



Testimony of Loree Sutton, MD (BG, USA, Ret.)
Commissioner for the New York City Department of Veterans' Services (DVS)
New York City Council Committee on Veterans
Council Chambers, City Hall
December 13, 2018, 10:00am

Good afternoon Chair Deutsch and members of the New York City Committee on Veterans. My name is Loree Sutton and I am honored to serve as the founding Commissioner of the New York City Department of Veterans' Services (DVS). I am joined today by Cassandra Alvarez, our Senior Advisor and Director of Public-Private Partnerships.

Navigating the myriad of agencies, providers, and associated regulations and processes can one of the biggest challenges for a veteran in accessing services, especially veterans newly transitioning out of military service. At DVS, we strive to take the frustrations, hassles and 'trial and error' out of navigation. We do this through community engagement, targeted advocacy, and compassionate service. From outreach and employment assistance, to facilitating peer-mentoring and whole health services, to veteran homelessness reduction, DVS staff members work with veterans one-on-one to help them figure out what benefits they might be eligible for and how to get access to services.

I am pleased to present testimony today on how DVS uses this model to promote veteran access to higher education, and how our processes relate to the aims of proposed Introduction No. 1047.

Our City is home to over 210,000 veterans, who come from all walks of life, faiths, backgrounds, and eras of service. Of this population, in 2016 there were roughly 12,000 student veterans currently utilizing their Post-9/11 G.I. Bill educational benefits to fulfill their next mission of personal and professional development at New York City's colleges, universities, trade schools, and job training programs.

When an eligible student veteran enrolls in college, the Post-9/11 G.I. Bill pays for 36 months of education at Department of Defense-approved institutions of higher education or on-the-job training programs. For those pursuing higher education, the Post-9/11 G.I. Bill pays the cost of school tuition directly, while simultaneously sending a stipend earmarked for living expenses to the student veteran -- called the Basic Allowance for Housing (BAH) -- for as long as they are enrolled in classes.

The average BAH for New York City ranges from \$2,800 – 4,100 per month and is meant to cover costs of living according to the zip code of the school the veteran attends. Recently, when the federal government fell behind on delivering the G.I. Bill benefits that many of our student veterans rely on as their sole means to pay rent, DVS and the Department of Social Services (DSS) stepped in to provide emergency rent arrears assistance. If a student veteran has fallen behind on rent, and is at risk of facing eviction, they can seek immediate assistance by visiting

the NYC Department of Social Services (DSS) Michael J. Handy Veterans Service Center located at 25 Chapel Street in Brooklyn to have their case evaluated for emergency rent arrears funds and other benefits.

In addition, DVS and DSS partnered together to create an official letter that student veterans can take to their landlords to validate the delayed G.I. Bill payments as a legitimate cause for late rent payments. In 2017, DVS and the New York City Commission on Human Rights partnered on an educational campaign to apprise the City's student veteran and landlord communities of the G.I. Bill as a legitimate source of income, which can be used towards housing costs.

Of the City's 12,000 student veterans, approximately 3,400 attend college at The City University of New York (CUNY). These veterans can avail themselves of resources such as educational benefits and entitlements counseling, advocacy resources, mentoring and internship programs, and support resources for them and their families offered through the CUNY Office of Veterans Affairs (COVA). For those student veterans who wish to speak one-on-one with a peer about how to navigate campus life, information about Veteran Campus Representatives is available through COVA's page on the CUNY website, or by calling/emailing the CUNY Central Office.

In addition to COVA-provided resources, the Project for Return and Opportunity in Veterans Education (PROVE) program, offered in ten out of the twenty-five campuses of CUNY, offers support systems comprised of social work interns, peer student veteran mentors and field instructors to promote successful ease of transition into college life for student veterans.

Meanwhile, CUNY's Accelerated Study in Associate Programs (ASAP) assists students earning associate degrees within three years of academic study with financial, academic, and personal support such as career counseling, tutoring, fee and tuition waivers, MTA MetroCards, and financial assistance to assist with purchasing textbooks.

For those not attending CUNY, student veteran-specific resources are also generally available at private colleges and universities. For example, Columbia University's School of General Studies offers financial aid, VA benefits counseling, information on scholarships available to veterans and their dependents, as well as a "university studies" program free to all transitioning vets - regardless of where they attend school through Columbia's new Center for Military Transition and Integration. Manhattan College has a special "Veterans at Ease" holistic health retreat program, designed to help student veterans manage stress and successfully transition from the military to civilian/academic life with other student veterans on campus.

In addition, Fordham University offers robust programming for student veterans, ranging from internship placement services to on-campus student-veteran community-building activities through the Fordham Ram Vets association. New York University offers the Military Alliance Community Center for undergraduate and graduate student veterans to connect with other veteran and military-connected students, as well as other student veteran clubs, groups and programming in collaboration with entities such as the Student Veterans of America (SVA).

DVS partners with the College Board, whose College-Level Examination Program (CLEP) helps student veterans expedite their degree attainment through exams that offer college credit based

on military knowledge, experience, and independent study. CLEP also gives student veterans the ability to maximize their GI Bill, allowing many to put remaining benefits towards post graduate degree studies.

At DVS, we have created “Veterans on Campus”, an initiative that brings together the City's colleges and universities and private-sector organizations. The objectives of Veterans on Campus are:

1. To assist academic institutions in identifying and adopting best practices that create a supportive student veteran experience,
2. To inspire new transitioning service members and their families to pursue their higher education goals here in NYC,
3. To ensure successful transition to not only college and community life and educational achievement, but to viable new careers and purpose-driven civilian lives.

Over the past year DVS met with school leadership from a sampling of New York City colleges and universities with high student veteran populations to introduce the agency as a resource and to gauge best practices for promoting academic success. The Department issues a Student Veteran Welcome Packet, which includes information on transition services, mentoring, employment, financial literacy and volunteering to aid student veterans with opportunities to advance personally and professionally.

DVS also partners with the aforementioned Student Veterans of America (SVA), a leading national organization that serves as the umbrella over many campus-based student veteran organizations. Their advocacy and policy efforts led to passage of the Post 9/11 G.I. Bill legislation, and as we continue to make our Veterans on Campus initiative more robust, we will work alongside SVA to gain data-based insights to help inform programmatic next steps. SVA also offers a useful self-assessment tool in partnership with College Factual that helps students make the right choice when selecting an institution of higher learning.

In January 2019, DVS will issue a “keys to success” list, that will encourage institutions to adopt some of the best practices being implemented to support student veterans and their families throughout the City. The Department also facilitates networking events, panel discussions, and career networking events for student veterans looking to advance their education outside of the classroom.

DVS also sought to gain a deeper understanding of the transition experience for returning service members moving to New York City through a coordinated research effort. Through focus group sessions and an online survey, DVS reached out to and engaged with students from institutions across the City to understand motivations for moving to New York City for school, future career aspirations in addition to gaging the most common challenges experienced throughout the transition process in relation to securing housing and navigating federal, state and local benefits.

The information gained from this endeavor is not an exhaustive account of the veteran student experience, but rather an introduction to the key challenges and opportunities for further design and development. Ultimately this information will be used to inform future Veterans on Campus

programming and to leverage resources in the public and private sectors to improve service delivery for transitioning veteran students.

This agency consistently looks for novel ways to coordinate and improve service delivery for our veterans, especially those looking to complement their military education with higher learning at one of our City's fine public or private institutions. On Veterans' Day, the Mayor announced that DVS had launched "VetConnectNYC," a coordinated care network with the goal of ensuring that every veteran gets access to the services they need to lead fulfilling and purpose-driven lives. A few of the many partners in the VetConnectNYC network include CUNY, Workforce1, Columbia University, Headstrong Project, the Vet Centers, New York University, the Mission Continues and the federal VA.

In regards to proposed Introduction No. 1047, as mentioned publicly when the bill was introduced by the Public Advocate earlier this year, we support partnering with other governmental and student veteran-advocate stakeholders in promoting veterans being more financially literate and utilizing their G.I. Benefits wisely. Credible, established providers which are knowledgeable in the space of advising student veterans on how to properly use their available financial resources, especially towards accredited and established institutions which will help propel them to the next phase in their personal and professional development, is an invaluable asset for our student veteran population.

The goals of financial counseling and college advising proposed by Intro. 1074 would not be best facilitated by DVS. Rather, the current system DVS utilizes does accomplish the goal of pairing veterans with entities who are knowledgeable on the important nuances of financially advising student veterans. DVS currently provides information to student veterans about resources for 1) financial literacy such as those available through the Department of Consumer Affairs' Financial Empowerment Network, in addition to its extensive resources on tips for existing student loans, student debt loan clinics, agency reports such as those on student loan distress in collaboration with the Federal Reserve, as well as 2) information on established entities such as the federal VA and Student Veterans of America which counsel student veterans on how to correctly apply educational benefits.

In addition, if at any time a student veteran feels as if they have been the victim of discriminatory or predatory practices by any educational institution, as well as landlords, employers, or any other potential bad actor, we urge them to contact DVS so that we can connect them to appropriate avenues of recourse, either through City resources or through legal service providers.

