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Dear supporters and friends,

Writing to you all at the conclusion of my first year as a member of the Warrior-Scholar Project team, I reflect upon the transformational power of the program and the organization’s tremendous potential to become a leader within the veterans service field. Indeed, it has been an honor to be selected as the Warrior-Scholar Project’s second Executive Director. I am amazed by the passion and dedication of the people surrounding me who are involved in this important work. I reflect upon our accomplishments this past year with pride, and it is with excitement that I look forward to the years ahead.

Before we can move ahead to discuss our impact in 2015, and our future plans, we must acknowledge those who paved the way for WSP’s past and future successes. There would be no Warrior-Scholar Project without the initial efforts of my predecessor, WSP co-founder Chris Howell, his brother David, and co-founders Jesse Reising and Nick Rugoff. Their powerful story continues to exemplify the values and goals at the heart of Warrior-Scholar Project; a brief retelling can be found in this report.

Our founders’ original vision for the organization, and now also mine, focuses on empowering our nation’s enlisted military veterans in ways that help them to succeed in higher education. Veterans are civic assets, with service ingrained problem-solving abilities, adaptability, technical skills, and leadership and team-building talents. When these skills are combined with a high quality education from a top-tier academic institution, the heights that veterans can reach as civic leaders and professionals in the public and private sectors are unbounded.

In the summer of 2015, a total of 181 enlisted military veterans completed the Warrior-Scholar Project, and many of our students put their newfound academic skills and confidence to good use, earning acceptance at schools such as Yale, Harvard, Georgetown, Dartmouth, Columbia, University of Pennsylvania, Cornell, Vassar, Texas A&M, and the University of Colorado. During the summer of 2016 we ran programs at 12 campuses, serving 224 additional student veterans.

None of this would be possible if it were not for the selfless support of those who devote their time, talents, and generosity. I would like to personally thank each and every one of our friends and supporters. It is your dedication to our work that makes Warrior-Scholar Project a reality each and every summer. All of the accomplishments listed in this report would not have been possible without you. So, on behalf of our 489 WSP alumni, I offer my heartfelt thanks.

Sincerely,

Sidney Ellington, Executive Director
How it began
The story of WSP’s “Academic Boot Camps”

The WSP’s “academic boot camp” concept was born in the mind of organization co-founder Chris Howell. Chris, a Yale student and friend of fellow co-founder Jesse Reising, had been a member of the Australian Army’s Special Operations command and had served in Afghanistan. Like many service members, when Chris transitioned out of military service he wanted to go back to school to obtain his bachelor’s degree.

Prior to starting college, Chris was put through a “crash course” in analytic reading and academic writing by his younger brother David, an accomplished college student himself. David realized that Chris’ separation from a classroom environment during his time in the military had degraded the skills, practices, and overall familiarity with academic culture that contribute to student success. David realized that without intervention, his older brother would be at a disadvantage from the very start. Knowing that Chris, as non-traditional student with extraordinary life experience, had tremendous potential to succeed in, and contribute to, an academic community, David decided to develop and put his brother through a rigorous course in the crucial skills and strategies that successful college students employ. When Chris was later accepted as a student at Yale, the strategies and techniques he had learned from David played a major role in his ability to succeed at one of the very best colleges in the US.

Chris understood the value of the training David had given him, and he began to search for a way to provide other veterans with the same preparation. Chris then teamed with fellow Yale students and Warrior-Scholar Project Co-Founders Jesse Reising and Nick Rugoff to develop and scale up the program David developed. This program became the first “Warrior-Scholar Project” pilot course at Yale during the summer of 2012. Chris, Jesse, and Nick continued to work with David and supportive Yale faculty to further develop the 2012 curriculum, helping to develop the programmatic guidelines that WSP continues to adhere to today.

Programmatically, WSP has identified the gaps that exist in the knowledge and skill sets of veterans transitioning from military service to college. From its humble beginnings in 2012, WSP’s innovative program model is something that is now recognized by college educators and administrators from coast to coast. In just five short years, WSP has grown from a single campus pilot program to a national organization running programs at 12 campus locations.
Why is Warrior-Scholar Project Important?

The Theory
Empowering our enlisted veterans to succeed in education is not just a moral imperative, but also an essential national strategy. Military service provides men and women with unique skills and experiences, laying the foundation for them to become invaluable and unique assets within the civilian community. Starting with this invaluable foundation, veterans have the potential to become the civic, business, and national leaders of tomorrow, but only if we help them take the next step to build upon their military skill sets.

The surest path for enlisted MILVETs to achieve career success and leadership begins with succeeding at a high quality four-year university or college and obtaining a baccalaureate degree. Warrior-Scholar Project sets veterans up to achieve these goals by providing college preparatory programs free of charge to the veteran.

The Mission
The Post 9-11 GI Bill provides the means but not the preparation for enlisted veterans to pursue higher education. Warrior-Scholar Project provides the tools and confidence veterans need to successfully overcome the unique challenges of transitioning from service to school, encouraging them to pursue educational opportunities that will empower them to continue to serve as civic and professional leaders.

The Solution: Three Objectives
To ensure that our Warrior-Scholar Project program participants have the tools to reach their full academic potential, we focus on three objectives that impact a veteran’s successful transition from service member to high-achieving college student:

- Increasing academic confidence
- Building a skill bridge from military to college
- Helping student-veterans become better informed consumers of higher education.

How does it work?
To achieve these objectives and help ensure a successful transition from the military to college for enlisted veterans, the Warrior-Scholar Project provides free intensive college preparatory boot camps at top tier universities for current and former service members pursuing higher education. These boot camps are led by enlisted veterans who have already successfully transitioned into college, and classes are taught by awe-inspiring educators from each host-institution’s excellent cohort of faculty and lecturers. The success of these boot camps is founded upon three pedagogical pillars aimed at addressing our three objectives.
Three Pillars of Warrior-Scholar Project

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 critical engagement 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 the 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 become academically successful and campus leaders.

These include Dinner Discussions on “De-greening”, time management, financial management, transition challenges, college admissions, and GI Bill Benefits.

