

- The Navy and Marine Corps use the **SMART system** that is similar to AARTS.

Air Force

- The Community College of the Air Force (CCAF) automatically captures your training, experience and standardized test scores. Transcript information may be viewed at the CCAF web site.

Coast Guard

- The Coast Guard Institute (CGI) requires each Service member to submit documentation of all training (except correspondence course records), along with an enrollment form, to receive a transcript.

Applying Your ACE Credits

In most cases, ACE-recommended credits will be used to fulfill your free-elective requirements, but each college determines the number of credits it will accept, and how they will be applied toward your degree.

Managing Your Time

Do you know where your time goes? Why do some people seem able to accomplish so much? They usually follow a system of time management. In order to manage time, you need to know what you usually do. One way to accomplish this is to keep a time log. Briefly jotting down what you are doing every 15-30 minutes for a week will give you important information. Once you have this, ask yourself:

- Did I get everything done?
- Was I rushed for time?
- Did I meet deadlines?
- What habits interfered with reaching my goals?
- Did I accomplish more at a certain time of day?
- At what times of the day did I accomplish the least?

Now, make a list of the activities you have to do. Mark those that are scheduled at definite times and those that can be arranged according to your own time. Then, prioritize the list:

I. The most crucial activities
II. Activities that can wait until after those in group I
III. The least crucial activities

Then, prepare a schedule using the prioritized list. Use your list and schedule daily. Remember to plan for your peak times and your low-energy times.

Effective time management frees you to do your best and to succeed. But the schedule isn’t your master. You control it.

Dr. Ernest W. Brewer
Professor and PI/Director

Source: [www.military.com](http://www.military.com)
Education: FAFSA Opens the Front Door to College

Your dream of getting the college degree needed for a successful career can be easily sidetracked when you start to consider the cost of paying for it. Many people like you have given up on their dreams due to bad information and fear of not being able to pay for their education. Here are a few facts that might surprise you:

- Eighty-two percent (82%) of college graduates never saved a dime to pay for college.
- For the 12% who did, grants, loans, and scholarships were still needed.
- Financial aid programs can help virtually every college student, even service members.
- Sixty percent of all aid is in the form of educational loans.

In fact federal regulations now permit virtually all United States citizens to receive some form of assistance, including grants, scholarships, educational loans, or work-study opportunities. The Free Application For Federal Student Aid (FAFSA) is your first step toward paying for college. Here are some reasons why you need to fill out the FAFSA.

The Key to College Admissions

FAFSA is the key to college admission because it establishes your ability to pay for college. Once completed, the 8 pages and 146 items in a FAFSA application are processed and placed in a federal database that college financial aid administrators can download electronically. Colleges and universities require the FAFSA so they can reliably review financial aid needs and credit worthiness.

Determines Your Needs

As a result of more sensitive federal need standards, more people are eligible for need-based types of financial aid than ever before. FAFSA helps establish the basic equation used to determine your financial aid eligibility, or “need,” using the Expected Family Contribution (EFC) formula. In the past your assets, including homes, routinely limited access to some financial aid. New federal laws and guidelines have improved every student’s chances of getting some form of financial support.

Tip: Service members are also eligible to use many forms of Federal Student Aid in conjunction with the GI Bill or Tuition Assistance.

Source: www.military.com/resources

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Some Do’s and Don’ts...

Test-Taking Tips from the Dr. Ernest W. Brewer, Professor/PL/TRIO Director

Tests are in the same category as Monday mornings and root canals, but like other unpleasant events, they can be managed. If you’re well-prepared, you can turn a potentially unpleasant event into a good experience.

Tests are a part of academic life, so resolve to get the best of them. Begin to prepare for tests on the very first day of class by careful note-taking and studying. Schedule test preparation time well in advance and avoid last minute cramming!

Here are some strategies education experts suggest to increase your test-taking effectiveness:

**Before the Test**

- Try to predict test questions as you take notes.
- Review all notes taken in class and those developed when reading texts.
- Recite aloud any facts that you need to learn.
- Avoid rereading text books before a test.
- Consider studying with a partner or in a small group.
- Get a good night’s sleep.
- Concentrate on important information that you have highlighted or summarized.

**During the Test**

- Be sure you understand all the directions.
- Pace yourself. Don’t spend a lot of time on a few questions. Answer questions you know first then go back to those you are less sure of—but be sure to answer all questions.
- Write legibly and/or be sure your answers are recorded in the right place.
- Stay calm and avoid changing answers. Your first choice is most often correct.
- Finally, don’t second guess your performance. The actual results may be very different from your expectations.

By using these tips you’ll be well on your way to success in testing. If you feel you need outside help to improve your test taking, ask your teacher or advisor for an appropriate referral.
Positive Self-Concept
Know Your Strengths and Weaknesses...

When you look in a mirror, what do you see? What sorts of words would you use to describe yourself? Are they positive, negative, or a combination of both? The view that we have of ourselves is called our self-concept. This view may be negative or positive and is learned through interacting with other people and the environment around us. Self-concept includes not only how we view our physical body, but also how we view our ability to: accept and respect ourselves and others, solve problems, and make a difference in the world around us.

Working toward achieving a good self-concept begins by learning to accept yourself as you are today. Become aware of your strengths and weaknesses and make an effort to capitalize on your assets. Concentrating on the ways your talents can help you experience success also fosters a better view of yourself. As your self-concept improves, you will have the resources to begin working on overcoming your greatest weaknesses.

The other essential ingredient in being able to move toward a positive self-concept is believing in yourself. If you do not believe in yourself, others sense this and will act accordingly. This clearly helps keep a bad self-concept firmly in place. On the other hand, if you do believe in yourself and project a good self-concept, others will look at you as someone who is self-confident and deserves respect. So, in attaining a good self-concept, you reach the point of being able to look beyond yourself and assist others.

Thus, the payoff of having a positive self-image is great, both for you and the people around you.

Dr. Ernest W. Brewer
Professor and PI/TRIO Director