Veterans and their families are our City's leading natural renewable resource, and DVS welcomes the opportunity to cultivate existing partnerships and grow new relationships with educational institutions who understand the tremendous potential of our student veteran population.

Thank you again for this opportunity to meet with you today. At this time, I am happy to address any questions you may have.



NYC Veterans Alliance

www.nycveteransalliance.org

www.ourveterans.nyc

Testimony by

Samuel Molik
Director of Policy and Legislative Advocacy
NYC Veterans Alliance

Joint Committees on Veterans and Higher Education
Intro. 1047

December 13, 2018

Good afternoon and thank you to the Chair and the Committee for the opportunity to testify today. My name is Samuel Molik and I am the Director of Policy and Legislative Advocacy for the NYC Veterans Alliance, a member-driven, grassroots policy advocacy and community-building organization that advances veterans and their families as civic leaders.

On behalf of our members and supporters, we state our firm support for of Intro 1047 and we applaud the Public Advocate and this Committee for introducing and supporting this bill that ensures our city resources are used to protect veterans from predatory for-profit institutions that seek to exploit their hard-earned educational benefits without providing the high-quality education and support they deserve. This is a nationwide problem that our current presidential administration has only sought to further deregulate, and we need for city government to step in with solutions. We strongly urge this committee to pass and implement Intro 1047 without delay.

When Public Advocate Tish James introduced this bill last July, our Founding Director Kristen Rouse, a veteran of the war in Afghanistan who herself used the GI Bill to earn her degrees, stated that it was more important than ever to root out the bad actors preying upon the more than 12,000 student veterans in our city attempting to use the rich educational benefits that they have earned. Advocates have fought hard in recent years to expand, protect, and defend what is now the Forever GI Bill, but these benefits seem to be continuously in peril, even as we still have troops fighting and losing their lives in our nation's ongoing wars. Whether it is delayed GI Bill payments because of VA failures at the federal level or predatory bad actors exploiting benefits locally, student veterans need every measure of support and advocacy that our city can provide.

Even as I speak, two NYC Veterans Alliance members are meeting with members of Congress on Capitol Hill alongside Iraq and Afghanistan Veterans of America to demand accountability on recent failures in getting student veterans the payments due them and to defend the GI Bill, in addition to other vital concerns for NYC veterans. I will tell you what they are telling our Congressional delegation: *the time to act is now*.

In a report released just this month, the VA's own Inspector General estimated that \$2.3 billion could be going to for-profit schools without proper academic accreditation because of massive oversight failures.¹ It has been well-documented over the last decade that for-profit

¹ <https://www.military.com/daily-news/2018/12/05/va-still-paying-millions-gi-bill-tuition-ineligible-profit-schools-watchdog.html>

institutions target veterans for their GI Bill benefits, saddling student veterans with debt for degrees that too often can't be used for the careers they were promised.² In a 2014 US Senate report, it was documented that 66 percent of veterans who attended for-profit colleges using GI Bill benefits left the program without a degree.³

A legal loophole known as the “90/10 rule”—referring to a rubric for for-profit institutions receiving federal funding, and footnoted in this testimony for your reference—creates an incentive for for-profit colleges to target veterans. In 2011 a senior official at the Consumer Financial Protection Bureau (CFPB) wrote in a New York Times op-ed that this loophole “gives for-profit colleges an incentive to see service members as nothing more than dollar signs in uniform, and to use aggressive marketing to draw them in.”⁴ Correctives passed under the Obama administration have been repealed under the current administration, as have ethics rules that otherwise brought some measure of accountability.⁵

The federal government simply is not providing adequate safeguards and accountability to ensure student veterans receive a quality education in return for the GI Bill benefits they've earned by putting their lives on the line for our nation. We need for our city government to step up for veterans with the vital support and protections that Intro 1047 would provide. With VetConnectNYC, a robust staff of outreach specialists, and consistent connectivity with city and state agencies—the NYC Department of Veterans' Services is best prepared to serve as a hub of information and resourcing for the latest in veteran educational benefits, best practices, and identification of institutions that aren't meeting their obligations to our student veterans. This is substantive action that is needed right now. We urge this Committee to pass this bill without further delay.

As our Founding Director, Kristen Rouse, stated at this bill's introduction last July, “Veterans need support and resources in order to succeed. Our city government must marshal all available resources to root out bad actors profiteering off of the benefits rightfully earned by veterans.” On behalf of the NYC Veterans Alliance, I thank you for the opportunity to testify today. Pending your questions, this concludes my testimony.

² <https://www.businessinsider.com/for-profit-colleges-target-military-veterans-2017-12>

³ <https://www.pbs.org/newshour/education/why-these-veterans-regret-their-for-profit-college-degrees-and-debt>

⁴ Hollister Petraeus, “For-Profit Colleges, Vulnerable GIs,” the New York Times (Sept. 22, 2011), available at <http://www.nytimes.com/2011/09/22/opinion/for-profit-colleges-vulnerable-gis.html>

⁵ <https://taskandpurpose.com/va-scrap-ethics-law-helps-safeguards-veterans-predatory-profit-colleges/> and <https://www.nytimes.com/2017/09/29/business/veterans-affairs-ethics.html?referer=>

New Legislation from PA James to Combat Higher Education Fraud Against Veterans

Jul 17 2018

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Today, Public Advocate Letitia James announced that she will introduce new legislation to protect New York City veterans from predatory for-profit colleges and help them access safe, legitimate educational options and financing. The announcement comes days after the FBI released the details of an investigation that uncovered a scheme to defraud thousands of student veterans seeking higher education. The bill, which will be introduced tomorrow, is co-sponsored by Council Member Chaim Deutsch, Chair of the Veterans Committee, Council Member Eric Ulrich, former Veterans Committee Chair, and Council Member Paul Vallone.

Public Advocate James also called on the City to significantly increase funding for the Department of Veterans' Services (DVS), the agency charged with providing our returning service members with the help and support they need to overcome the incredible challenges of returning to civilian life.

While DVS has already seen significant expansion since it first became an independent agency in 2016, its current budget of \$4.6 million and staff of 35 employees means just \$21.82 in funding for every veteran they are charged with serving and one employee for every 6,023 veterans living in this City. Although DVS has done extraordinary work with the resources available, they do not currently have the capacity to provide the breadth of services that veterans need—including dedicated support to help veterans avoid higher education fraud and access quality education options and financing.

“Defrauding veterans seeking to obtain a higher degree is both highly immoral and illegal,” said **Public Advocate Letitia James**. “By expanding outreach and awareness efforts and helping veterans access legitimate alternatives, we will protect against this vicious fraud. We must also significantly increase funding for the Department of Veterans Services to ensure that the agency charged with supporting our returning heroes has the resources they need to fulfill their mission. Our service members put their lives on the line to protect us, and we must do all we can to support them.”

The legislation would mandate that DVS, in consultation with the Department of Consumer Affairs, establish an outreach and education program to inform veterans about financial issues related to higher education including the risks of for-profit or fraudulent colleges and how to identify predatory for-profit institutions, and finding quality, lower-cost alternatives. The program would also include information and support on accessing government programs and other resources available to veterans, minimizing student debt, and safe and legitimate student loan repayment options.

This month, the FBI released details of a conspiracy to defraud veterans and steal government funds by falsely advertising that online courses were provided by an accredited college when they were in fact provided by a scam diploma mill. The bait-and-switch scheme at the heart of the scam involved a company called Ed4Mil conspiring with administration members at Caldwell University in New Jersey and an unaccredited correspondence school, promising veterans classes at the former while they were truly administered by the latter. The conspirators

conned the government out of tens of millions of dollars in GI Bill funding and cheated thousands of service members out of the quality education they are entitled to under the law.

"I am pleased to be a supporter of the Public Advocate's legislation on increasing outreach to Veterans," said **City Council Member Alan Maisel, Member of the Veterans Committee**. "This Council has been very active in trying to meet the needs of our Veterans. This is another good effort to help."

"DVS salutes the Public Advocate for her stalwart support of veterans and their families," said **Eric Henry, General Counsel and Director of Intergovernmental Affairs for the New York City Department of Veterans' Services**. "We remain committed to working together to ensure access to quality higher educational programs, through collaboration with The Office of the Public Advocate, the Department of Consumer Affairs and other trusted partners to disseminate relevant information and appropriate referrals to various resources, including government agencies, community service providers, and educational institutions."

"Despite the tremendous benefits included in today's GI Bill, student veterans are too often left alone to navigate an incredibly complex, confusing, and sometimes predatory higher education system--while also facing the challenges of finding affordable housing and a social network to help support their success," said **NYC Veterans Alliance Founding Director and U.S. Army Veteran Kristen L. Rouse**. "City government must marshal all available resources to ensure student veterans attain the full value of the federal and state educational benefits they've earned. This bill sets in place the right resources and information to help student veterans succeed and take advantage of the wealth of opportunities that NYC offers. We strongly support this bill and thank Public Advocate Tish James for her leadership and continued support in making NYC a better place for veterans and our families."