Reflections

“I was very impressed with and even moved by the students’ seriousness of purpose. It reminded me of why I chose this profession, thinking of the word in multiple senses.

It means a lot to me that the WSP students know how important education is to a fulfilling life, for its own sake and not just as a stepping-stone to a job. In fact, one of them, Lateshia, made a stunning and impassioned speech about education and election (apathy)....

I taught on the Thursday of the course. By then, students had read Thucydides, Frederick Douglass, as well as their pre-assigned readings, deTocqueville, Dahl, etc. In class discussion, students brought earlier readings to bear on our discussion of E.O. Wilson’s 'Trailhead,' the story of an ant war.

The students saw many connections to other issues they’d studied: equality, individualism, democracy, monarchy, and so forth. They all saw the relevance of the units on English and even Classics. Clearly, everyone was there to learn.”

Wendy Graham, Professor and Associate Chair of English, Vassar College

96% of Warrior-Scholar Project Alumni who have started college have stayed in college
Who are the Warrior-Scholars?

Enlisted veterans who have made the decision to pursue a college degree—including:

- Service members in transition
- Veterans who want to attend college
- Veterans currently applying to college
- Veterans enrolled in junior college
- Veterans who are in college as underclass members

Gender: the gender distribution of WSP is more equitable than what is currently represented among active duty service members (14.9% female). Warrior-Scholar Project Participants are 23% female and 77% male.

Service Connected Disability: Based on a survey sent to all Warrior-Scholar alumni from 2012 to 2015, 64% of our program participants have a Service Connected Disability.

9 veteran participants in 2012

12 programs run and an anticipated 224 veteran participants in 2016

181 veteran participants in 2015

Educational level achieved before WSP

- GED / High School: 14%
- Some College: 83%
- Bachelor’s Degree: 3%

Branch of Service

- Army: 43%
- Marine Corps: 31%
- Navy: 15%
- Air Force: 9%
- Coast Guard: 2%
Donita Session  
2015 University of Chicago Warrior-Scholar Project Alumni, 2016 Warrior-Scholar Project Junior Teaching Fellow

Donita Session is a native of the Bronx, New York and served in the U.S. Air Force from 2005 through 2013. Upon transitioning out of the military, she continued to serve others by working as a case manager for both Housing Plus Solutions and for the Easter Seals of NY. In 2014, she enrolled as a full-time student at City University of New York Hostos Community College to pursue an Associate's Degree in Public Administration. Donita attended the Warrior-Scholar Project at the University of Chicago in 2015 and after returning to Hostos and completing the fall semester was selected to become a member of Phi Theta Kappa Honor Society. Donita was recently accepted as a member of the Columbia University class of 2018.

I did not have the easiest transition from the military into civilian life. I knew that I wanted to go to college but I was having trouble being accepted because of my low GPA. I had taken several liberal arts classes provided on base while I was on active duty and done well but the thought of going to a college full time was intimidating. I did not believe I possessed the necessary skills to be successful in a traditional college setting. The last time I had civilian college experience, I was fresh out of high school and it was a failure. My confidence was low; therefore, I did not set my sights on the most competitive colleges.

I was accepted to Hostos Community College a year after I separated from the Air Force. I attended classes at night and on the weekend and worked full time during the day. I had a lot on my plate personally with my transition and academically. Not having the tools to navigate being a fulltime student and working fulltime, I ended up dropping a class. As you can imagine, this brought my confidence in my ability to handle college outside of the military down. Dropping below full time also caused me to incur a debt with the G.I. Bill for overpayment that I had to pay back. The following semester I restructured my schedule and earned A’s in all of my classes. Although I had earned a 4.0 for that semester, I still questioned if I had what it took to be successful after community college because I knew that the work would be more challenging. I worried about my writing ability and whether it was up to par with what is required at a competitive university versus a community college.

Expressing my academic concerns to my Veterans For Diplomacy Fellowship group, I was referred to the Warrior-Scholar Project, and I attended the course at the University of Chicago. The Warrior-Scholar Project provided the opportunity for me to learn concepts such as analytical reading in a safe academic space. There were no consequences for not knowing how to write a critical essay about a complicated text. In fact, the professors and staff taught the course in a way that empowered me. I was shown techniques that would help me succeed at any college that I chose to attend. As a direct result of applying what I learned in Chicago, I raised my overall GPA to a 3.73 and graduated with honors from Hostos Community College. In addition to graduating with honors, I have been inducted into Phi Theta Kappa International Honor Society, and received the Gold Award for Public Administration.

My experience with Warrior-Scholar Project has had such a positive impact on my academic trajectory. I have applied to and been accepted at Columbia University for the fall semester, and I am confident that I have the skills to be a successful student there. I would have never applied to such a prestigious school had I not attended the Warrior-Scholar Project course. I am in a position to maximize the use of my GI Bill beyond what I thought was possible. The impact of this course is something that I feel every transitioning veteran should experience before enrolling in college. I believe so strongly in this, that I am now a Junior Teaching Fellow with the organization. I am proud to pass on the knowledge that had such a profound effect on me to my fellow veterans.
By now it is no secret that the transition from military to civilian life poses several challenges to countless veterans. These challenges can compound when veterans enter academia after several years removed from formal education. The Warrior-Scholar Project (WSP) helps student-veterans confront challenges head-on while cultivating the skills and confidence required for success in the classroom.

My intellectual journey began at a small community college in South Alabama. Eager to maximize my opportunities, I approached college with a rigorous enthusiasm that was absent from my studies before I enlisted in the Army as a 17 year old. I quickly outgrew my community college and sought to transfer. I felt a sense of duty to capitalize on the unique opportunity to pursue education that the Post-9/11 GI Bill provides.

The joy I felt while reading my acceptance letter from Georgetown University faded rapidly and was replaced with anxiety. I worried about how my non-traditional background would impact my time at Georgetown. I worried about matching the academic standards of a student body full of high school valedictorians. I worried that I could not possibly fit in with, let alone add to, the environment that Georgetown has established and fostered for more than two centuries.

