The Warrior-Scholar Project made huge strides towards helping veterans reach their full potential in the classroom as leaders and scholars in 2013. It has been a year of expansion as we have taken the first steps towards making the Warrior-Scholar Project a national institution.

The 2013 Warrior-Scholar Project moved beyond the 2012 program by helping twice as many veterans as the prior year, expanding from a one-week pilot program to a new two-week format. This successful expansion provided us with the knowledge and support to pursue another expansion. As a result of the hard work done in 2013, the 2014 Warrior-Scholar Project will be hosted at three campuses, and will have twice the number of participants.

**New in 2013**

- Increased the course length from one week to two-weeks, and served twice as many veterans as the 2012 pilot program
- Successfully organized an expansion from a single host campus to three host campuses at Yale, Harvard, and the University of Michigan
- Extension of resources offered to Warrior-Scholars after completing the program
- Surveys administered to both 2012, and 2013 Warrior-Scholars offering qualitative and quantitative metrics of program success.

“In an environment such as the Warrior-Scholar Project, one cannot help but be immersed in a culture of success and excellence. Surrounded by so many people with such high potential, you feel the need to strive for success. I think that was the biggest benefit of the course; you couldn’t help but feed off of the drive and energy from everyone else.”

- David Thompson, WSP 2013
The Warrior-Scholar Project expanded from a one-week, nine veteran pilot program to a two-week long course catering to twenty-four veterans. This new format gave our students more time to take advantage of all of the resources our host university had to offer.

We had almost twice the number of professors teaching classes, adding Charles Hill, Brian Garsten, Paul Solman of Yale’s Grand Strategy program, Jim Levinson, Mia Genoni, and Jeffery Brenzel to an already incredibly distinguished group of Yale instructors.

In addition to increasing our students’ exposure to some of the finest minds in the world, the extended program provided more time for them to experience the facets of college life in greater depth. We were able to expand the program’s discussion series, adding additional sessions with Yale Admissions Staff, and introducing a series on personal essay writing conducted by Mark Severs, founder of the Independent Educational Support Services—a personal statement consulting firm. This additional time also gave us the opportunity to host a class at Yale’s Beinecke Rare Book & Manuscript Library.
Even before the completion of the 2013 Warrior-Scholar Project, we were thinking ahead to the future of the program. With the hopes of running additional programs on new campuses, representatives from Harvard, and the University of Michigan were invited to come and visit the 2013 program. These hopes have been realized, and with the help of two excellent new program directors we are geared up to execute the program on three campuses for 2013.

**Logan Leslie**  
*Harvard Program Director, Warrior-Scholar Project 2014*  
Logan Leslie is a current sophomore at Harvard College and the father of two young daughters. He served for over 8 years on active duty in the US Army with multiple deployments to Iraq and Afghanistan as a sniper and intelligence operator on a Special Forces SCUBA team. He currently serves on a team in the National Guard. Logan is passionate about assisting veterans in their transition into undergraduate programs.

**Ryan Pavel**  
*University of Michigan Program Director, Warrior-Scholar Project 2014*  
Ryan Pavel is a former U.S. Marine, and Arabic Linguist, who served two deployments in Iraq. After leaving the military he attended the University of Michigan, graduating with a Bachelor’s degree in 2012. Ryan is currently working at Denby High School in Detroit as a part of Teach for America. After completing his two-year teaching mission he will go on to attend University of Virginia’s Law School in the fall of 2014 where he plans on studying national security law.
Once a Warrior-Scholar,
Always a Warrior-Scholar.

Our support of the Warrior-Scholars’ academic goals does not end with the conclusion of the program. This year we extended the post-course resources available to our students:

★ A private Facebook group provides our Warrior-Scholars with a forum to share their triumphs and discuss their struggles with peers and mentors. Beyond the emotional support, the group is a platform through which our Director of Studies, and tutors, can post educational resources ranging from the Mental Floss Youtube video “38 common spelling and Grammar Errors,” to lecture outlines on research into successful learning strategies.

★ Video Chat Office Hours held by our Director of Studies, David Howell, and his tutors once or twice a month. Students may sign up to talk about specific assignments, and readings.

★ Live Academic Skills Tutorials broadcasted through Google Hangouts

★ In person tutorials with the Director of Studies, and Yale affiliated professors for Warrior-Scholars who are able to return to the Yale campus.