"Too often, returning veterans are targeted by for-profit schools selling high-cost, low-value degrees," said **Yan Cao, Fellow at The Century Foundation**. "Veterans have sacrificed too much for their education benefits to be wasted or worse -- for their shot at a degree to turn into a downward spiral of hidden debt. This proposal is an important step toward ensuring that veterans receive meaningful educational opportunities."

"When military women and men return home to the communities they served, it is imperative that they have access to smart, timely information about their hard-earned benefits, like the GI Bill, so they can make informed decisions about their career options, finances and future," said **Tyson Manker, Veterans Advocate at Veterans For Success**. "It should not be controversial to support veterans or to demand good outcomes when taxpayer dollars are invested."

"Queens College is dedicated to fostering a sense of community and developing channels of communication amongst student veterans," said **Dennis Enrique Torres, Veterans Specialist at Queens College**. "Thanks to Public Advocate Letitia James' forward thinking, our community will benefit from a systematic approach towards informing New York City veterans about higher education opportunities. More student veterans will be able to make informed choices about financing costs without incurring great debt. The mission of our Veterans' Support Services

Office is to assist student veterans in pursuing their academic careers. Tools such as this, further reinforce our commitment to serving student veterans at Queens College, working with all CUNY campuses.”



Statement of Hannah Sinoway
Before the New York City Council Committee on Veterans
December 13, 2018

Statement of Hannah Sinoway
Chief Services Officer
of
Iraq and Afghanistan Veterans Of America
before the
New York City Council Committee on Veterans

December 13, 2018

Chairman Deutsch and Distinguished Members of the Committee, on behalf of Iraq and Afghanistan Veterans of America (IAVA) and our more than 425,000 members, I would like to thank you for the opportunity to testify here today on the pending legislation before the New York City Council Committee on Veterans. My name is Hannah Sinoway, the Chief Services Officer with IAVA's Rapid Response Referral Program, or "RRRP" for short. RRRP is IAVA's high-tech, high-touch referral service for veterans and their families with a complete and comprehensive case management component. To date, RRRP has served over 9,000 veterans and family members and over 1,000 veterans and family members in NYC alone, providing critical support and resources to ensure this city's veteran's needs are effectively met.

After fourteen years, IAVA has become the preferred empowerment organization for post-9/11 veterans. While our members are spread throughout the nation, we are proud to say that our national headquarters is located in New York City. Since its beginning, IAVA has fought for and has been successful in advocating for policies that are able to meet the needs of our newest generation of veterans, which includes our advocacy towards the creation and proper funding of the DVS.

Defending the GI Bill is an extremely important part of our work and is highlighted in our Big Six priorities for 2018. According to our most recent member survey, the Post-9/11 GI Bill is an extremely popular program; 90% of our members have used, plan to use, or have transferred the benefit to a qualifying dependent. Out of the vast amount of our members that have used the Post-9/11 GI Bill, 74% said that they had 'Good' or 'Excellent' experiences.

IAVA led the charge in 2008 to pass the first Post-9/11 GI Bill; our leadership in 2008 to spearhead this landmark legislation was extremely important. For the next decade, IAVA fought for and defended the Post-9/11 GI Bill: from advocating for the *Post-9/11 Veterans Educational Assistance Improvements Act* passed in 2010 to defend the GI Bill against cuts and taxes in 2016 and 2017, and passing sweeping new improvements to the benefit in the *Harry W. Colmery*



Veterans Educational Assistance Act - otherwise known as the “Forever GI Bill.” Additionally, 88% of IAVA’s members believe that the Post-9/11 GI Bill is either ‘Extremely Important’ or ‘Important’ to transitioning servicemembers and almost 90% oppose any cuts to the benefit, which is why IAVA’s continued effort to Defend the GI Bill from cuts, waste, and abuse will last long into the future.

In August 2017, with the backing of IAVA and many other Veteran Service Organizations, the *Colmery Act* was signed into law, marking one of the largest expansions of veteran educational benefits since the original GI Bill in 1944. This expansion created a need for updated IT infrastructure within the VA to address new provisions in the law, such as modified Monthly Housing Allowance (MHA) payments. According to the legislation, the VA had a deadline of August 1, 2018 - one full year after passage - to implement these changes, and as of this hearing, the VA has yet to do so.

On October 10, well into the Fall semester, the VA publicly acknowledged longer than normal processing times on their website and gave instructions for students who were experiencing financial hardships, such as falling behind on rent, utilities, or other important bills. This left students with no official explanation as to why they were unable to receive their benefits for nearly two months. The VA also left students with no timeline of when they would realistically be able to expect MHA payments, leaving students unable to properly plan their finances and adding undue stress to their semesters.

On November 15, the VA testified in front of the House Veterans Affairs Committee on these pressing issues, but Representatives of both parties didn’t appear to get the answers they were looking for. Since then the VA has decided to delay implementing the revised MHA under the *Colmery Act* until the Spring of 2020. Until then, student veterans will continue to be paid under the old MHA rates while the VA works to upgrade their IT infrastructure to comply with the new law. While this will allow student veterans and their schools to receive their MHA payments, a group of student veterans will remain underpaid by the law. The VA has promised to make those payments whole when their new IT systems are online in 2020. IAVA remains committed to ensuring all student veterans receive proper GI Bill payments and will continue to remain vigilant on this important issue.

In the past couple of weeks our Rapid Response Referral Program (RRRP) has received more than 20 inquiries from veterans reaching out reporting that due to lack of GI Bill payments, they are now facing serious financial crisis, including eviction, lack of food and clothing, transportation challenges, and utility shut-offs. One veteran reached out reporting that he had to drop a class because he couldn’t afford the textbook due to lack of expected and promised payment. In addition, he now owes the VA money because of this dropped class, despite the



COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

Testimony of Peter J. Awn
Professor of Islamic Religion and Comparative Religion
Dean Emeritus, School of General Studies
Chair, Advisory Board, Columbia Center for Veteran Transition and Integration (CVTI)

New York City Council Committee on Veterans jointly with the Committee on Higher Education

Oversight: Veterans and Access to Higher Education

On behalf of the Columbia University community and the Columbia community of student veterans, I would like to thank Chairman Chaim Deutsch and Chairwoman Inez Barron and the Committees on Veterans and Higher Education for the invitation to provide testimony about veterans' access to higher education.

Columbia is justly proud of its leadership in American and international education. This is especially evident in Columbia's commitment to create the most diverse and inclusive undergraduate community in the Ivy League. An important example of this commitment to inclusion is the founding in 1947 of the School of General Studies (GS), in large part to meet the educational needs of the thousands of GIs returning to Columbia after WWII. Over its more than seventy year history, GS has become a fully integrated liberal arts college in the Columbia undergraduate program.

While Columbia College (CC) recruits students who have recently completed high school, GS recruits, evaluates, and advises students with untraditional backgrounds and mainstreams them fully with their CC colleagues into the undergraduate program. GS students take the same courses, with the same faculty, major in the same departments, and are held to the same high standards as all other Columbia undergraduates. The Columbia classroom is unlike that at any other Ivy League university because of the full integration of a significant number of students with untraditional backgrounds who enhance in a very special way the intellectual discourse among undergraduates and the faculty.

In the early 2000s, a new initiative was launched to recruit to GS exceptionally talented veterans of the Iraq and Afghanistan conflicts. Initially, the veteran community numbered only twenty to forty students because enlisted men and women leave military service with few personal resources, and the Montgomery GI Bill at the time provided little support.

In addition, few veterans had ever heard of GS or its history of involvement in veterans' education. It took us a number of years to design a sophisticated outreach program to the veteran community that has now produced significant results. This early community of veterans was instrumental in helping us develop best practices in both transitioning recent veterans to an Ivy League undergraduate program, and in providing them with the necessary support services to promote their academic and professional success. It is, in fact, this early cohort that formed the U.S. Military Veterans of Columbia University (MilVets), the student group that remains today one of the most important resources for Columbia veterans.

The skills we developed from the early 2000s through 2008 prepared us for the rapid growth in the veteran student community catalyzed by the introduction in 2009 of the Post 9/11 GI Bill and the Yellow Ribbon Program. Now enlisted men and women can pursue a Columbia education without incurring the debt burden earlier veteran alumni had to assume. Consequently, the undergraduate veteran community has grown from 59 in 2008 to 493 in the 2017-2018 academic year. Overall, there are approximately 750 student veterans at Columbia pursuing undergraduate and graduate degrees.

Much more important than the numbers, however, is that, over more than a decade, we have created deep and productive relationships with all branches of the military, giving us immediate access to some of the most talented transitioning veterans in the country. And once prospective students are put in touch with mentors from MilVets, they soon come to realize that Columbia is the most supportive, engaged, and effective undergraduate veterans' program in the country with a graduation rate of over 90% and a record of job and graduate school placement that equals Columbia's non-veteran graduates.

CHALLENGES: (1) THE ADMISSIONS PROCESS

The challenges facing veterans in the admissions process at highly selective private colleges and universities are the same as those faced by other nontraditional students. The metrics used in the admissions process are focused in large part on the high school record of an individual applicant—grades, test scores, class rankings, extracurricular activities, honors and awards, etc. When dealing with a twenty-five year old veteran, however, focusing solely on these metrics will exclude many if not most veterans who may or may not have been successful in high school. More important, the process ignores all the intellectual and personal growth that can take place during military service.