The Warrior-Scholar Project helped me realize how wrong I was. The program served as the perfect catalyst for my Georgetown experience. During WSP, dynamic lectures prepared me for the teaching styles I would soon encounter. Interactive writing workshops strengthened my confidence as a writer. The program’s intense workload foreshadowed the time management I would need to quickly perfect. Honest conversations with fellow veterans gave insight on how to best relate with younger students. Most importantly, WSP provided me with a supportive network of fellow student-veterans that constantly promote solidarity. We help each other realize and remember that we are not navigating this challenging endeavor alone.

My experience as a student at Georgetown has proven that my anxiety was misguided. As student-veterans, we are not intellectually inferior to our peers. We have simply been building a different set of skills. WSP helps bridge the skill gap that many veterans encounter in academia. With the proper guidance, the traits that shaped successful service members can be applied to create successful students. WSP also helps veterans understand that the gap we perceive between ourselves and traditional students can be as narrow as we want it to be. We are not that different, and while I’m proud of my service, I’m now even more proud to be a Hoya. My transition to academia would not have been nearly as seamless without the Warrior-Scholar Project.
“I undersold myself when I got out of the military and now I have a goal of getting into Stanford next year. I would have laughed at myself before this course if I heard that.”

– Randy Biersdorff, US Marine Corps

2015 Impact

Our students gain the confidence they need to excel at the college level; and the overwhelmingly positive feedback they provide attests to the impact of the program.

- 99% of survey respondents said they would recommend the Warrior-Scholar Project to a fellow veteran.
- 98% of respondents feel that they will perform better in college because of their participation in the WSP.
- 99% of respondents felt that the WSP has been helpful in their preparation for college.
- 97% of respondents feel that the WSP is a useful program to facilitate veterans’ transition from the military to college.
- 98% of respondents feel that they will perform better in college because of their participation in the WSP.
- 96% of respondents are more aware of their strengths because of their participation in the WSP.

Students who participated in the 2015 Warrior-Scholar Project were asked, “To what extent has your experience at the Warrior-Scholar Project contributed to your knowledge, skills, and development in the following areas?”

Respondents noted the following:

- 100% felt that the WSP helped them learn to write more clearly and effectively.
- 100% felt that the WSP helped them to learn more effectively.
- 99% felt that the WSP helped develop their critical thinking skills.
- 98% felt that the WSP increased their knowledge of what to expect in college.
- 94% felt that the WSP helped them to communicate well orally.

*Survey had a 94% response rate from Warrior-Scholar Project participants in 2015

“This program was a life changing experience. I’m excited about what the future holds because of it.”

– Anthony Ward, US Marine Corps
What’s New & What’s Next
2015-2016 and beyond

Expansion
Warrior-Scholar Project has made exciting strides in 2015 towards providing a greater number of opportunities for more students. Warrior-Scholar Project added eight additional participating campuses to run 11 programs across the nation and serve 181 students, up from 51 in 2014.

Additionally, in response to the 74% of WSP applicants that expressed an interest in a STEM based preparatory program, in 2015 WSP developed and ran a STEM pilot program that provided an additional week of STEM training following the first week of humanities training.

In 2016 we added an additional campus at the University of Arizona, served 224 students, and ran STEM programs at both Yale and University of Oklahoma, serving 30 students. Looking forward to 2017 we aim to expand to a total of 15 campuses, with 5 of those being STEM programs.

STEM
2015 In addition to our new campus locations, WSP ran a two-week course at Yale with the first week focused on our humanities curriculum (including analytic reading and college-level writing) and the second week focused on STEM. Eight students participated in this STEM pilot program.

2016 After the completion of this first STEM program, the program’s creator and WSP Board Member, Dr. Marla Geha, worked tirelessly with her teaching staff and WSP alumnus Dan LaFlamme, to take the lessons learned from the 2015 WSP STEM pilot program to improve upon the curriculum and structure of the program. These improvements enabled Warrior-Scholar Project to run two full STEM courses of 15 students each at Yale and University of Oklahoma in 2016.

New Leadership in 2015
Executive Director, Warrior-Scholar Project welcomes Dr. Sidney T. Ellington as new Executive Director.

Board of Directors: Co-Founder and Board Member, Jesse Reising, stepped down as Chairman in January of 2016 and was replaced by Mark London. Mark is a DC lawyer and partner at the firm London and Mead. He has twenty years of experience working on veterans service causes and has served on the Board as a passionate advocate for WSP since 2012.

Academic Advisory Board: As Warrior-Scholar Project continues to build upon its successful national expansion in 2015, we have enlisted the support of top US academics to create a new Board of Academic Advisors, including General (Ret) David Petraeus. The purpose of the board is to provide expert oversight of WSP’s academic programs ensuring that we continue to improve upon our high quality college preparation courses.

Dr. Corri Zoli, the Research Director at Syracuse University’s Institute for National Security and Counterterrorism, will chair the Board of Academic Advisors.

Gen. Petraeus, who holds a Ph.D. from Princeton University and has academic affiliations with the City University of New York, the University of Southern California and Harvard University, spent time last summer with WSP’s Georgetown University program. Following that experience, he pledged to support WSP’s growth and evolution stating, “The Warrior-Scholar Project is a hugely impressive initiative that is already providing considerable assistance to veterans who are planning to pursue a college education.”

Move to Washington D.C.
In order to support our continued growth as a national scale veterans service organization, Warrior-Scholar Project made the move to the nation’s Capitol.

New Staff
In order to support our expanding needs, Warrior-Scholar Project welcomed three additional staff members this year.

Partnerships
We are pleased to announce new partnerships with:

- College Factual
- Clear Path for Veterans
- Four Block
- The Darby Project
- Lead the Way Fund
- Rally Point 6
- Leadership Scholar Program
- Dog Tag Bakery
“I was on the right track before coming here, at least I thought so. Now, as we conclude the course, I am almost terrified to think about the reality in which I didn’t come here. I am now much better prepared for the admissions process and to be a student. I had some dangerous misconceptions. I had some terrible habits in regards to my writing abilities and my overall critical thinking abilities. Every preconceived notion I had about this program was exceeded. I have no doubt in my mind that taking the lessons and advice that I gained from the program and applying it to my work-ethic will be instrumental in taking me where it is I want to go.”