★ Essay revision, and mentorship, with Warrior-Scholar Writing instructors

★ Intensive weekend workshops at Yale University focused on improving academic skills. The workshops consist of three three-hour reading seminars with our Director of Studies and a guest Yale Professor.

“Having a Facebook group has been helpful for me. When frustrations get me down I ask a question and the support comes pouring in, which is fantastic.”

- Onyekachi Udeinya, WSP 2012

Warrior-Scholar Project 2013
To measure the effectiveness and impact of the program as a whole, and the individual elements within it, the Warrior-Scholar Project conducted a survey of its 2012 and 2013 participants.

★ 100% of respondents would recommend the Warrior-Scholar Project to other veterans ★

★ 100% of respondents currently enrolled in college said they felt that they were more academically successfully than they would have been had they not attended the program.

★ 95% of respondents who attended college after WSP “strongly agreed” that they felt more confident as students after attending the program.

★ 80% of respondents who attended college after WSP said they felt participating in the Warrior-Scholar Project prepared them, or encouraged them to pursue leadership and other mentorship positions on their college campuses.

★ 87% of respondents who attended college after WSP stated that they felt they were more inclined seek out campus resources such as school tutoring, writing centers, and student veterans center, after attending the program.

Students who attended college after the Warrior-Scholar Project were asked to what extent they felt their experiences on the program had contributed to their knowledge, skills, and development:

★ 96% answered that the Warrior-Scholar Project helped them either “quite a bit” or “very much” with writing clearly and effectively, thinking critically, and learning effectively.

★ 92% answered that the Warrior-Scholar Project helped them either “quite a bit” or “very much” with knowing what to expect in college.
Michael Smith
Warrior-Scholar Project 2013, Bunker Hill Community College, Wesleyan ‘18

Michael Smith served in the US Marines and Army since 2001, and has deployed twice. Michael attends Bunker Hill Community College, but will transfer to Wesleyan University this coming fall as a recipient of the Posse Foundation Scholarship. While at Wesleyan he hopes to pursue Economics and East Asian Studies. Michael acts as a Democracy Coach for Generation Citizens, an organization dedicated to empowering young people to become engaged and effective citizens.

“Prior to WSP, studying in a rigorous academic environment was an improbable proposition. WSP ignited a velocity of confidence. Being told by solid academics that I would be well served to consider top schools presented a puzzle worth figuring out.”

- Michael Smith, WSP 2013

Warrior-Scholar Project 2013
Daniel LaFlamme
Warrior-Scholar Project 2013, Rutgers University

Daniel LaFlamme spent six years in the US Air Force and deployed six times. He attends Rutgers University, where he studies Mathematics. Daniel would like to continue on after his bachelor’s degree to pursue a Masters and PhD in the subject. Daniel achieved a 4.0 at Rutgers this past semester, a major improvement on his prior GPA. He is a natural teacher, and has made several video-casts for his Warrior-Scholar classmates explaining basic Mathematical concepts hoping to “whet [WSP’s] appetite for math.”

“I WAS COMPELLED TO TALK TO MY PROFESSORS MY FIRST SEMESTER MORE SO THAN I THINK I MIGHT HAVE BEEN COMFORTABLE WITH HAD I NOT ATTENDED THE WSP. THIS HAS LED TO AN UNOFFICIAL INDEPENDENT STUDY SETUP THIS SEMESTER WHERE I AM COMPLETING MORE ADVANCED COURSE MATERIAL AND MEETING TO DISCUSS IT WITH THE PROFESSOR ONCE A WEEK.”

- Daniel LaFlamme, WSP 2013
Matt Maclaine spent five years in the US Marine Corps and deployed twice. Matt is currently enrolled in Saddleback Community College where he studies Applied Physics and Engineering. He has maintained a 4.0 GPA and is will apply to transfer to Yale, Stanford, UCLA, UC Berkeley, and UC Irvine. Matt is highly involved on his college campus acting as the Veterans Student Council’s Administrative Coordinator. He also tutors other veterans on his campus, teaching them how to utilize the analytical reading and writing techniques taught by the Warrior-Scholar Project.

“The Warrior-Scholar Project showed me how to apply the tenacity I developed in the Marines to the college experience. As a result, I feel confident in my ability to excel at an elite college...[it] reinforced the idea that it is okay to seek out assistance in the pursuit of excellence.”