Selective schools cannot have two sets of admissions metrics in one admissions office, one for traditional high school students, the other for veterans and other nontraditional students. That most probably would result in age discrimination lawsuits from traditional students who would argue that they too should be evaluated using metrics that do not focus in the main on high school data and test scores. Consequently, many highly selective colleges and universities

maintain a “one size fits all” admissions process, with the result that they have a very small number of student veterans, if they have any veterans at all.

In contrast, because GS is a separate undergraduate college at Columbia, we have been able to develop sophisticated metrics that evaluate in a holistic manner the potential for a veteran (or any other nontraditional student) to succeed at Columbia. We include high school related metrics and test scores, but give equal if not more attention to what the veteran has achieved academically and professionally while in the military or after separating from the military. In addition, we try to prequalify applicants, by engaging with them even before the submission of an application. In that way, we can determine whether or not the individual is a good candidate for Columbia. Only then will we encourage the individual to apply. By trying to limit the number of applications to those that have been prequalified, we are able to spend more time reviewing those applications. In fact, on average, we spend four hours on each application.

CHALLENGES: (2) RECRUITING VETERANS AND OTHER NONTRADITIONAL STUDENTS

Highly selective colleges and universities, who focus almost solely on recruiting traditional high school students, do not know where to go to find talented veteran applicants. For example, rarely do recruiters at these schools interface broadly with the Community Colleges around the country. One of the most effective ways for a recently transitioned veteran to test the educational waters is to study at a Community College. At GS approximately seventy percent of the 2,600 students, veteran and non-veteran alike, have completed some Community College.

Challenging honors programs at Community Colleges are effective pathways to a four year degree at a highly selective school. The national Honor Society for Community College students, *Phi Theta Kappa*, identifies particularly talented individuals who would excel at four year schools.

Currently, there are two important non-profits that help selective private colleges recruit veterans, namely, *Service To School (S2S)* <https://service2school.org>, and the *Posse Foundation* <https://www.possefoundation.org>. They are very different operations, but each provides a way for selective schools with no experience in recruiting veterans to add a modest number of veterans to the student community. To depend solely on these organizations, however, will never increase significantly the number of student veterans on campus unless schools also create robust and effective outreach to Community Colleges and the military.

CHALLENGES: (3) SUPPORT SERVICES AND CULTURAL INTEGRATION

Services for student veterans and other nontraditional students need to be designed to respond to the challenges they face as adults with complicated lives. Student advising should be robust and

engaged. Health and Counseling services must coordinate closely with student veterans in order to insure that medical and psychological professionals are readily available.

It is essential for the success of student veterans that they have ready access to substantial academic support services, in terms of mentoring, tutoring, study groups and workshops. These should not be seen as remedial in nature but as practical tools to insure the student's academic success and the achievement of long term goals.

Equally critical is having on staff skilled financial aid professionals who are thoroughly conversant with the complexities of VA benefits available to student veterans through the Post 9/11 GI Bill, the Yellow Ribbon Program, and other state and federal programs that provide student veterans with the support they need. The more effectively that financial aid officers manage relationships with the VA in terms of benefits, the more time student veterans will have to focus on their studies.

New student veterans will integrate better into the college community if they find on campus a welcoming and supportive student veteran organization. A significant challenge for any undergraduate community of student veterans is not only to create a tightly knit veteran support network, but also to push new student veterans out into the broader undergraduate community. Student veterans who choose to engage solely with other veterans during their undergraduate years will find themselves aliens in the civilian world, even after completing college. Integrating actively and effectively with the broader student community helps bridge the civilian military divide and enables student veterans to prove to themselves that they are able successfully to assume leadership roles in campus clubs and organizations, and work creatively with individuals of all ages and backgrounds.

Finally, there needs to be a career services office on campus that understands the challenges older, untraditional students face on the competitive job market. In addition, career counselors must understand how to translate military service into a form understandable by civilian employers. Resume writing and interview skills workshops are also critical.

COLUMBIA CENTER FOR VETERAN TRANSITION AND INTEGRATION (CVTI)

Because we at Columbia have over a decade of expertise and positive outcomes, we are committed to a level of engagement that will allow Columbia to play a national role in promoting best practices for veterans' transition to two and four year colleges and graduate school, as well as best practices for their integration into civilian life and the workforce. To meet this challenge, we created in 2016 the Columbia Center for Veteran Transition and Integration (CVTI) www.veterans.columbia.edu.

The goal is for the Center to have a direct and lasting impact on the issue of veteran transition by creating and providing access to the tools and knowledge veterans need as they transition from the military to college or graduate school and/or the workforce.

Transition is focused on three verticals: The Department of Defense (DOD), College and University, and Private Sector/Non-Profit Workforce. The Center focuses on these aspects of transition: from the DOD to the workforce or to education; veteran graduates' transition from college and university to workforce; and transition within the workforce to academic programs or other opportunities in existing employment. By utilizing the Columbia alumni network, and through partnership with the best in class Veterans Service Organizations (VSOs), the Center utilizes Military Support Groups (MSGs) in the private sector to create an important feedback loop, where alumni of the program are available to mentor and assist in the transition of veterans who come after them—building off of our experience in recruiting and educating the most talented population of undergraduate veterans in the country.

Despite the fact that the Department of Defense has revised its transition programming for enlisted men and women as well as officers, many veterans express frustration with the process. The program seems weakest in engaging transitioning veterans about the appropriate educational opportunities available to them. This is glaringly true in the case of the most academically and professionally talented officers and enlisted men and women.

A fundamental collaboration of the Center is with the Columbia University Graduate School of Arts and Sciences (GSAS), with whom we will create and disseminate a complete range of online transition workshops and seminars for veterans seeking to enroll in two and four year colleges and graduate programs, and veterans seeking career development. An equally critical collaboration is with the Columbia Center for Teaching and Learning (CTL), whose expertise in the area of educational technology is ideally suited for this effort.

The Center provides, for the first time, a place to leverage Columbia's already proven expertise in facilitating veterans' success in an academic setting, by collaborating closely with VSOs that have distinguished themselves in one or other aspect of veterans' transition to higher education and the workforce. In sum, the Center provides space for collaboration, and access to a world class technology platform and technical team, and to a constellation of select partners. This enables the Center to build, refine and maintain with its partners, the best platform and pipeline for transition—at all levels and in all verticals—which will have a substantial national impact.

CURRENT CENTER PROGRAMS

1. University Studies for Student Veterans

www.veterans.columbia.edu/content/university-studies-student-veterans

University Studies for Student Veterans is a full-length MOOC based on a course that has been taught at GS for the past seven years. The course has received very positive reviews

from GS students. The MOOC is designed specifically for veterans, to help them transition effectively from the military to two and four year colleges. The modular course, which is self-guided, offers critical strategies to promote academic success.

University Studies for Veterans includes six modules:

- 1) Metacognition and Mindset (Introduction, How Learning Works, Activating Prior Knowledge, The Importance of Effort, Mindset, Metacognition in Practice);
- 2) Active Reading and Note-Taking (Introduction, How to Activate Your Reading, Questions to Ask Yourself, Effective Text Marking, What Kind of Note-Taker Are You? Cornell Note-Taking, Iterative Note Review);
- 3) How to Study for Technical Courses (Introduction, How to Think About Technical Courses, The Myth of the "Math & Science Person", Insightful Studying, The Distributed Study Model, Making the Most of Problem Sets, The Value of the First Exam, Studying in Groups);
- 4) Hard Reading, Good Writing (Introduction, Context is King, Kinds of Academic Texts, Three Approaches to Reading, Reading Strategies, Good Writing, Guidelines, Iterative Writing, Structure, Thesis/Claim vs Opinion);
- 5) Effective Time Management (Introduction, How to Perform a Time Audit, The Art of Calendaring, Getting Real About Study Time, The Pomodoro Technique, Tools for Organizing Your Time, More Time Management Tips, Making Time for Wellness);
- 6) Navigating Campus Culture (Introduction, The Hidden Curriculum, Academic Integrity, Interacting with Faculty, Good Email Etiquette, Asking for Help). The MOOC is free.

2. **FourBlock Online** www.fourblock.org/online

The Center has worked closely over the past several years with FourBlock, one of the most successful career readiness programs for veterans in the country. In collaboration with the Columbia Center for Teaching and Learning (CTL), the Center team helped revise and update FourBlock's thirty-six hour curriculum, and made it available electronically. In addition, a sophisticated "train the trainer" module was created for the leaders of the in-person seminars around the country. The new FourBlock Online, launched in November 2018, offers for the first time online the entire FourBlock career readiness program in an enhanced format. FourBlock Online is free to veterans.

Among the course instructors are:

Mike Abrams, Founder of FourBlock and, currently, Executive Director of CVTI. He served on active duty in the Marine Corps and is currently in the Marine Corps Reserves. Mr. Abrams earned his M.B.A. at NYU's Stern School of Business. He has co-authored three books: Mission Critical: Unlocking the Value of Veterans in the Workforce and two editions of the military transition guidebook, Business Networking for Veterans.

