Warrior-Scholar Project really showed me the opportunities available for veterans and gave me the confidence that I can complete a degree at a 4-year institution. I’m no longer scared by that prospect.

(Arnold Castillo, WSP Cornell University)
WSP STAFF

Sid Ellington, PhD, CDR USN-Retired
Executive Director

Rachel Cardwell
Director of Operations

Elizabeth Butlin
Director of Outreach and Human Resources

Julie Slagle
Director of Finance

Amy Page
Curriculum Manager
(Liberal Arts/Humanities)

Meghan-Rose O’Neill
Program Manager
Campus Outreach & Coordination

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Robert Strassler
Lowry Pressly

Early Program Development
Essential Personnel
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Co-Founder
David Howell
Former Director of Studies
Cliff Foreman
Key Contributor

COVER PHOTO CREDIT: COVER AL TAQADDUM, AL ANBAR, IRAQ 03.21.2016
Photo by Sgt. Ricardo Hurtado Task Force 51/5th Marine Expeditionary Brigade
https://www.dvidshub.net/image/2492124/all-secured-us-marines-remain-alert-iraq
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“Participating in the WSP has given me hope and a confidence I didn’t have before... My daughters will know how much WSP meant to me, my future, and theirs as well.”

(Brandon Atkin, WSP Yale)
November 2017

Dear WSP Friends and Supporters:

It is with a tremendous amount of pride and satisfaction that we present this year’s Annual Report. As you take a few moments to read through this document, you will see the depth and the breadth of the transformational impact our organization is continuing to have on the lives of our nation’s enlisted veterans. None of this would be possible without your support.

As you know, our first college-preparatory academic boot camp was hosted at Yale University in 2012 for 9 student veterans. This past summer, we held programs at 15 of some of the very best colleges and universities in the country and brought our programming to 240 transitioning enlisted veterans.

This year, we added four highly prestigious schools to our list of campus partners. For the first time we held programs at Princeton University, the University of Notre Dame, Amherst College, and Texas A&M University.

I’m also very proud of the growth of our STEM Initiative. According to the White House Council on Science and Technology, our nation is in desperate need of more students majoring in STEM fields. This year, we held two-week STEM programs at four campuses, and we hope to increase this to seven campuses in the summer of 2018.

The alumni of WSP continue to accomplish great things after completing our program. We have alumni who have gone on to attend top-tier schools such as Notre Dame, Princeton, Columbia, Stanford, Harvard, Yale, Cornell, Georgetown, and more. Further, we are proud of our alumni who have been awarded prestigious internships at places such as NASA, the White House, the Washington Center, the Department of Defense, and the State Department, among many others.

As I stated earlier, none of this would be possible without the steadfast support of each of you. Planning for our 2018 summer programming is already underway, and we hope to be able to gather the resources to add new partner campuses, increase our STEM programming, and launch a series of one-day workshops at the community college level. WSP continues to grow, and as our August appearance on “CBS This Morning” with Charlie Rose indicates, we are becoming a nationally recognized organization for good among the thousands of veteran service organizations in operation today. Again, this is all because of your generous support.

On behalf of our student-veterans, our staff, and our Board of Directors, I offer my most sincere and heart-felt thanks.

With deepest appreciation,

1012 14th Street NW, Suite 1200 Washington DC 20005
E: info@warrior-scholar.org P: 1 (202)-796-8777
W: warrior-scholar.org

“Not only do I feel more confident to complete college but my insecurity to excel has dissappeared. Thank you so much WSP brothers and sisters!”
(Israel Gutierrez, WSP Syracuse)
Only 1% of the population serves in the military but that unique experience provides an incredibly positive view of what is possible. Military training and deployment are difficult and demanding, and today’s enlisted veterans return to their communities from Afghanistan and Iraq with a powerful set of proven skills and attributes:

- Problem solving
- Decision making under stress and uncertainty
- Teambuilding

These men and women are civic assets with limitless leadership potential.

While the military attracts service oriented personnel and the experience creates a foundation of leadership, teamwork and fortitude, it is not focused on teaching members how to apply these skills outside of the military.

At WSP, we believe that if our enlisted veterans are provided the tools necessary to achieve success at a top-tier school, these men and women can and will naturally aspire to and become civic leaders at community, state, and national levels.

We further believe that empowering and unlocking this civic leadership potential is not only a moral imperative but also an essential strategy to make our nation stronger.