- Matt Maclaine, WSP 2013
Ryan Poulter spent eight years in the US Army and deployed three times. He attends Diablo Valley Community College, but will transfer to Wesleyan University this fall as a recipient of the Posse Foundation Scholarship. While at Wesleyan, Ryan will pursue a BS in Computer Science. Ryan acts as a tutor at Diablo Valley Community College.

“The Warrior-Scholar Project showed me shades of education I had not yet viewed on my own. It cemented in me confirmation that school was indeed my next step after the military.”
- Ryan Poulter, WSP 2013
Why the Warrior-Scholar Project?

“I feel this program should be utilized by as many veterans as possible. Veterans deserve the best chance to succeed in college and WSP is that best chance.”
- Nathan Easton, WSP 2013

There is overwhelming goodwill towards veterans in the United States right now. This affords our nation’s heroes unprecedented access to resources and support. However, this overwhelming support has come with a national perspective that veterans are a group that needs saving. We at the Warrior-Scholar Project disagree with this conception. We believe veterans have the experience, skills, and potential, to become this nation’s future leaders. We aim to put them on the path to reach this potential, starting with their education.
Helping Veterans Think Big about Their Academic Careers

Building the Foundation For Success

Student-veterans tend to massively underestimate their potential for academic success, often leading to difficulties in the classroom. We combat these doubts and set their sights higher by inspiring student veterans to be passionate about learning.

The Warrior-Scholar Project engages veterans in an academic setting on a subject about which many of them have strong patriotic feelings—the foundations of democracy. Introducing our veterans to the ostensibly impenetrable world of academia through a subject that they can relate to bridges the gap between their military past, and their academic future. The familiarity of the subject matter grounds them as the program provides opportunities for reaching beyond their comfort zones to work on unused, or unfamiliar skills necessary for academic success. As this comfort grows they are introduced to the full range of possibilities in education.

“Prior to my participation in the Warrior Scholar Project, I felt like I was limited in my abilities to perform in an educational institution of high distinction. Being on Yale’s campus and having dialogue with Yale professors definitely helped boost my confidence in my abilities. I left feeling like I could go to any institution and flourish as long as I had the work ethic and drive to succeed.”

- Jauwan Hall, WSP 2013

Warrior-Scholar Project 2013
Despite their potential, most veterans must learn how to be students again; they must learn how to learn. With fourteen hours per day of intensive academic seminars, workshops, discussions, and one-on-one tutoring sessions, the Warrior-Scholar Project prepares veterans to face the academic, social, and emotional challenges of college life.

The Program Directors guide the Warrior-Scholars, preparing them for the social and emotional challenges with the authority of personal experience, and, as veterans who have achieved academic success at prestigious institutions, acting as examples for what is possible.

Our student-veterans learn analytical reading, writing, and discussion skills essential for academic success in seminars taught by some of the world’s most renowned professors, and writing classes taught by Ivy League writing instructors. In addition to teaching these foundational skills, these classes introduce student-veterans to the purpose and culture of the academy. They come to understand that their professor is not their drill instructor—not only are they allowed to engage with their professor on ideas, they are expected to. This shift in perspective not only changes how veterans view others, but how they view themselves. Going toe-to-toe with intellectual heavy weights from the country’s top universities opens their minds to all of the reality of their scholarly potential.

“The Warrior-Scholar Project gave me the tools and confidence that have been instrumental in my academic career thus far. The ninja reading, and Material Analysis skills given in the classroom are a must for anyone, let alone veterans who are returning to school after years apart.”

- Tom Litton, WSP 2012
Some of the social and emotional difficulties that student-veterans face in college stem from loneliness and, at times, disassociation from the civilian community. Whether with professors, or their younger peers, college veterans often feel they have little to no common ground to start from in building relationships. Veterans deserve the full benefits of a college experience, a lot of which is learning from, and developing relationships with their peers and professors both inside and outside of the classroom.

On the Warrior-Scholar Project, we bridge the divide between the academy and veterans. The Warrior-Scholars work with volunteer student tutors from the host institution, which helps to dismantle some of the misperceptions veterans have about their younger colleagues. It encourages them to look at their peers in a new light. Conversely, this exposes civilian students to veterans, and our student-tutors develop new understanding and respect for their veteran peers.