Dr. William Deresiewicz, Best-Selling Author, Award-Winning Essayist. Dr. Deresiewicz is the author of Excellent Sheep: The Miseducation of the American Elite and the Way to a

Meaningful Life. Dr. Deresiewicz taught English at Columbia and Yale before becoming a full-time writer in 2008.

Professor Sheena Iyengar, World-Renowned Expert on Choice; S.T. Lee Professor of Business, Columbia Business School. Professor Iyengar received the Presidential Early Career Award for her ongoing work in examining cultural, individual and situational factors that influence people's choice-making preferences and behaviors.

Sebastian Junger, New York Times Best-Selling Author, Documentary Filmmaker. He is author of The Perfect Storm, Fire, A Death in Belmont, War and Tribe. He won a National Magazine Award and Peabody Award for his journalism. His documentary, Restrepo, co-directed with Tim Hetherington, was nominated for an Academy Award and won the Grand Jury Prize at Sundance.

Lindsey Pollak, Career and Workplace Expert; New York Times Best-Selling Author. She is author of Becoming a Boss: New Rules for the Next Generation of Leaders and Getting from College to Career: Your Essential Guide to Succeeding in the Real World. Ms. Pollak's consulting clients and keynote speaking audiences have included over 200 corporations, conferences and universities.

Simon Sinek, Optimist, Motivational Speaker, New York Times Best-Selling Author. He is author of Start with Why: How Great Leaders Inspire Everyone to Take Action, Leaders Eat Last: Why Some Teams Pull Together and Others Don't, Together is Better: A Little Book of Inspiration, and his latest book, Find Your Why: A Practical Guide to Discovering Purpose for You and Your Team.

Dr. Robin Stern, Associate Director of Partnerships for the Yale Center for Emotional Intelligence. She is a licensed psychoanalyst, educator and author of three books and many articles. She is also on the faculty of Teachers College, Columbia University. Dr. Stern is a co-developer of **RULER** (www.ei.yale.edu/ruler), as well as a co-creator and a lead facilitator for Yale's institutes.

3. Attaining Higher Education (to be launched in spring 2019)

Attaining Higher Education is designed to break down the process of transition to education and to assist service members in finding an educational program that maximizes their potential fully. Stage 1 lays out how to approach admissions processes that can vary significantly from school to school and guides them through the self-assessment needed to choose if and how to apply wisely. From intentional decision making—a method through which service members and veterans connect their life and military experiences with a potential intellectual, academic or career path—to choosing the right college, understanding the application process, and financing their education, Stage 1 will provide tangible ways to successfully navigate the transition to higher education.

It is one thing to be informed and understand what is possible and quite another to physically move it into action. This program not only provides the detailed background information so that veterans are informed, but also then moves it into real world scenarios. Once Stage 1 is

successfully completed, prospective student veterans are connected in Stage 2 with peer mentors, either current student veterans or recent alumni, ideally who have had similar experiences to the future applicant. These peer mentors will be trained to offer basic guidance and advice to the applicant on how to implement what they have learned in Stage 1, and professional academic advisors will be on hand should something come up that exceeds their knowledge. Once applicants have reached a state of relative certainty about their course of action and have all the documents necessary to apply, they will be vetted by that professional advisor in Stage 3 to ensure everything is in order and their expectations are within reason. At this stage, the program follows through by leveraging the professional advisor's academic network directly with the Admissions Offices in question. In some cases, we may even be able to get feedback directly from the veteran's top choice school about the competitiveness of their application in advance of submission. Regardless, we will work to make sure that the veteran's application is given full, conscientious consideration by the colleges and universities on the veteran's list.

Most important, this program embraces the notion that higher education is not only attainable but is also a worthy endeavor. We aim not only to inspire any hesitant veterans to move forward and apply to a college or university, but also to do so informed and prepared, and in a way that matches fully their potential and capabilities.

4. ACTIVE ENGAGEMENT WITH GROUPS AND ORGANIZATIONS WORKING ON ISSUES OF VETERAN TRANSITION AND INTEGRATION

- a. The Center has partnered with the Department of Defense in mounting the Veterans in Higher Education Collaborative (VHEC), which will have its third meeting in February. The initial meeting, in January 2018, was held at Columbia. VHEC brings together thirty to forty private and public colleges and universities to tackle the challenges facing veteran access to higher education.
- b. The Center and Columbia are charter members of Veterans on Campus, an effort led by the New York City Department of Veterans' Services to assist academic institutions in identifying and adopting best practices that create a supportive student veteran experience. The hope is to make New York City as attractive and supportive as possible for veterans and their families who are seeking higher education, and to insure the success of student veterans in whatever career they choose.
- c. Collaboration with an increasing number of best in class VSOs to enhance their impact through collaboration and the creation of online resources. A recent example is the online module on the Imposter Syndrome created by the Center for the Student Veterans of America (SVA) Leadership Institute, which engaged student veteran campus leaders from across the country.
- d. Host to numerous meetings of veteran groups and military organizations.

Good morning ladies and gentlemen,

My name is Angel Bosques and I am a full-time student at Lehman College. I originally came to Lehman in the fall of 2017 as a transfer from Monroe College. I had just had my first daughter a few months prior and had separated from the military the year before so I was still in a place in my life where I was trying to get my footing. Initially, I had a hard time with my application because I did it online and my fee waiver was lost in the system, so by the time classes were set to start, my application hadn't even been considered. I called down to CUNY central directly, was put in contact with Mr. Peter Engel, and was very pleased at how it was handled. My fee waiver was input in the system, my application was found, and I was able to have my process expedited. Within a week, I received my acceptance into Lehman. I am nothing but grateful for the help I received; it showed me that the effort being put forth into my education was equal on both ends.

Considering how close I was cutting it as far as registering for classes, I was a little overwhelmed and didn't know where to begin. I decided to check in with the Veteran's office at Lehman, something my old college didn't have, and I was pleasantly surprised. From the second I stepped in the office, I was showered with information, resources, and support. I remember I had come in with my daughter, who was five months at the time, and I was a little nervous because I know that infants and business don't mix. I was in an educational institution; a place that isn't exactly meant for children, but no one at Lehman ever made me feel like I had to find a time to conduct my business and a sitter to watch my daughter while I did it. My first year at Lehman, my daughter was in class with me as often as I was. I couldn't find a sitter and my professors understood so I just brought her to class with me. The best part was that I didn't feel like I was being specially accommodated, it was just expected that I was going to do whatever I could to pursue my education so it was only natural that if I had to bring my child, to do so.

After my first semester in Lehman, I was struggling between parenting and school, and reached out at the Veteran's office for help. Mr. Soltero-Rodriguez, director of the office, sat with me to discuss what I needed from them. We sat down, formulated a plan, and executed it swiftly. I was considering dropping out because at this time, I had my second child on the way, I had no place to go, and I just knew my grades were going to suffer. I am beyond grateful that no one at Lehman let me fail. My professors made plans with me, gave me new timelines and helped me carry this weight.

My second semester I became a work study at the office, and that has been a wonderful part of my experience. Being a veteran, spending my time working with veterans and improving their college existence was great because in my own way, I had found a way to pay the dedication given to me forward. I am at a loss for how thankful I am to have been presented with the opportunity to work in the Veteran's office. I worked there throughout the entire course of my pregnancy, up until the day I went into labor, and returned six weeks later. I was only able to do that with the support of our director, my professors, and other staff at Lehman.

All of that being said, there are also things that I've been able to see that I hope I can use the rest of my time there to improve. With the semester coming to a close, many veterans are coming through our office to study, to use our computers and printers, to certify for the next coming semester, and we have new veterans coming in to apply. Our resources are being maxed out, and our space is limited. Our office, study space, and work space are one and the same, leaving very little space to conduct business comfortably. We operate shoulder to shoulder in there, offering very little privacy to veterans who come in with trouble and want to discuss or resolve matters. When I came back from maternity leave, I was faced with the problem of having a place to pump my milk for my baby privately because I spend all day in the Veterans office working. The only lactation room on campus that I could find was on the far side of campus under lock and key. The lack of space makes that problem hard to maneuver. However, our biggest problem is time of entitlement vs. what funds cover what. Many of our veterans are not signing up for the winter semester because state aid doesn't cover winter semesters, although it does cover summer semesters, which operate under a similar concept as far acceleration and time.

I also hold the honor of being the Vice President for the Veteran's club and we had a pretty great semester this fall. Our members came together and we planned several socials, events, and community outreach activities that were a success. We made due with the budget we had and made everything possible, but funding for our club and it's events were hard to come by. There's so much that we want to do for our community and so little to do it with. On my agenda for my upcoming semesters is to advocate as much as possible for funds in the hopes to leave more for the student that come after me.

I have become a part of the Lehman family and I'm proud, not only of what has been achieved but for what is to come. I couldn't have asked for a better support system. I stand before you a full time work study, a full time student, a full time mother to two babies, and thanks to all the help I received, I don't have to choose which one I want to be today.