Toward this end, WSP provides intensive, immersive academic boot camp programs at many of the top schools in America to provide a skill bridge from enlisted service to a top level college curriculum. Programs:

- Provide essential skills and tools: critical reading and college-level writing
- Increase confidence through demonstrated performance in elite settings
- Exposure to diverse subjects of higher learning
- All at ZERO cost to the veteran once on campus
Three Pillars of Warrior-Scholar Project

**Strategic Skills**

Strategic Skills refer to the skills students acquire during the morning seminars taught by university faculty members and during the intensive academic writing classes taught by university writing instructors.

Seminars introduce Warrior-Scholars to classic primary texts and allow them to engage critically with this literature. They are taught to develop and communicate their own ideas in seminar discussion with their peers and with university professors. In Writing Workshops participants are introduced to the high expectations of college-level writing. They are taught how to write effectively about the literature, to properly cite textual evidence, and to turn their ideas into convincing arguments.

**Tactical Skills**

Tactical-level skill building occurs during daily discussions with WSP program veteran leaders. Warrior-Scholars are introduced to a variety of practical academic skill sets that highly successful college students must possess.

Workshops address note-taking, test preparation, syllabus dissection, and campus resources.

**Transition Skills**

Warrior-scholars acquire transition skills that facilitate the enlisted veterans’ often difficult transitions from military to college and to help prepare them to succeed academically and become campus leaders.

Such skills relate to “degreening,” time management, financial management, transition challenges, college admissions, and GI Bill® benefits.

“I came into this program expecting to get a few things out of it and to move on. This program has completely changed my viewpoint on how the next 4 years on a college campus for me is going to go. I have learned so much about myself, study tactics, writing skills, and a brief refresher on physics. I did not expect to make friends, but I have. Thank you to everyone that helped to make the Warrior-Scholar Project possible.”

(Rachel Wakefield WSP University of Arizona)
Thank you university stakeholders and campus program coordinators for your support this summer.
Meet Our Team Leaders

Donita
Session
U.S. Air Force Veteran
(Team Alpha Leader)

Donita served in the Air Force as an Air Traffic Controller from 2005 through 2013. She attended a WSP boot camp at the University of Chicago in 2015. Upon completing the program, she felt so empowered and confident that she chose to do something she couldn’t have imagined just a few months earlier: she decided to apply to Columbia University. She was accepted and is currently studying political science.

As the Team Leader for Mobile Training Team Alpha this past summer, Donita realized that many veterans needed to be encouraged to participate in seminar discussions of the reading material. Donita also focused on teaching students how to express their views in a public forum. “They are joining an argument, and they need to know how to persuade others that their ideas are worth considering. You are no longer entitled to an opinion; you are entitled to express an evidence-based argument.” Her own experience at Columbia University has reinforced her conviction that learning how to place an academic argument in its proper intellectual context is extremely important for success in college.

“We want veterans to be student leaders on their campuses. College involves a lot of reading, a lot of writing, and no one does it alone.” In Donita’s opinion, military teamwork should continue in college.

While at Columbia University, Donita was appointed as the Chair of the Executive Board of the Students of Color Alliance (SOCA) and is a member of both the CU MILVETs veterans group and the Columbia College Black Student Organization (BSO).

Donita’s path from enlisted service to Ivy League is not only compelling but serves as an outstanding model for this summer’s Warrior-Scholars.

Team Alpha Fellow:

Holden Lindblom
U.S. Army Veteran
Stanford University

“This was my first experience with college professors and it was great learning from people that were so passionate about what they were teaching.”
(Scott Smith, WSP University of Arizona)
Josh served in the U.S. Army’s elite 82nd Airborne Division for 11 years in various roles within infantry and airborne units as a sniper, sniper instructor, and drill sergeant. He served in multiple combat deployments in support of the wars in both Iraq and Afghanistan.

He was a participant in the Warrior-Scholar Project at Georgetown University in 2015 and served this past summer as the Team Leader for Mobile Training Team Bravo.

As a leader in the liberal arts program, he helped participants deal with three major challenges: analytical reading, writing, and how to transition successfully from a military culture to an academic culture. The latter challenge involves insisting that veterans realize that they are on the same level as civilian students.

Josh found that his experience as a Team Leader helped him to focus more intently on a goal of attending medical school and becoming a psychiatrist who can help other veterans.