-Tyler Burnam, US Army
2016 Programs

Expansion

In 2015, eight new schools from across the country signed on to become host institutions for the Warrior-Scholar Project, and we had 181 student veterans attend our programs.

In 2016 we added one additional campus to run programs at twelve campuses across the nation, and 224 student veterans attended our programs.

Welcoming University of Arizona: We are pleased to announce that we have added University of Arizona to our list of host-institutions beginning in the summer of 2016. Thanks to the support of Assistant Dean of Students, Cody Nicholls and many participating faculty members, 15 student veteran participants will experience University of Arizona’s diverse and rigorous intellectual environment.

STEM at WSP

Pilot Program at Yale: Due entirely to the extraordinary efforts of Warrior-Scholar Project Board Member, Dr. Marla Geha, a Professor in the Astronomy Department and Physics Department at Yale University, Warrior-Scholar Project was able to respond to student demands and run a WSP STEM course (detailed pg. 16). Dr. Geha developed the 2015 pilot program curriculum and was actively involved in running this first course.

STEM at University of Oklahoma: In addition to running a second year of STEM at Yale, the Warrior-Scholar Project will also be expanding its STEM program to the University of Oklahoma. Thanks to the support of OU Campus Program Directors Nathan Ferraro and Justin Cook, our OU STEM students will have the opportunity to learn from among the most well-respected OU professors, including Michael Strauss, Eric Abraham, and John Cowan. Students will also conduct academic research; they will form research groups in which they will perform structural integrity analysis on a repaired concrete girder, determine the suitability of a sample of recycled soil for residential home foundations, or exploit a variety of mathematical techniques to complete cryptographic attacks on enciphered messages. OU Warrior-Scholars will also tour the National Weather Center, and explore the Sam Noble Museum of Natural History.

Program Alumni Participation

Year after year our Warrior-Scholar Project alumni actively re-engage with the programs and the organization returning to programs as leaders, tutors, and even photographers. WSP’s support of our alumni’s success reaches beyond the classroom by providing our alumni with employment opportunities in WSP Program leadership and teaching positions. Warrior-Scholar Project remains committed to having our programs run by veterans, for veterans. There are few people better equipped to act as role models, leaders, and mentors, for new students than our alumni.

This year we are especially excited to announce our new Fellows Team Model.

Host Campuses

We are thrilled and extremely grateful to now be running programs at:

- Yale 2012-2016
- Harvard 2014-2016
- University of Michigan 2014-2016
- Cornell 2015, 2016
- Georgetown 2015, 2016
- Syracuse University 2015, 2016
- UNC Chapel Hill 2015, 2016
- University of Chicago 2015, 2016
- University of Oklahoma 2015, 2016
- University of Southern California 2015, 2016
- Vassar 2015, 2016
- University of Arizona 2016

2016 Impact

Following our 2016 programs WSP once again received consistently positive feedback from our student veteran participants:

- **100%** of our participants feel more prepared for college academically after completing WSP.
- **99%** feel more comfortable making the transition from the military to the civilian, academic environment.
- **99%** feel WSP helped them to understand how to utilize their military experience in order to be a valuable addition to the college classroom.
- **98%** are more aware of their strengths because of their participation in WSP.
- **97%** of students are more comfortable interacting with traditional undergraduate students.
- **99%** of our participants would recommend WSP to a fellow veteran or servicemember.
About the Fellows Teams

WSP’s continued expansion and high quality programs require strong leaders. To accomplish this objective we adopted a leadership development model based on the military’s “Mobile Training Team” structure, assembling teams of accomplished student veterans—the majority of whom are WSP alumni—who will travel to each campus this summer to act as program leaders. Each Fellows Team is led by a Senior Fellow supported by two or three Junior Fellows. Fellows must be highly successful student-veterans who can both teach and serve as role models and points of inspiration for WSP participants.

Team Alpha: Ben Shaver
Yale, Harvard, University of Oklahoma, University of Arizona
Ben Shaver was in the Marine Corps from 2005-2010 as an Arabic Cryptologic Linguist. He attended Yale University, graduating in 2015 with a BA in Global Affairs. Ben has been a leader at Warrior-Scholar Project since 2014, acting as Assistant Director at the 2014 Yale Course, and 2015 Vassar Course. He also acted as both Assistant Director and Program Director at multiple campuses during our expansion in the summer of 2015.

Junior Fellows: Dan LaFlamme, Nicole Leadenham, Piragash Swargaloganathan

Team Bravo: Ted Scoufis
Georgetown, Vassar, Syracuse, Cornell
Ted Scoufis served in the Army as a Ranger and made four combat deployments to Afghanistan. He separated from the Army in 2013 as an E5. Ted is currently a junior at Columbia University and is majoring in political science. He attended the Harvard WSP program as a participant in 2014, and has been working with WSP ever since. He has been a writing tutor at Vassar, completed the Program Directors Training Course in 2015, and served as a Co-Director for the 2015 Syracuse Program. This summer he will lead Team Bravo and will oversee the WSP programs at Cornell, Georgetown, Syracuse, and Vassar.

Junior Fellows: Anthony Bunkley, Donita Session

Team Charlie: Kyle Piunti
UNC Chapel Hill, Harvard, University of Southern California, University of Chicago,
Kyle Piunti spent 3 years and 8 months in the military, the majority of that time with the 75th Ranger Regiment, going on three combat deployments to Afghanistan, and placing 6th in the Best Ranger Competition during that time. Kyle separated and moved to NYC in 2014 and attended two semesters of community college before transferring to Columbia University where he now majors in computer science. Kyle was Assistant Program Director on the University of Michigan Course in 2015.

Junior Fellows: Joshua Buck, Darrien Parris
2016 Curriculum

Building a bridge to higher education through the humanities

Warrior-Scholar Project’s humanities-based core curriculum comprises classic works that encourage thinking about the tradition of American democracy, its origins in Greece, and the challenges that have informed the course of American history, specifically the Civil War and the Civil Rights Movement. The discussion of the foundations and nature of democracy allows our veterans to utilize their military experiences to explore academic material without placing the military at the center of the discussion; this demonstrates the opportunities that a classroom can provide for a veteran to expand and build upon their hard earned military skill sets and experiences.