Testimony by the New York Legal Assistance Group (NYLAG)

Regarding Veterans and Access to Higher Education

Before the New York City Council

Committee on Veterans & Committee on Higher Education

December 13, 2018

Chair Deutsch, Chair Barron, Council Members, and staff, good morning and thank you for the opportunity to speak to the Committee on Veterans and the Committee on Higher Education regarding veterans' access to higher education in New York City. My name is Joseph Berkman-Breen and I am a Legal Fellow in the Special Litigation Unit at the New York Legal Assistance Group (NYLAG).

NYLAG uses the power of the law to help New Yorkers in need combat social and economic injustice. We address emerging and urgent legal needs with comprehensive, free civil legal services, impact litigation, policy advocacy, and community education. NYLAG provides a wide range of legal services to veterans, including those who have been harmed by postsecondary schools that engage in deceptive recruitment tactics and predatory lending practices. We provide these services through our Veterans Practice, Consumer Protection Unit, and Special Litigation Unit, which houses our For-Profit Schools Project. In this testimony I will discuss some of the specific challenges our clients face, the risks of for-profit postsecondary education, and the ways in which current oversight is failing to prevent harm to student veterans.

First, we see too many student veterans attending high-cost, low-value schools that lead them to exhaust their veterans' education benefits and burden themselves with loans, but that

provide them little or no value in return. These high-cost, low-value schools are often for-profit schools, which charge significantly more than public schools, spend significantly more on profit and advertising than they do on instruction, and have, on average, the lowest graduation rates, lowest employment rates and highest loan default rates among all postsecondary schools.¹ In fact, students who attend for-profit schools for associate's or bachelor's degrees experience, on average, *declines* in their earnings and rates of employment compared to before they enrolled in the for-profit school.² Among student veterans who attend for-profit schools in New York City, we see low graduation rates, wasted education benefits, crippling debt burdens, and schools that do not provide veterans with any additional skills or job prospects.

One of our veteran clients, Carter, attended Sanford-Brown University, a now-defunct for-profit school, for a Medical Billing and Coding program. Attending Sanford-Brown was so costly that Carter needed to take out loans in addition to relying on his VA education benefits. Sanford-Brown told Carter that, if he graduated, he was essentially guaranteed to find a job in his chosen field and that the school would provide him lifetime career services support. As the New York Attorney General documented, those promises were false.³ Carter graduated with the highest grades in his class and applied to dozens of jobs, but he was unable to find work in his field. The school did not help him at all, and it closed less than two years after his graduation, leaving Carter with nothing but debt. Carter exhausted his hard-earned education benefits attending a for-profit school that provided him no value and he has been unable to pay back his

¹ U.S. SENATE HEALTH, EDUCATION, LABOR AND PENSIONS COMMITTEE, FOR-PROFIT HIGHER EDUCATION: THE FAILURE TO SAFEGUARD THE FEDERAL INVESTMENT AND ENSURE STUDENT SUCCESS (2012), https://www.help.senate.gov/imo/media/for_profit_report/ExecutiveSummary.pdf.

² Stephanie Riegg Cellini & Nicholas Turner, *Gainfully Employed? Assessing the Employment and Earnings of For-Profit College Students Using Administrative Data*, NATIONAL BUREAU OF ECONOMIC RESEARCH 3 (2016).

³ A.G. Schneiderman Announces Groundbreaking \$10.25 Million Dollar Settlement With For-Profit Education Company That Inflated Job Placement Rates to Attract Students (2013), <https://ag.ny.gov/press-release/ag-schneiderman-announces-groundbreaking-1025-million-dollar-settlement-profit>.

loans as a result. He is now on the brink of default and has left New York for low-paying work in another state.

Another of our veteran clients, Anthony, was disabled as a result of his military service and received an honorable discharge. In search of greater career opportunities in civilian life, Anthony enrolled in an undergraduate degree program at DeVry University, a for-profit school in New York City. DeVry told Anthony that his GI Bill education benefits should cover the cost of attendance, but that he should also sign up for “grants” just in case. Anthony explicitly told DeVry that he did not want to take out loans, but after graduation Anthony learned he had been signed up for thousands of dollars of loans that he is now financially unable to pay back.

Carter and Anthony’s stories are classic examples of what our veteran clients experience at for-profit schools across New York City, and illustrate the way that for-profit schools often engage in false advertising, deceptive recruitment tactics and predatory lending practices to entice veterans to enroll. Each year more than 3,500 veterans attend approximately 150 for-profit schools in New York State, the vast majority of which are in New York City. Veterans are attending for-profit schools at disproportionate rates: fewer than 10% of all students in postsecondary education are enrolled in for-profit schools, but for-profit schools have enrolled about a third of veterans who have used their Post-9/11 GI Bill education benefits.⁴

This is not a coincidence. Veterans are explicitly targeted by for-profit schools so the schools can profit from their GI Bill and other education benefits. In fact, they are incentivized to do so. Under a federal law, for-profit schools may receive only 90% of their revenue from federal financial aid. This limit is designed to prevent federal aid from propping up schools that

⁴ *Two Years After Harkin Report Revealed Questionable Business Practices in For-Profit College Industry, New Analysis Shows For-Profit Colleges Are Top Recipients of Post 9/11 G.I. Bill Dollars* (2014), <https://www.help.senate.gov/ranking/newsroom/press/two-years-after-harkin-report-revealed-questionable-businesspractices-in-for-profit-college-industry-new-analysis-shows-for-profit-colleges-are-top-recipients-of-post-9/11-gibill-dollars>.

are unable to attract at least 10% of their revenue from private sources. Unfortunately the 90% limit does not include the GI Bill or Department of Defense tuition assistance programs, so for-profit schools may receive the remaining 10% of their revenue from veterans' education benefits, leading them to aggressively target veterans for enrollment.

Greater oversight of postsecondary schools could protect student veterans from fraudulent schools that target them and ensure that all schools in New York City provide real, meaningful educational opportunities. Unfortunately the entities tasked with the oversight of for-profit schools and the protection of student veterans are not doing an adequate job. This is especially true at the federal level in the Department of Education (USED) and the Department of Veterans Affairs (VA). A report issued last week by the VA Office of Inspector General detailed how the VA's inadequate oversight of the GI Bill program has led to the approval of veterans for enrollment in schools in New York that should have been ineligible for veterans benefits because of their erroneous, deceptive, or misleading advertising practices.⁵ Further, the USED has reduced oversight and protections for all students. As a result, NYLAG has multiple ongoing suits against the USED for its failure to fulfill its obligations under the law to protect students defrauded by their schools.

The result of inadequate oversight is that schools that harm students continue to enroll unsuspecting veterans. We recommend the Council consider ways to strengthen oversight of schools enrolling veterans, while simultaneously investing in programs that engage in outreach and education to inform veterans of the risks of for-profit schools and help them avoid fraud in their pursuit of higher education.

⁵ DEPARTMENT OF VETERANS AFFAIRS OFFICE OF INSPECTOR GENERAL, VA'S OVERSIGHT OF STATE APPROVING AGENCY PROGRAM MONITORING FOR POST-9/11 GI BILL STUDENTS (2018), <https://www.va.gov/oig/pubs/VAOIG-16-00862-179.pdf>.

As you consider the state of veterans' access to higher education, it is important to remember not all paths in postsecondary education are the same. Some lead to greater economic opportunity and others to lost time, wasted benefits, and crippling debt. In general, public schools provide better outcomes for veterans than for-profit schools and we encourage the Council to invest in CUNY schools as affordable public alternatives to for-profit schools.

I want to thank the Committees for holding this hearing. We appreciate the opportunity to share these comments and to continue a productive conversation on this important topic.

Respectfully submitted,

New York Legal Assistance Group



PROVE
PROJECT FOR RETURN
AND OPPORTUNITY IN
VETERANS EDUCATION

TESTIMONY OF LEORA SHUDOFSKY, LMSW
PROVE CO-DIRECTOR, SILBERMAN SCHOOL OF SOCIAL
WORK AT HUNTER COLLEGE, CUNY
NEW YORK CITY COUNCIL HIGHER EDUCATION &
VETERANS COMMITTEE

“VETERANS AND ACCESS TO HIGHER EDUCATION”

DECEMBER 13, 2018

Good afternoon members of the City Council Veterans' Committee and Higher Education Committee. Thank you for inviting me to testify today, my name is Leora Shudofsky. I am a social worker, proud graduate of Queens College and Hunter College School of Social Work (now Silberman) and I am currently the Co-Director of PROVE (Project for Return and Opportunity in Veterans Educations) at Silberman School of Social Work. I have been part of this initiative since 2008.

My Co-Director, Dr. Roger Sherwood, is a Vietnam-era veteran and has worked with the veteran community in New York City for over 30 years. From 1986 - 2016, he was a clinical consultant to the Veterans Administration Hudson Valley Health Care System, Montrose Campus, where he counseled veterans with post-traumatic stress disorder (PTSD).