For Josh, who has lost five of the fellow soldiers he served in combat with due to suicide, helping his fellow veterans has become his personal mission. “I consider the vets in this program that I work with each summer as family.”

Josh is currently enrolled at Worcester State University in Massachusetts where he is concentrating on a pre-med curriculum.

Dan served in the U.S. Air Force as an aerial gunner with the 16th Special Operations Squadron and completed six combat deployments to Afghanistan.

Dan attended the Warrior-Scholar Project in 2013 at Yale University.

Dan assisted Prof. Marla Geha of Yale in developing the WSP STEM module. Dan also served as the Team Leader for the STEM Mobile Training Team this past summer. He delivered presentations and guided discussions in cryptoanalysis and research on exoplanets, and he assisted with basic mathematics units on algebra and trigonometry/vector analysis.

As a Team Leader, Dan found himself mastering the STEM material more fully as a result of preparing to teach veteran students. He also noticed that veterans bring a wide variety of skill levels, especially in mathematics, when they attend the program.

Reflecting on his initial experience with WSP as a Warrior-Scholar himself, Dan recalled feeling a surge in his self-confidence when his Yale writing professor posted the best student papers on the class bulletin board and his was one of them. That’s when he realized, “I can do this.” That fall, he earned an “A” in his composition class at Rutgers University. “My goal as a WSP Team Leader is to ensure that each one of the Warrior-Scholars I work with gets to experience that same explosion of confidence that I felt in the Summer of 2013 at Yale.”

Dan is currently a senior working toward his bachelor’s degree in mathematics at Rutgers University.
In preparation for the week’s challenging reading assignments, students attend a seminar on analytic reading (commonly referred to as “Ninja Reading”). This intensive coaching session teaches students how to assess, analyze, and annotate a text, giving them a valuable toolkit of reading strategies that will help them navigate unfamiliar and difficult academic literature efficiently. “Ninja Reading” teaches students how to identify and recognize the core structure and specific aspects of an author’s argument.

“Discussions of the readings were stimulating and showed all of us that we could keep up.”
(Barry Frederick, WSP Amherst College)

“I think this is an awesome program... I feel better prepared to sit in the classroom with traditional students and be able to learn without feeling like I am necessarily playing the catch up game.”
(Akisha Howard, WSP Univ. of Notre Dame)
The course curriculum is comprised of classic works that encourage deep thinking about the tradition of American democracy, its origins in Greece, and the challenges that have informed the course of our American history, with particular attention paid to the Civil War and its aftermath. The Warrior-Scholar Project’s Board of Academic Advisors, in conjunction with the Executive Director, and Liberal Arts/Humanities Curriculum Manager, have chosen these topics because they encourage students to situate their military experiences within the much broader social, political, and historical contexts. The participants’ military experiences are relevant, yet the topics do not place military experience at the center of the discussion. The Warrior-Scholar Project curriculum thus enables students to enrich their thinking about topics already familiar to them while illustrating how these same ideas inform wider academic debates.

“The workshops were key in helping me identify weaknesses I did not know existed. I was given... direction on how to better improve my writing abilities... as I continue throughout my academic career.”

(LaKeesha Gray, WSP Georgetown)
In the area of STEM (Science, Technology, Engineering, and Math) education, there is a gap in education services for transitioning service members and veterans. According to DOD data, 74% of transitioning enlisted service members who plan to pursue higher education have a desire to pursue a STEM degree. Considering this data, in 2016, WSP asked its applicants about their intended majors and quickly determined that, coincidentally, 74% of our entire warrior-scholar applicant pool also planned to pursue a STEM major. In addition, these applicants indicated an interest in attending a WSP course that would cover STEM topics.

“This week at Warrior-Scholar Project has been a catalyst for me to redirect my life. It has honestly given me the courage and knowledge I need to pursue my long-time goals of higher education.”

(Kaedy Puckett, WSP Syracuse)

Although a majority of our Warrior-Scholars—and service members in general—express a great interest in studying STEM in college upon their exit from the military, according to the VA, only 36% of undergraduates using the GI Bill are actually pursuing a STEM degree, and the National Veteran Education Success Tracker (NVEST), a report conducted by Student Veterans of America measuring the academic success of student veterans using the GI Bill, found that only 20% of student veterans actually graduate with an undergraduate STEM degree.
With these disparate outcomes in mind, WSP is committed to the expansion of our STEM courses. The WSP STEM program is designed to:

- Provide veterans with an introduction to the best practices for successful participation in STEM classes and the independent work required outside of the classroom.
- Help veterans succeed in college and become student leaders in the sciences, ultimately increasing grade point averages and veteran graduation rates in STEM.