These relationships to show our veterans how much they have to offer, not just in the classroom, but also to their wider college community. Their skills and experiences in the military have given them the tools to be leaders, and ambassadors, on their campuses. Through the relationships they develop with the professors, and the student tutors, the Warrior-Scholar Project demonstrates the benefits, and importance of having veterans pursue leadership on their campuses.

“The Warrior-Scholar Project gave me insight from masters of the profession that being a “grey man” would have never offered me. It showed that by interacting with the community I can network with other groups and increase my overall potential by being involved.”

- Ryan Poulter, WSP 2013
Academic success, especially at competitive institutions, requires being able both to accept help when it is offered, and seek it out when it is needed. Veterans often struggle with the idea of asking for help. Many feel that after their military experience, especially those with combat experience, academic struggles are not a good enough reason to ask for help. Driven by the assurances of the Program Directors that asking for assistance isn’t a sign of incompetence or weakness, the Warrior-Scholar Project shows veterans the pay-offs of utilizing all resources available to them on their campuses, and from the Warrior-Scholar Project.

The writing instructors are members of the host institution’s writing center. They spend hours with the students both in the seminars, and later during independent study. The Warrior-Scholars see first hand just how much their writing can benefit from the input of others, especially the input of trained academic tutors. This encourages the students to seek out writing and tutoring centers once on their own campuses.

The Warrior-Scholar Project continues to act as an academic resource after the program. Many writing tutors, teachers, and professors, on the course develop relationships with the Warrior-Scholars and continue to tutor them over the phone and via video chat after the conclusion of the program. The Director of Studies, David Howell, uses a private Warrior-Scholar facebook group as a social vehicle for collaborative learning, posting educational resources that help the Warrior-Scholars to continue developing their academic skills. These resources include articles, Warrior-Scholar webinars, virtual office hours, and beyond. In turn the students post questions, vent their academic frustrations, and share their successes. This creates a dynamic and supportive online community of inquiry.

“**Asking for help is not a weakness.**”
- Onyekachi Udeinya, WSP 2012

**Warrior-Scholar Project 2013**
Building the Foundation For Success
Tackling and Overcoming Individual Challenges

The relationships developed on the course are some of the greatest assets for the Warrior-Scholars. The bonds created between the veterans, the student tutors, the writing tutors, the program directors, and other members of the staff, develop into lasting mentorships.

One-on-one relationships that develop naturally allow staff members and volunteers to address the specific needs of each Warrior-Scholar. It establishes a foundation of trust that helps the Warrior-Scholars feel comfortable seeking help when they need it—a comfort they may not feel with the resources offered on their college campus.

The atmosphere of the program also creates a tight knit Warrior-Scholar Project community. Through our facebook group, the volunteers, staff, and student veterans, celebrate each other’s successes, and provide support for the struggles of their peers.

“Matt – this is as polished a first rough draft as I’ve seen in [English] 1004.”
—UConn Professor’s comment on a paper written by WSP 2013’s Matt Menezes
Veterans are independent and competent. One of the major strategies of our program is to, as our Executive Director would put it, “Get them going, then get out of the way.” Veterans do not need constant supervision and intervention. Instead, they simply need to be given the tools for success, and the confidence and breathing room to use them.

We provide the veterans with the tools and confidence to find their own paths to college success under their own steam, while also affording them the security of knowing that they have safety net of trusted advisors, mentors, and resources to help them overcome any challenge. The “academic bootcamp”, and our post-program educational resources, are structured to provide them with academic, social, and emotional tools essential for success, while also encouraging the independence to take ownership of that success.

As Yale Professor and renowned Historian, Donald Kagan, said of the Warrior-Scholars, “These veterans are remarkable people who have valuable skills and talents, and remarkable life experiences, as well as extraordinary character and maturity. Their time in college should help prepare them to make great contributions in civilian life — even their achievements in the military will help them contribute significantly to their institutions of higher education.” The Warrior-Scholar Project empowers student-veterans to utilize these unique qualities in settings beyond the military, guiding them in their first steps on the road towards civilian achievement, starting with their education.