In 2007, in response to the record numbers of veterans returning home and enrolling in higher education, an initiative was launched from the CUNY offices of Student Affairs and Enrollment Management. That initiative allowed, Dr. Sherwood and then University Dean of Enrollment Management, Robert Ptachik, a fellow veteran and long-time veteran advocate, to establish PROVE, whose mission is to enhance existing services to student veterans on numerous CUNY campuses and to support them in their transition from military service to college life and beyond. PROVE accomplishes this through an innovative service delivery model, utilizing graduate social work interns and experienced social work field instructors in conjunction with student veteran peer mentors and/or VA work-study student working on these host CUNY college campuses to assist student veterans in their transitions, academically, socially, and emotionally (see attached diagram). We are also pleased to have added training the next generation of social workers to be culturally competent in serving those who serve to our mission statement. Through this cultural competency training, we are able to provide student veterans

with access to information (both on and off campus) about services (legal, medical, counseling, housing, etc.)

PROVE started on two CUNY campuses, Hunter College and John Jay College, with 2 graduate social work interns placed at each and with a placement at the then nascent CUNY Office of Veterans Affairs (COVA) under the supervision of Wilfred Cotto, that offices first Director. PROVE started with a close collaboration with COVA that continues through today.

Two years ago, when I last testified before this joint committee, we were going through a contraction due to budget cuts and had reduced services down to four campuses. Thanks to money allocated by the City Council Veterans Committee to CUNY in FY 18 and FY 19, we have been able to build our program back up and are now serving more campuses than we had at our previous peak in 2015-16. We are very grateful for this support, as we know that the value of our model matches up with the needs of the student veterans at CUNY especially during this time of waning public interest and dollars in the Veterans sphere.

PROVE over the years has expanded to other CUNY community and senior colleges. We are currently located at nine CUNY colleges: 3 community colleges (Borough of Manhattan Community College, LaGuardia and Kingsborough) and 6 senior colleges (Baruch, Hunter, John Jay, Medgar Evers, NYCCT and Queens College). We have a cohort of 19 graduate social work interns this year serving on those nine campuses and we continue to be able to serve over 1000 unique individual student veterans annually. In fact, in 2017-18, PROVE served 1015 unique student veterans. We are also able to report that persistence rates for PROVE-served student veterans last year was 95.9% while non-PROVE served student veterans persistence rate was 76.6%.

One of the most valuable pieces of our program is utilizing student veteran peer mentors (paid and volunteer) as well as our graduate social work veterans to help student veterans make critical social connections with other veterans on their campuses. Their shared experiences and rekindling of a type of camaraderie that they may have had in the military and not since then is a powerful tool in helping the transition from military life to college life and beyond.

In shaping the project's service delivery model, PROVE recognized that many veterans hesitate seeking formalized mental health services. Veterans may also be wary of what motivates civilians to offer their help. On the other hand, we have observed that veterans tend to relax in the presence of other veterans, to more readily share their life experiences, and to be inspired to help fellow veterans. As a result, PROVE is co-located in campus student veteran resource centers. Sharing the space gives us a greater chance for success with fostering engagement with the student veterans, as well as for them to find the opportunity to connect socially in the company of their peers.

A trusting relationship builds the platform for PROVE to provide concrete services to student veterans that aid in their educational success—such as helping them navigate their educational benefits or offering academic support such as tutoring. Trust also allows us to offer emotional support and create linkages to other resources, when necessary. We refer student veterans to professionals (both on campus and in the community) with whom we have developed relationships over the years, and can personally recommend, whenever possible.

To that end, part of our work, to “enhance existing services on campus to student veterans”, relies on creating a synergy around the various departments on campus and the professionals who staff them, such as academic advising, counseling, accessibility/disability,

registrar, and the Bursar's office. PROVE staff develops relationships with the staff in these offices, and "veteran-knowledgeable" points of contact who help streamline administrative processes to serve the student veterans' needs better and more efficiently.

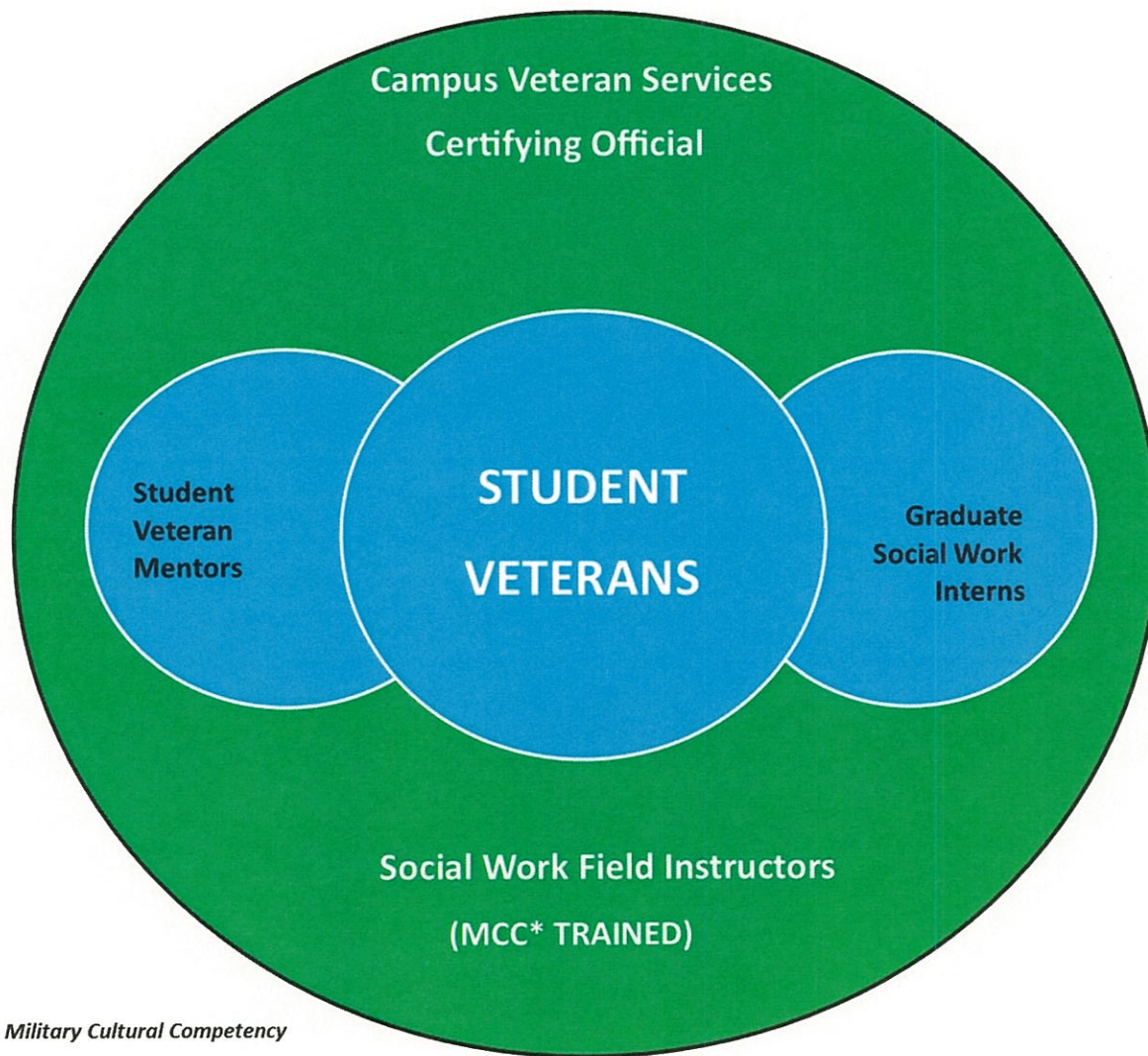
In a fast-paced academic setting, we find that a strengths-based approach better serves the student veteran who is likely busy or overwhelmed, and can benefit from short-term, practical support such as coping skills development and stress reduction techniques.

For student veterans with more extensive needs, PROVE ensures its staff is informed and poised to respond. We have mandatory, bi-weekly psycho-educational and military cultural competency trainings for our intern cohort and our social work field instructors.

As both the literature and anecdotal experiences shows, there is a continued stigma around seeking help and services for most veterans. One of the reasons that the PROVE model works is because it meets student veterans where they are, at the campus student veteran resource centers. We have also published an article about the project in the peer-reviewed *Clinical Social Work Journal* in 2017 which has allowed us to be contributors to the professional knowledge base on working with veterans. It has also provided us the opportunity to spread the word about our model to a national audience.

Our student veterans have thrived and found purpose in assisting fellow veterans (a foundation of military culture) and thus have helped themselves in the process. Many of our graduate interns have gone on to work with veterans either in their second year internship and/or after graduation. More than twenty percent of our graduate interns since 2007-2008 now work the VA, CUNY and other veteran service organizations.