In keeping with the Warrior-Scholar Project model for veteran empowerment, our 5 unit STEM program is purposely challenging, and each lesson builds on the previous one. Students study One Dimensional Motion in Unit 1, followed successively by Newton’s Laws, Projectile Motion, Energy Conservation, and finally wrapping up the week with Extra Solar Planets and Life in the Universe in Unit 5. Additionally, the students are given problem sets and participate complete small group research projects, complete with presentations on Saturday mornings at the end of their WSP boot camp.

This summer the WSP STEM program successfully expanded to 4 campuses and served 75 students. Based on the evaluation of our 2017 STEM programs (conducted by Tyler Camarillo and Elizabeth Bell, University of Oklahoma), WSP determined that the vast majority of our participants feel more prepared for a STEM degree and are more confident in their problem solving and analytical skills. Additionally, an overwhelming majority of our Warrior-Scholars indicated that they would recommend the STEM program to other veterans, which suggests that they found the experience to be valuable.

“This was a ‘proof of concept’ experience that showed me I can do this.”
(Harold Jones, WSP MIT)
Characteristics of the Warrior-Scholars

- 64% Some college (including online classes, not yet obtained degree)
- 22% GED/High School Diploma
- 13% Associate's Degree
- 1% trade/tech/vocational training
- 17% Identify as Female
- 82% Identify as Male
- 1% Selected not to identify

According to DOD 2015 Demographics report:

*Only 16.8% of active duty servicemembers identify as women.

- 2% Native Hawaiian/Pacific Islander
- 3% American Indian/Alaska Native
- 8% Asian
- 9% Black or African American
- 45% White
- 26% Hispanic/Latino
- 2% Did not wish to identify
- 5% Other

Participants by Branch of Service:

- USA 31%
- USCG 1%
- USAF 9%
- USN 16%
- USMC 43%

- 6% Pending/In Process
- 7% Declined to identify
- 63% No
- 24% Yes

SERVICE CONNECTED DISABILITY
“When I left the Navy, I was adrift. I found purpose again because of Warrior-Scholars. And now I know what an excellent college can do for me.”
(Marshall Roe, WSP Amherst College)

100% would recommend WSP to a fellow veteran.

99% feel more academically prepared for college after completing WSP.

98% are more confident that they will do well in higher education.

97% feel more comfortable making the transition from the military to the civilian, academic environment.

96% are more confident utilizing their military experience in order to be a valuable addition to the college classroom.

97% are more aware of their strengths because of their participation in WSP.

98% feel more comfortable asking their professors for help when they do not understand a concept.
Dear WSP Family,

Let me begin by celebrating the summer of 2017. Thanks to our remarkable staff, headed by Sid Ellington and bolstered by dozens of our alumni and campus coordinators, we were able to meet the expectations of the 240 men and women, those who asked for the opportunity to enroll in higher education with substantive skills they felt were lacking and self confidence they were seeking. Our students choose us; we don’t choose them, and we don’t have admissions tests. If you served, you come.

When we started six years ago, our founders begged to fill the nine seats at Yale. Now, we have a waiting list that carries over summer to summer. Why? We set out to give our most deserving men and women a chance to transition into civilian life without pause in their personal development toward leadership, responsibility, and camaraderie. We have recognized that the continuum of personal development of the servicemember can blossom as long as there exists a program that understands the academic and social needs of those leaving the service. We have that program. It excels and, in turn, our participants excel.

Fifteen campuses hosted us this past summer. Our newest partner schools—Notre Dame, Princeton, and Amherst—raised the bar in providing a level of support that includes free room and board, classroom space, publicity, etc. They recognized that our Warrior-Scholars are not a commonplace visitor for summer school, but a team of men and women who have lived the ideals espoused in their classrooms and safeguarded these liberties at the peril of their own lives.