Humanities education, grounded in the development of rigorous critical reading, writing, and argumentation skills, also provides opportunities to build academic skills essential for the pursuit of any academic subject.

To ensure that our students start their academic careers with a strong foundation, Warrior-Scholar Project programs always begin with a week-long intensive humanities-based course. During this week our student veterans learn to develop and communicate complex thoughts and arguments through seminars taught by university professors, ‘tactical’ study skills workshops, intensive writing instruction, and structured work time with individualized tutoring support.

Our 2016 programs were made possible by our incredible on-campus supporters:

Program Directors
Ryan Pavel, University of Michigan
Jimmy Sutton, Georgetown
Eric Abney, Yale
Zach Johnson, UNC Chapel Hill
Joshua Maxwell, Vassar
Eli Schmerler, Harvard
Jennifer Jeffery, Syracuse
Nathan Ferraro, University of Oklahoma
Hill Wolfe, Cornell
Jesse Ramirez, USC
Jeremy Thompson, University of Arizona
Sarah Starr, University of Chicago

Additional thanks to University of Michigan’s Dr. Eric Fretz for his efforts and long term support and guidance since 2013.
At some campuses program participants remain for a second week, applying the crucial humanities foundation of the first week to more specialized areas of study. In 2016 Warrior-Scholar Project will offer specialized second week modules in STEM at Yale and University of Oklahoma.

Warrior-Scholar Project’s second week STEM Module serves as an introduction to the best practices for successful participation in math and science classes and to the kinds of independent work required in sections, labs, and in research project groups. The curriculum is specifically designed to accommodate a wide range of math backgrounds, from students who struggle with algebra to those who have already taken calculus.

**Course Content:** The STEM curriculum focuses on Newtonian gravity and two-dimensional motion. These topics are part of any introductory physics class required for all undergraduate STEM majors, allowing the project staff to cover fundamental mathematical and scientific reasoning skills.

**Course Components:** the program is split into two distinct parts: coursework and research projects. This split emphasizes the often different skills required to excel at STEM coursework (where problem sets have well defined ‘right’ answers) versus independent research (where answers are often unknown). The daily schedule contains both of these elements and includes lectures, sections, demonstrations, research projects, group and individual work sessions.

Pictured: Yale WSP STEM Teaching Assistant, James Gutierrez, teaching student-veteran participants a research project work session

**74% of WSP applicants expressed interest in attending WSP’s STEM boot camp**
Teaching STEM at WSP

**Problem Sets** allow students to apply the skills learned in Individual Work, Lectures and Sections by solving problems directly from the textbook. Students are expected to work together but they must write up solutions on their own. The purpose of these problem sets is to learn the methods of solving problems in the sciences and to correctly approach and write up solutions to these problems. STEM Teaching Assistants will review the completed problem sets and track each student’s progress.

**Demonstrations:** The two-fold goal of the demonstrations is to get students excited about science and to expose them to a wider range of science than possible in the lectures. Demonstrations are generally activities or tours aimed at teaching students about different areas of science. At Yale, this has included hands-on demonstrations at the Center for Engineering Innovation & Design, a visit to the rare books library to view original manuscripts by Newton and Einstein, a tour of a pharmaceutical company, and a visit to a meteorites lab.

**Research Projects** present students with the opportunity to apply their analytic reading and learning skills to a variety of topics selected by the instructors. Participants will be assigned an advisor who will set specific objectives for the group and guide their research efforts. On the final day of the STEM week, groups will present their research, methodology, and conclusions to the staff and humanities students. These projects aim to emulate independent research, not classroom lab work.

**Lectures** replicate the traditional large group lecture led by a professor. Two to three professors lecture during the week to expose students to different lecturing styles. We encourage any innovative lecturing styles (flipped classrooms or highly interactive lectures), as students may be exposed to these progressive techniques in their own college experience.
It has been my pleasure to watch the Warrior-Scholar Project STEM program grow from a small, nine-person pilot in 2015 to its current two-campus, 30-student form in 2016. After listening to feedback from the students accepted into the pilot program last year, our team carefully adjusted the curriculum to better suit the needs of veterans preparing to pursue a STEM degree. Consequently, while the pilot was wildly successful, this year’s iteration was more so. Both of the STEM programs we’ve run so far were praised by their students for both providing them with the scientific problem solving skill set required to perform in a university-level STEM field, as well as proving to them that their military experience and discipline gave them a competitive edge over their peers.

Nowhere else have I encountered a team - jointly comprised of veteran and civilian students and academics - so enthusiastic about designing, implementing, and executing such an ambitious curriculum. It is easy to understand why, however, when I reflect on my own experience leaving the military in 2013; had I not been gifted two weeks as a student with the Warrior-Scholar Project, I’d have been woefully unprepared to begin my college education. Every facet of both the humanities and STEM courses have been delicately tuned to acclimate veterans to the most challenging academic environment. I’ve never been quite so eager to work so many consecutive 14 hour days teaching mathematics, physics, and conducting small research groups; this is because I know that each and every student that completes the Warrior-Scholar Project STEM course will leave with the attitude and skills they need to see their education through.

There is still more to be done. Hundreds of thousands of military veterans leave the armed services every year, and a large proportion of those go on to seek college degrees. A still significant fraction of the latter will seek STEM degrees. The military is unable to provide the preparatory tools needed to ensure these degree-seeking veterans will succeed in college. The Warrior-Scholar Project can and does, but presently is only able to serve a small portion of this population. I sincerely hope to see the STEM program expand beyond its current 30-student capacity. I want to ensure that every veteran has the opportunity to experience the same remarkable transformation that I did.

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Daniel LaFlamme
Warrior-Scholar Project Alumnus and WSP STEM Teaching Assistant
Daniel LaFlamme is a veteran of the U.S. Air Force who completed six deployments to Afghanistan as an aerial gunner with the 16th Special Operations Squadron. Prior to separating from the military in 2013 after six years of service, Daniel attended the 2013 Warrior-Scholar Project at Yale. Dan is entering his senior year at Rutgers University, where he is completing a Bachelor’s degree in mathematics and has spent the last two years assisting Professor Marla Geha in developing the Warrior-Scholar Project STEM Module.