“My college experience has been 100 times better than what I could have expected due to my experience at the WSP and I feel obligated to get as many other vets involved as possible. This generation of vets has the ability to be the next “greatest generation” and the future leaders of this country. All of that success starts with understanding the transition from military to civilian life and, more importantly, to student. We are lifetime students and attaining that understanding transcends all other intellectual pursuits and provides limitless possibility.”
- Matt Maclaine, WSP 2013
2013 Financials

The Warrior-Scholar Project dedicates itself to making the most out of our funding. Keeping operating costs low—only 20% of our 2013 spending—has enabled us to get the maximum benefit out of our donations for our Warrior-Scholars.

**Expenses**

- Total 2013 Expenses: $97,768
- 80% Program Expenses: $78,336
- 20% Operational Expenses: $19,403

**Revenue**

- Donations in 2013 coming in at $271,189 were almost triple our 2013 spending.
- 90% of our revenue came from donations greater than, or equal to, $5000
- The Warrior-Scholar Project received a $30,000 President’s Grant from the National Endowment for the Humanities.

**Surplus**

- The Warrior-Scholar Project ended the year with a $173,421 budgetary surplus
New to the Board of Directors

Mark London, Esq.

★ Mark London is a partner at the D.C. Law Firm London & Mead, where he specializes in complex commercial litigation. He has also served as a mediator in the US District Court in D.C. for twenty years. Mr. London graduated with a B.A. from Amherst College, and a J.D. from George Washington University.

Lindsey Melki

★ Lindsey Melki is a West Point graduate, and a former US Army Officer and Blackhawk Helicopter Pilot. She is currently a dual MBA/MPA Candidate at NYU. Ms. Melki has worked as a Summer Associate at the Albright Stone Bridge Group, a global strategy firm that helps corporations, associations and non-profit organization meet their core objectives. She is also a member of the Truman National Security Defense Council.

Chris Michalik

★ Chris Michalik is the Managing Director of Kinderhook Industries, a New York private equity firm. He serves on the Board of Directors of Wellcare Group, Inc., Clinical Research Advantage, E4 Health, Primertius Financial Services and IDQ Holdings. Mr. Michalik graduated with a B.A. from Yale College, and a M.B.A. from Harvard Business School.
The success of the Warrior-Scholar Project in 2012 and 2013 has given the organization the momentum and drive to continue to expand. In order to help us work towards this goal, and perpetuate the success of the organization beyond the direct involvement of its founders, we are transitioning to a more institutionalized organizational structure. This transition includes shifting away from running almost entirely on the hard work of volunteers, to hiring our first paid employee.

Alex Forrester graduated from Yale University in 2013 with a Bachelor’s degree in Humanities. She has worked as a Senior Interviewer at the Yale University Admissions Office, and has acted as an organizer for the student run community outreach program Yale Swim New Haven dedicated to improving water safety for New Haven’s children by providing free swim lessons. Before entering professional life, Alex was an internationally ranked swimmer, and a NCAA Division I First-Team All-American. Ms. Forrester began working for the Warrior-Scholar Project during the summer of 2013 as a volunteer, and was asked to become part of the staff in September as the organization’s first paid employee.
Looking Forward to 2014...

There’s a saying in the special operations Community, “Slow is smooth, smooth is fast.”
— Executive Director, Chris Howell

The support we have received for the Warrior-Scholar Project has been a source of encouragement, and has afforded us the financial means to expand rapidly. However, maintaining the quality of the programs is the first priority, and consequently we have chosen to take a measured approach towards our expansion. We are determined that the pressures of success will not jeopardize the quality that has warranted it.

★ The Summer of 2014 marks the first phase of expansion from the Warrior-Scholar Project. Three programs will be hosted at Harvard, Yale, and the University of Michigan. This will provide more than twice the number of veterans with the opportunity to participate as the 2013 program.

★ The Warrior-Scholar Project is currently working on its next phase of expansion, looking to expand to an additional three to five schools in the Summer of 2015.

★ Starting in May of 2014, current Executive Director, Christopher Howell, will shift from his current volunteer position to full-time paid employee status.
The Warrior-Scholar Project would like to thank:

- Nicholas F. Brady & the Darby Foundation
- The Diana Davis Spencer Foundation
- Linda and Glenn Greenberg
- Charles B. Johnson
- The Liana Foundation
- Mark London, Esq.
- Chris Mead, Esq.
- Peter & Mary Beth Oppenheimer
- The National Endowment of the Humanities

And our many other generous supporters in 2013 for making The Warrior-Scholar Project Possible

Warrior-Scholar Project 2013