With a track record of six years, we now are confident that we really have built a better mousetrap: we have figured out a way to help those who want to help themselves. And the products of this success can be summed up simply: we are witnessing a new class of leadership in formation which will have a tempered, compassionate and intelligent sense of self worth and community. These qualities will change how they think about themselves, how others think about them, and how we all will benefit.

Our success nips at our heels. We need to do more. We hope to add three new campuses next summer. We want to expand the STEM program from four campuses to seven. We will create an initiative to allow prospective employers looking for battle-tested, well-educated and superstar WSP alumni access to our base of resumes. Most importantly, we will create a pilot program to bring WSP into community colleges. Here are our goals for that: (1) we need to reach more and more people to let them know that, sorry about the ad, “they can be all they can be” and don’t have to settle for online or for-profit schools, (2) we recognize that we will be dealing with a group that does not select us, so we are modest in our goals; yet, we believe that we can, in a short time, provide some basis of how to approach effective reading, writing, and advocacy, and (3) we can use this opportunity to find more and more veterans who are interested in our one and two week programs.

We intend to moderate growth of the core campuses to about 20, albeit with STEM and, perhaps, business and computer sciences for the second week. Yet, we don’t see any cap on our entry into the community college space, at least until we learn that there may be limits. As a professor at Harvard Business School told me, “You have figured out how to change the world for these men and women. Now, do so for more and more.” This will take time to figure out. We need resources, and we’re trying hard to make that happen.

Finally, we added Arne Sorenson to our board this year. Arne is the CEO of Marriott International. He has known of WSP since I first became involved. He told us he wants to help. We put him on the board. Lucky us! Thank you for being part of our family.

“\textit{I cannot thank WSP enough, and after this course, I feel more prepared for college.}”

(Thomas Bassett)
Retired General David Petraeus, (left) author of our nation’s current counter-insurgency doctrine and architect of the 2007 “Surge” in Iraq, is not only America’s most recognized Warrior-Scholar, but is also a member of the WSP Board of Academic Advisors. A strong proponent of military service member and veteran higher education, WSP is fortunate to be able to receive his sage counsel.

Eric Liu (center) is an American writer and founder of Citizen University. Liu served as Deputy Assistant to President Clinton for Domestic Policy at the White House between 1999 and 2000. Our U-Chicago cohort of Warrior-Scholars had the good fortune to spend an evening in discussion with Mr. Liu on the topic of the military-civilian divide and the responsibilities of citizenship in post-9/11 America.

Heisman Trophy finalist and former NFL quarterback Brady Quinn, (left) founder of the 3rd and Goal Foundation, is a strong supporter of WSP and its mission. Brady’s foundation has committed to covering the program costs of the WSP-Notre Dame partnership through 2019. Our Notre Dame Warrior-Scholars had the good fortune of hearing Brady’s words of advice during the WSP End of Course Celebration Dinner.

Joe Washington, (photo: top right on right) was not only a Heisman Trophy finalist, but is a member of the college football hall of fame, a former NFL All-Pro running back, and a Super Bowl winner with the Washington Redskins. “Little Joe,” is also a strong supporter of WSP’s mission and was generous enough to give the keynote address to our University of Oklahoma Warrior-Scholars at our End of Course Celebration Dinner.

Military veteran and Hall of Fame college football coach Lou Holtz (right) attended our End of Course Celebration Dinner at the University of Notre Dame, providing an inspirational keynote address to the Notre Dame Warrior-Scholars.

“CBS - This Morning” with Charlie Rose
Warrior Scholar Project helps veterans prepare for college life

Promotional video produced by University of Notre Dame
Notre Dame FINAL_Warrior Scholar Program

Promotional video produced by Princeton University
Secrets of College Planning 2.18 with Anthony Uva as Host

“Tuscon Morning Blend” with Josh Buck
The Warrior-Scholar Project helping military veterans transition from battlefield to classroom
2017 saw WSP adapt to the increasing demand from both schools and students for STEM programs.

**Stem Students**

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<th>Year</th>
<th>2016</th>
<th>2017</th>
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<td>30</td>
<td>74</td>
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**Total Program Weeks**

<table>
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<th>Year</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tr>
<td></td>
<td>14</td>
<td>18</td>
</tr>
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STEM programs double course length to two weeks (bringing commensurate cost increases).

**Volunteers**

- 76 in 2016
- 110 in 2017

**Faculty/Student Ratio**

- 2017: 1/3

**Staff/Student Ratio***

- 2017: 1/1.25

*Staff includes: staff, faculty, writing instructors, mentors/tutors, and volunteers.