Pictured above (from left to right): Dan LaFlamme, WSP Alumni and WSP STEM Teaching Assistant leading a research project work session; 2016 Yale WSP’s STEM Team including (top row) Jeremy Laster, Matt Macalaine, (bottom row) Allison Merrit, Professor Marla Geha, Daniel LaFlamme, and Jeremy Bradford.
New Leadership

WELCOME OUR NEW EXECUTIVE DIRECTOR,
DR. SIDNEY T. ELLINGTON

About Sid

Prior to joining the staff of the Warrior-Scholar Project as Executive Director, Sid spent 10 years in the field of education, most recently as the Director of Teach For America’s Military Veterans Outreach and Support Initiative, where he led a staff dedicated toward the goal of enlisting transitioning military veterans and military spouses into national service as public school teachers in America’s highest need schools. As an educator at both the secondary and higher education levels, Sid has taught everything from special education in alternative high school in post-Katrina New Orleans to courses in Political Science and International Relations at the college level, to courses in Special Operations and Small Wars as a part of the faculty of the Joint Special Operations University.

Before entering the field of education, Sid spent 20 years in the U.S. Navy, retiring in 2005 at the rank of Commander.

Sid holds a BA in Political Science from the University of Oklahoma, an MA in National Security Studies from the Naval Postgraduate School, an MA in International Relations and a PhD in International Relations and Public Policy from the University of Oklahoma.

Sid is married to Toni J. Ellington, Esq. Toni has been a “Navy Wife” who moved her home and family 12 times during their time in the Navy. They have two grown sons, Barrett and Blair.
Our office in Georgetown: To support and build upon all of our growth in the past two years, Warrior-Scholar Project finally moved away from our hometown by Yale University in New Haven CT to new offices by Georgetown in Washington DC in the fall of 2015. In addition to allowing us to attract new, high-caliber staff members, our presence in the nation’s Capitol will give us greater access to the veterans community. We hope to use our new home to get the word out about our program on a greater scale, allowing us to serve more veterans in their transition from the military to college.

Additions to the Staff:
Craig Plunges, PhD. Director of Education
We’d like to welcome to the team Craig Plunges, our new Director of Education. A familiar face, Craig comes to the Warrior-Scholar Project after working as the head writing instructor at WSP’s Harvard programs in 2014 and 2015. He has ten years of teaching experience and received his Ph.D. from Harvard University in the spring of 2016.

Julie Slagle, Director of Finance
Julie has also joined the team as our Accounting Manager. Julie joined WSP after completing a fellowship at the John Jay Institute. She holds a Bachelor’s Degree in accounting from the University of Florida, and a Master’s Degree in Taxation from Florida Atlantic University. Julie resides in Virginia with her husband who is currently a Captain in the US Army Reserves.

Rachel Cardwell, Office Manager
Rachel Cardwell comes to WSP with over 14 years of experience working in the higher education field holding positions ranging from admissions officer to Director of Veterans Programming. Rachel managed a staff responsible for assisting over 4,000 student veterans and active service members, helping them resolve issues with GI Bill applications and claims. Rachel’s in-depth knowledge of GI Bill benefits and her extensive managerial experience have made her an invaluable resource for both Warrior-Scholar Project students and organization staff members.

Taking the Capitol by storm: Although we were sad to move our offices away from the organization’s birthplace in New Haven, CT, Washington DC offers numerous exciting opportunities that include:

- Proximity to other key players in the national veterans service space such as Student Veterans of America, Team Red White & Blue, and Mission Continues, as well as government veterans service providers (VA, DOD);
- Access to Capitol Hill enables awareness building about our programs within government circles.
- Exposure for the organization within a major metropolitan city with a national reach.

Pictured above (from left to right): Julie Slagle, Director of Accounting; Craig Plunges Director of Education and Alexandra Forrrester, Managing Director
Dr. Corri Zoli, Board Chairman, Syracuse University: Dr. Zoli is the Research Director at Syracuse University’s Institute for National Security and Counterterrorism, and a Research Assistant Professor at the Maxwell School of Citizenship of Public Affairs. Her current research focuses on global security issues at the intersection of cultural studies and security policy, with additional interests in changing patterns of global conflict, asymmetric warfare and terrorism, and the role of international norms and institutions of governance in such developments.

From the Chairman, thoughts on Warrior-Scholar Project

Many of the more than three million U.S. military veterans who served in America’s longest wars to date have aspired to go to college after service. The mission of the Warrior Scholar Project is to make sure that all enlisted veterans not only achieve this goal but thrive on college campuses. There is no question that military service members, including the women and men of the Gulf War and Post-9/11 generation of warfighters, have much to offer America’s campuses—unprecedented military training, including in the technical and STEM fields, diverse jobs and professions from their military and deployment experiences, a spirit of teamwork, collaboration, and dedication to the greater community, as well as many other skills and attributes.

For me, as a scholar and social scientist, there are three reasons why I think the WSP mission is so important. First, the project teaches veterans returning to school the core fundamental critical analytical skills needed for success and excellence in higher education and beyond. It does this by enlisting some of the most inspiring professors and mentors to spend time with veterans in a college preparatory ‘academic boot camp’ on many college campuses. In doing this, student veterans not only discuss the ‘brass tacks’ of some of the great books and great ideas that animate history, they pitch in with their own interpretations and, thus, make their own contribution to these historic debates. In this way, WSP has made veterans part of the academic conversation.

Second, the Warrior Scholar Project recognizes the untapped talent of our professional “all-volunteer” force—something the military has known for years and something the American public realizes, as reflected in longstanding public polls showing the military is one of the most trusted public institutions. It’s time for universities to see and leverage the talent of the all-volunteer force—and WSP helps us do that. WSP helps veterans transition by tapping into and expand upon skills they learned in the military (discipline, motivation, persistence, resilience) to succeed in college and civilian life. In the process, academics and students learn a great deal more about military service members and veterans.