Other relevant operational statistics were trimming individual class size and increasing volunteer numbers to achieve an ideal staff to student ratio.

**School Cost Contributions**

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
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<tr>
<td></td>
<td>$80,955</td>
<td>$219,265</td>
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**Program Costs per Week**

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$36,807</td>
<td>$30,471</td>
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Despite the surge in STEM, overall average program costs were lowered by using the increased demand for WSP programs to garner additional school cost contributions.
Each year WSP voluntarily opens its books to an external auditing firm which then conducts a detailed audit of our financial records and our fiscal practices. We do this in order to maintain the highest levels of accounting due diligence and integrity.

The information provided below under “Statement of Financial Position” and “Statement of Activities” comes from our 2015 and 2016 voluntary audits. Our most recent 2016 audited financials, compiled on the accrual basis, can be found in full online at 2015/2016 Audits.

**Total Liabilities are the sum of the amounts owed to suppliers or vendors as of the ending 12/31/16 balance sheet date.

**Total Revenues on an accrual basis includes cash donations received in the current year plus funder pledges promised in the current year to be received in the current as well as future years.

“I would like to thank WSP for this immense help I received... I am leaving the program with a much higher understanding of what it is to a student, and within only one week improved significantly what I viewed as my weakest point in academia. This program, its staff, and the Princeton professors were second to none. I will recommend WSP to every veteran and active duty member I know.”

(Philip Kay, WSP Princeton)
2017 Awards

The American Legion’s National Education Award honors the person who has best promoted an educational program that correspond to Legion goals, strengthening the connection between veterans and the education system. This year the Legion selected Dr. Sidney Ellington to receive the National Education Award for helping veterans be successful students through the Warrior-Scholar Project. Veterans have a global experience, an experience that is of great value when they become students. “Ellington’s dedication to our newest generation of veterans is exemplary, and connecting our veterans to good programs is of great value in our society. We can find no better person than Sid Ellington to be the recipient of this award.”

5 New Campuses:
Notre Dame
Princeton
Amherst
Texas A&M
MIT

Academic Advisory Board New Members

Our Academic Board of Advisors welcomes

John Henry Silva
United States Marine Corps Veteran
Harvard Alumnus
Director, Corporate Development at 3BL Holdings

Lowry Pressly JD
PhD candidate, Harvard University
Yale University School of Law Alumnus
Has been a part of WSP since 2012 pilot year

Robert Strassler
Editor of The Landmark Thucydides
Editor of The Landmark Herodotus
Nationally recognized expert on The Peloponnesian War and Athenian Democracy
Summer Seminar leader for WSP

2 NEW STEM CAMPUSES
MIT
ARIZONA

“What’s New

2 NEW STEM CAMPUSES
MIT
ARIZONA

Board of Directors
New Member
Arne Sorenson
joined the WSP Board of Directors this past spring. A strong proponent of veterans’ issues and higher education, Arne is the President and Chief Executive Officer of Marriott International. Arne is a graduate of Luther College and the University of Minnesota Law School.

“An excellent and quintessential tool for academically minded veterans. The only negative... is that I can’t have them at my campus with me!”
(Wesley Hughes, WSP Georgetown)
New Central Staff

**Amy Preston Page,** Curriculum Manager, joined the Warrior-Scholar Project as the Curriculum Manager (Liberal Arts/Humanities) in January 2017 and is currently working toward a Doctorate in Clinical Social Work (DSW) at the University of Pennsylvania. Her dissertation focuses on the relationship between identity/self and adaptive coping in female military spouses. A proud military spouse, Amy is excited to bring together her many professional interests in her role at WSP.

**Meghan-Rose O’Neill,** Program Manager, has an academic background focused on political science, history, diplomacy, and international relations, but her passion for working with the veteran community led her to pursue a career with a VSO. In addition to her role as Program Manager for Campus Outreach and Coordination, Meghan-Rose is on the leadership team for the DC chapter of Team Red, White & Blue.

What’s Planned in 2018

**CCOI (Community College Outreach Initiative):** In 2018, WSP plans to pilot a Community College Outreach Initiative. These will be a series of one day “academic skills-building workshops” for veterans who are enrolled in community college.