Third, so often in our public discourse we talk about ‘supporting veterans’ without really thinking about what that means. Surprisingly enough, despite all of this talk of support, we know very little about the veterans in our midst. This is especially true on college campuses—with some exceptions (Syracuse University). WSP helps student veterans become leaders on college campuses—a role many veterans are already quite skilled at given their military training and experiences. In the process, college communities are enriched by such knowledge and leadership.
Gen. David Petraeus, Ph.D. Gen. Petraeus is a Member of KKR and Chairman of the KKR Global Institute. Prior to joining KKR, Petraeus served over 37 years in the U.S. military, including command of coalition forces in Iraq, command of U.S. Central Command, and command of coalition forces in Afghanistan. Following his service in the military, Petraeus served as the Director of the Central Intelligence Agency. He is currently a Visiting Professor of Public Policy at CUNY’s Macaulay Honors College, Judge Widney Professor at the University of Southern California and a non-resident Senior Fellow at Harvard University. Petraeus graduated with distinction from the U.S. Military Academy and earned M.P.A. and Ph.D. degrees in international relations from Princeton University’s Woodrow Wilson School of Public and International Affairs.

President Hunter Rawlings III, Dr. Rawlings is the president of the Association of the American Universities, a nonprofit organization of 62 leading public and private research universities in the United States and Canada. Prior to this position, Rawlings served as president of Cornell University from 1995 to 2003, and as interim president for one year between 2005 and 2006. He served as president of the University of Iowa from 1988 to 1995. Rawlings has written extensively on the culture of classical Greece, with a particular emphasis on Thucydides’ History of the Peloponnesian War.

Ambassador Paul Russo, Ambassador Russo is an adjunct professor at Georgetown University. His public service and private sector experience spans over thirty years, having served in numerous senior positions in business, government and national politics. He was the United States Ambassador to Barbados and the Eastern Caribbean from 1986 through 1988. Russo is currently the president of Capital Finance, a Washington firm that specializes in the development and financing of projects in the Middle East.

Dr. Steven Lamy, Dr. Lamy, a professor of international relations, is the vice dean for academic programs at University of Southern California’s Dornsife, the College of Letters, Arts and Sciences. Lamy earned his Ph.D. in international relations from the Graduate School of International Studies, University of Denver. His areas of expertise include international relations theory; foreign policy analysis; the foreign policies of the Western nation-states with an emphasis on Western European states, the U.S. and Canada; human security; and teaching and curriculum development in international relations.

Dr. Kathryn Temple, Dr. Temple recently completed six years as chair of the Department of English at Georgetown University, and has taught at Georgetown since 1994. Her teaching and research interests include 18th century British literature and culture, particularly the literature of women; cultural legal studies; history of intellectual property; and feminist jurisprudence. Her new book, Loving Justice: William Blackstone and the Origins of Anglo-American Law, will be finished Spring 2016. Temple received her M.A. and Ph.D. from the University of Virginia, and her J.D. from the Emory University School of Law.

Larry McEnerney, Larry McEnerney is the Director of University Writing Programs at the University of Chicago’s College, as well as the Resident Master of the College’s Renee Granville-Grossman Residential Commons East. McEnerney consults throughout the world for writing and communications; his clients include universities, institutes, governments, law firms, and businesses. He is also President of the Board of Graduate Arts & Sciences at the College of William & Mary. He received his MA from the University of Chicago.

Dr. Jadwiga Biskupska, Dr. Biskupska is an assistant professor of history at Sam Houston State University in Huntsville, TX. She is a specialist in war and violence in modern central and eastern Europe. Before joining the faculty at Sam Houston, she received her PhD in history from Yale University and has served as a fellow of the Fulbright Program in Warsaw, Poland, and the Woodrow Wilson Center and the United States Holocaust Memorial Museum in Washington, DC. She has worked with the writing instruction of the Warrior-Scholar Project since 2013.

Dr. Norma Thompson Dr. Thompson is a Senior Lecturer and Director of Undergraduate Studies in the Program of Humanities at Yale University’s Yale College. Dr. Thompson designed the original curriculum for the WSP pilot course at Yale in 2012 and has been serving as a lecturer for the Yale WSP every year since the inception of the program.

Pictured (left): Gen. David Petraeus, PhD. delivers remarks at the 2016 Georgetown WSP end of course reception
A message from Board Chairman, Mark London

I’m just a regular lawyer from Washington DC and have never served in the military. I first got involved in service organizations in 1996, a time when the civilian world was relatively uninvolved with our men and women in uniform as well as their families. My brother in law, then a Navy SEAL, introduced me to a small organization that provided financial assistance to children and widows of fallen heroes of the JSOC community. A terrific team built this organization quietly and effectively. It became a model for many organizations that sprung up after 2001 with the goal of providing all areas of assistance to the military community. Our particular organization stayed quiet, focused, and life-changing, sending about 300 kids and widows to school, helping scores of wounded try to get their lives back, and honoring others who died in many meaningful ways so that their legacies would be perpetuated.

Notwithstanding meaningful change in the civilian world’s growing appreciation of and contribution to military causes, I still saw needs that remained unaddressed. Gaps still existed where men and women could use our help, especially in making the transition from the military to the private sector.

Jesse Reising came to my office to interview me about our success in the SOF community. He had just started the Warrior-Scholar Project, and sensed that he had come upon “a better mousetrap.” He wanted to expand while holding onto its essential DNA. The more I heard from him, the more I realized that I should join him. I am still an active vice-chairman of the Special Operations Fund, but there’s plenty of time in a day to find time to serve. So when Jesse asked me to chair WSP, I was privileged to say yes.

Warrior-Scholar Project focuses on a group that than that rarely gets headlines. These are enlisted folks, not officers. Many of these men and women struggled in school when they were 18 or 19 years old or grew up in difficult circumstances. Their reasons for enlisting ranged from a sense of patriotism and duty to simply seeking to move beyond their circumstances in order better themselves and pursue better opportunities.

Co-Founders Jesse Reising and Chris Howell created a program to instill in enlisted men and women a sense of understanding that their sense of service and communal/personal excellence are available to them after the military. Chris and Jesse envisioned providing enlisted veterans with the means to become leaders in their communities, first in college and then when they eventually settle. This process begins with a quality undergraduate education which we convince them to be within their grasp. They arrive to us with character, courage and clear eyes; we want them to depart with confidence and substantive academic skills.

The GI Bill has given enlisted veterans the resources to pursue higher education, but no roadmap-- a car without lessons on how to drive. Warrior-Scholar Project fills this knowledge and preparation gap by teaching how to learn and how to appreciate learning. During our college preparatory boot camps we teach our students to think and read critically, to write clearly, and advocate thoughtfully. Great professors from the host schools volunteer their time; our staff consists of our alumni, as our graduates want to pay it forward.

We aim for success, but we do not shy away from challenges. We are not self-selecting, seeking those who are sure to succeed. We may fail, but if our students are willing to take risks then we will too. We are looking to help all enlisted veterans of all backgrounds, education levels, and academic abilities transform the way that they think about themselves as students, helping to set them up for long-term success that they may not have envisioned. The result benefits them; it benefits our society even more.

Please join us in supporting our efforts.

Mark London is a DC lawyer and partner at the law firm of London and Mead; he has twenty years of experience working on veterans service causes and has diligently served on WSP’s Board since 2012. Mark replaced WSP Co-Founder and Board Member, Jesse Reising, as Chairman in January of 2016.
Julia Dailey

Julia Dailey is Chief Operating Officer of Holocene Advisors, an investment firm located in New York. She joined Holocene in July 2016 and is responsible for all non-investment functions of the firm. Prior to Holocene, Julia was Chief Operating Officer of Broadfin Capital, a healthcare-focused investment firm (2014-2016) and Barlow Partners (2011-2014), a fund of hedge funds. Julia’s responsibilities as COO included overseeing of the finance, technology, marketing and legal activities of the firm. At Barlow Partners, she was also a member of the Investment Committee.


Ms. Dailey received a Bachelor of Arts in Economics from the College of Holy Cross in 1988. She serves as a Board Member of The Special Operations Fund, Washington DC, and the College of the Holy Cross New York Leadership Council. She is married to Michael Dailey and they have six children.

David Patterson

David Patterson is the Founder and Chairman of the Board of Directors of Brandywine Trust Group as well as the Chairman of the Investment Committee of Brandywine Group Advisors, Inc.

Prior to founding Brandywine in 1992, Mr. Patterson was Administrative Assistant to the Hon. Francis W. Sargent, Governor of Massachusetts, Law Clerk to the Hon. Carl McGowan, Court of Appeals for the District of Columbia Circuit, Law Clerk to Justice Harry A. Blackmun, Supreme Court of the United States, Assistant U.S. Attorney, Chief Appellate Attorney, Southern District of New York, and Associate at Paul, Weiss, Rifkind, Wharton & Garrison.

Mr. Patterson graduated from Harvard College in 1970 and from Harvard Law School (Magna Cum Laude) in 1974.
By the numbers...

How We’ve Grown

Program Locations

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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2014</td>
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<td>2015</td>
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Volunteers

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<tr>
<th>Year</th>
<th>Increase</th>
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<td>2015</td>
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Staff

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<tr>
<td>2015</td>
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Number of Veterans Served

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<td>2015</td>
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Cost per Student

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<td>2015</td>
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<td>2015</td>
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Financials

Each year WSP conducts a voluntary audit of our financial records and practices in order to maintain the highest levels of accounting due diligence and integrity. The information provided below comes from our 2014 and 2015 voluntary audits. Our most recent 2015 audited financials can be found in full online at: [http://bit.ly/2clHYmY](http://bit.ly/2clHYmY).

### Statement of Financial Position

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<td>1,847,787</td>
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<tr>
<td><strong>Total Assets</strong></td>
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<td><strong>Total Liabilities</strong></td>
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<td>Unrestricted for current operations</td>
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<td><strong>Total</strong></td>
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### Statement of Activities

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<td>Support services</td>
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<td>Fundraising services</td>
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<tr>
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<td><strong>86,702</strong></td>
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Closing Thoughts

A Retrospective from Program Director Ryan Pavel

Ryan Pavel has been the Program Director for the University of Michigan Warrior-Scholar Project Program since the Summer of 2014 when he helped spearhead WSP's first expansion beyond its flagship program at Yale University. Ryan is a former U.S. Marine and Arabic Linguist who served two deployments in Iraq. After serving he attained a BA from the University of Michigan and then spent two years teaching at Denby High School in Detroit as a part of Teach for America. Ryan is now pursuing a JD at the University of Virginia.

When a friend of mine first told me about WSP in 2013, it sounded like a decent program. I had struggled to some extent with my own transition from the Marine Corps to University of Michigan, and even though I knew that organizations already existed to support student vets, I had no doubt that many transitioning vets were being left without adequate support. I was only able to visit the Yale program for a single day, but that was enough to show me that something very real and very meaningful was happening for the WSP participants. It was enough to convince me to join the team that would eventually bring WSP to University of Michigan, even though I didn’t fully understand the extent to which the program benefits veterans.

Now that I’ve directed two courses of my own, I am convinced that WSP makes a lasting and critical impact in the lives of transitioning vets. It’s incredible to see how the participants dive into the material, asking penetrating questions about complex texts and contributing nuanced comments to class discussion with big-time professors. Students who enter the program with essays that barely convey a main idea leave the program with a high quality work product and numerous tools to help them succeed in their future classes. Most of our students leave the program feeling confident that they can hack it at a top school. Our team of staff and volunteers, including fellow undergrads, PhD students, and professors, come back year after year in spite of a plethora of other time commitments because we can see how transformative the program truly is.

It all sounded decent back in 2013, but in 2016 I can say that this is the most valuable project I have ever worked on, and that I am honored to be a part of it.
Our work continues because of your support!

Donate online at: http://www.warrior-scholar.org/donations.html or by check made out to: Warrior-Scholar Project
“Coming out of the military, one of the biggest hurdles is not knowing whether I could succeed in an environment like this,” said Wessel, who deployed multiple times to Iraq and Afghanistan. “And being here, talking to the professors that we’ve been able to talk to ... you come to realize anything is possible. I can do this.”

Jacob Wessel,  US Army Combat Engineer
2016 USC Warrior-Scholar Project Alumni