**STEM GROWTH:** Depending upon funding availability, WSP hopes to increase the impact of our highly successful STEM boot camps by growing the STEM program by 75% in 2018.

**New Partnerships:** Additionally, we also hope to add up to three new university partners next summer. No doubt these goals will make for a busy 2018 planning cycle.

“This course was absolutely life changing. I’ve learned more in the past week than I have in my years as a college student on my own. Thank you for this incredible experience.”

(Geena Kaur, WSP University of Chicago)
Where are our Warrior-Scholars enrolled?

Only 1% of student veterans nationwide are enrolled in “Top 20 Liberal Arts colleges and National Universities” *

42% of Warrior-Scholar Project alumni who are currently pursuing a Bachelor’s degree are doing so at a Top 20 school

* Top 20 National Universities or Liberal Art Colleges are defined according to US News & World Report 2015 rankings

National Attrition Rate of Undergraduate Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrior-Scholars</td>
<td>3%</td>
</tr>
<tr>
<td>Student Veterans</td>
<td>28%</td>
</tr>
<tr>
<td>General Population</td>
<td>44%</td>
</tr>
</tbody>
</table>

What do the studies show?

Only 3% of warrior-scholars who enrolled in college after WSP (or were enrolled at the time of participation in WSP) have either postponed or did not finish their degree.

According to Student Veterans of America’s NVEST study, the attrition rate for undergraduate student veterans is 28%. *NVEST is a report on the academic success of student veterans using the Post-9/11 GI Bill published by Student Veterans of America in 2017.

A 2011 Harvard Graduate School of Education study “Pathways to Prosperity” highlighted college attrition rates among the general population looking specifically at the number of students that fail to complete a traditional 4-year degree within 6 years.
Dear Friends of the Warrior-Scholar Project:

Thank you for reviewing our annual report. We could not be more humbled by your support of our mission to ensure that our nation’s veterans are equipped to operate as effectively in the civilian world as they did in the military.

In 2012, we scrounged together what money we could find to run our first “academic boot camp” at Yale in 2012 for 9 Warrior-Scholars. Your kind generosity has made possible a movement that has now deeply impacted the lives of over 700 Warrior-Scholar Project alumni, thousands of the Warrior-Scholars’ veteran and non-veteran classmates, and hundreds of volunteer writing instructors, tutors, mentors, and professors.

Equally as humbling as the financial support we’ve received is the quality of the individuals who volunteer their time and talent to unlock the full potential of today’s veterans to become tomorrow’s leaders. By way of example, in addition to a Pulitzer-Prize winning author, we now also count a Nobel-Prize winning physicist among the ranks of Warrior-Scholar Project professors.

The Warrior-Scholar Project is not just a college preparatory program. It is an immersive, identity-transforming experience. For those veterans who are up to the challenge, they enter as veterans and leave as student-veterans—or as we like to call them—Warrior-Scholars. They not only perform well academically after completing our academic boot camps, they assume leadership roles on their respective campuses, enroll at and transfer to top universities, and serve as a bridge between veteran and non-veteran communities.

Our work is important not only to improve the lives of veterans, but also to harness their patriotic energy in ways that allow them to contribute to the betterment of our country as civilians. Come observe one of our academic boot camps, and you will leave with no doubt that these veterans truly comprise the “Next Greatest Generation.” Thank you so much for your support.

Sincerely,

Jesse Reising
Co-Founder, Board Member
Former President/Chairman

“WSP helped me to gain confidence in myself that I am able to be successful in college, something I did not have before as about 90% of my college education up until then was on-line learning. Prior to WSP I did not get any real feedback about my writing. The instructors at WSP and the professors at Georgetown University taught me writing techniques that have helped me greatly with my writing. I continue to encourage veterans and military members alike to sign up for the Warrior Scholar Project.”

(Travis Denny, WSP Georgetown)
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We would also like to thank our many individual supporters for making the Warrior-Scholar Project possible. Our work continues because of your support.

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without whom none of this work would be possible.
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“Great program that truly boosted my confidence returning back to school. The entire staff are all very personable and very knowledgeable as well. Thank you for all that you do and continue to do for transitioning veterans.”

(Don Tran, WSP University of Oklahoma)
“The experience at Princeton blew me away. The whole environment fostered confidence and prepared me very well for Columbia University and, hopefully, for law school.”

(Jacob Dolak, WSP Princeton University)