As I mentioned before, the public interest and funding for organizations working with veterans is on a downward turn. We need to be creative in reshaping the future of veterans services at CUNY for the future. The fact that every CUNY campus has a staff person who is dedicated part or fulltime to service student veterans is a tremendous achievement but we cannot rest on that achievement alone and we cannot afford as a community and an institution of higher learning to lessen our focus and our services. In peacetime, CUNY, as did many other academic institutions, allowed its services to veterans shrink to almost nothing because of the drop in numbers of identified student veterans on campus. In 2009, CUNY experienced a 233% jump in veteran enrollment due in large part to the then new Post 9/11 GI Bill but also to the CUNY leadership – specifically COVA and the strong support from veterans within CUNY administration (such as Dean Ptachik and Wilfred Cotto). Student veteran enrollment at CUNY may be at its peak right now (in the Post 9/11 era). We may be seeing a plateau over the next few years but not a diminishment and with this time and experience behind us, we have a better idea of what kind of services, beyond academic, student veterans need to be successful at all educational levels from an associates degree to a doctoral degree. I have been privileged over the last 10+ years to work with veterans who have started at one of the CUNY community colleges and have successfully completed Masters in Education, Social Work, Business, Nursing and more. I also know that some of these veterans look at their experiences on campus and the communities and resources that they found – that met THEIR needs as a unique population – invaluable in their success. Thank you again for your time.



**MCC = Military Cultural Competency*

**Testimony Presented by Christopher Rosa, Ph.D.,
Interim Vice Chancellor for Student Affairs
The City University of New York
before
New York City Council
Committees on Veterans Affairs & Higher Education
Oversight Hearing - Veterans Services and Job Placement at the City University of New York
December 13, 2018**

Good Afternoon Chair Deutsch, Chair Baron, and Honorable Members of the Veterans Affairs & Higher Education Committees.

I would like to begin my testimony today by thanking you for your on-going support of The City University of New York and for your enduring commitment to our returning veterans. My name is Chris Rosa and I proudly serve as CUNY's Interim Vice Chancellor for Student Affairs.

I'm honored to serve on this afternoon's panel with two of CUNY's most remarkable leaders in promoting the success and wellness of CUNY student-veterans – Lisa Beatha, CUNY's talented and dedicated Director of Veterans Affairs, Leora Shudofsky, the Co-Director of the Project for Return and Opportunity in Veterans Education – Project PROVE – at CUNY's Silberman School of Social Work. Together, we will describe the depth of CUNY's commitment to student-veterans, as well as share some of the challenges we face meeting the unique needs of student-veterans to ensure their success.

CUNY is deeply committed to making our University a first-choice destination for veterans. As the nation's leading public urban university and because of our legacy of providing higher education opportunity for generations of those returning from military service, we believe it is our duty to open our doors wide to today's veterans. Moreover, as CUNY seeks to attract New York's top students, it is in our INTEREST to be an attractive option for veterans. Veterans typically offer a profile that is highly desirable by colleges and universities. They are mature, goal-oriented, mission-driven, experienced leaders who work tirelessly to achieve their objectives and look for ways to make meaningful contributions to their communities. They not only understand the concept of sacrifice for the greater good, THEY'VE LIVED IT! In short, veterans are exactly the kind of students and role models we welcome on our campuses.

CUNY proudly educates more than 3,300 student-veterans – an increase of close to 300 percent over the last decade. In ways different from previous veteran cohorts, today's student-veterans reflect new realities of the military engagements in which they have served. Indeed, a third (34%) of veterans deployed in Operations Enduring Freedom, Iraqi Freedom, and New Dawn were deployed multiple times.

When it comes to college cost, CUNY remains, by far, New York City's most affordable option for veterans. Student-veterans who are eligible for the Post 9/11 GI Bill, at 100 percent, and those who are residents of New York State, can attend CUNY at no cost. Furthermore, veterans who are not New York State residents are charged the same tuition rate as New York State residents for a period of 18 months from their first date of attendance. Finally, veterans are exempt from the CUNY admission application fee. Indeed, CUNY issues more than one thousand Veterans Undergraduate Application Fee Waivers, to veterans from all branches of the armed forces, including Reservists and National Guard members, which equates to almost \$80,000 in waivers per calendar year.

CUNY understands the transition from the military life to higher education, and has put in place services to ease this transition. In 2013, CUNY issued the Report of the Council of Presidents Ad Hoc Committee on Strengthening Services to Veterans, "From Soldier to Scholar," to address the needs of student-veterans, to examine our practices, and develop recommendations to improve the experience of student-veterans at CUNY. This report, provided several recommendations that have guided the University to better support veterans - from recruitment and admission, through graduation and transition to employment.

Once enrolled, CUNY student-veterans have access to services and programming designed to provide a supportive environment and a successful academic experience. Some veterans returning from military service can face emotional, financial, academic, and cultural obstacles to college transition. To meet the unique needs of returning veterans, most of our campuses have full-time veterans services coordinators. These coordinators serve as a one-stop resource for student-veterans. Most of our campuses have also established dedicated co-curricular spaces for student-veterans.

To build our capacity to welcome veterans and support their success, many CUNY faculty and staff members receive military cultural competence training. Several of our colleges have cross-departmental working veterans services teams, comprised of key offices that impact the student-veteran experience, including Academic Advisement, the Certifying Official, Disability Services, the Bursar, Financial Aid, Registrar, and the Counseling Center.

We are also fortunate to have PROJECT FOR RETURN AND OPPORTUNITY IN VETERANS EDUCATION (PROVE), currently on nine CUNY campuses. PROVE assists student-veterans in their transition from military life to college/civilian life. Teams of student-veteran mentors, graduate social work interns and social work field instructors work with campus professionals to enrich existing services to veterans.

Many Soldiers, Marines, Airmen, and Sailors joined the military before their 21st birthday, and for many, it's the only job they've ever held. While this training and experience are invaluable, it is not always intuitively translatable to civilian employment. In addition, many returning veterans face structural barriers to employment causing veterans to struggle in their transition to the civilian workforce. CUNY is committed to helping student-veterans successfully transition to the civilian workforce. Career readiness, internships, and post graduate employment for

student-veterans are top priorities for our University. CUNY partners with both the public and private sectors to cultivate opportunities for our student-veterans. We connect our student-veterans to valued organizational partners that, through mentoring programs and career counseling, help prepare student-veterans for the work of world. American Corporate Partners connects veterans to business leaders through mentorship and online career advice. Edge4VETS assists veterans with transitioning their military service into resiliency "tools" for success. And Four Block assists veterans in bridging the gap from academics to career development.

In closing, I am very pleased to report that, earlier this year, the College of Staten Island was named the top Military Friendly large school in America, in recognition of its programs for veterans, members of the armed forces leaving military service, and their military spouses, by Victory Media.

Again, thank you for this opportunity.

**Testimony Presented by Lisa Beatha, University Director of Veterans Affairs, to Members
of:**

**NEW YORK CITY COUNCIL HIGHER EDUCATION COMMITTEE JOINTLY WITH THE
COMMITTEE ON VETERANS**

December 13, 2018

Good Morning Chairs Barron and Deutsch and members of the Higher Education and Veterans Committees. I am Lisa Beatha, University Director for Veteran Affairs at The City University of New York; I am a veteran and a proud graduate of the CUNY system.

I am grateful to have the opportunity to speak with you today about the initiatives, programs and services at CUNY (City University of New York) for student veterans. As a veteran of the U.S. ARMY, I take a very special interest in ensuring that veterans, reservists, military personnel find the specific resources they need to successfully meet their educational, career, and personal goals.

In 2002, CUNY had 1,200 student veterans and today we have almost tripled that number and have over 3,300 student veterans. All of our undergraduate campuses have hired staff to coordinate and enhance campus-based programs and services for student veterans. We have record enrollment of student veterans in our CUNY system, across the city's five boroughs. Almost one-quarter of our veteran student population are women. Almost three quarters of our student veterans are Black, Hispanic or Asian much like the rest of the CUNY population.

In 2011, to ensure that CUNY is responsive to the needs of our population, CUNY convened a Veterans Task Force, spearheaded by several College Presidents, with a mandate to customize our approach to veterans' education. The Veterans Task Force yielded 38 specific CUNY-wide recommendations in the following areas:

1. Accelerating veterans' access to financial aid benefits;
2. Creating a Point of Contact on each campus beyond VA Benefits
3. Offering expanded counseling and advisement via **PROVE** (Project for Return & Opportunity in Veteran Education)
4. Facilitating credit transfer
5. Initiating opportunities to engage in the public and private sector to improve internships, networks, and career opportunities for student veterans after graduation

I am pleased to say we have made a great deal of progress in all of the areas. Since 2013, our student veterans' clubs have tripled from five SVA (Student Veterans of America) chapters to 15 of our colleges having SVA chapters.

Since 2014, the University has updated its Military Policy to facilitate the process of ensuring that student veterans can apply, register, enroll in desired classes, stay in school, and process their GI Bill education claims, while awaiting payments from the Department of Veterans Administration (VA).

These initiatives include:

- CUNY waives all application fees for all veterans (undergraduate and graduate)
- CUNY defers payment of tuition and fees for veterans, and eligible family members, using Post 9/11 benefits – while waiting payment from the VA
- The Central **Office of Veterans' Affairs** is responsible for the overall coordination, outreach, retention, programs and services available to the University's student veteran population. Since my tenure, we have added the following: a quarterly newsletter, a website that highlights initiatives, partnerships and

Military/Veteran policy. The office hires student veterans through the VA work/study program to support our Social Media platforms; Twitter, Instagram, LinkedIn and a Veterans of CUNY profile similar to *Humans of New York*.

- CUNY has established a CUNYWIDE COUNCIL OF VETERAN AFFAIRS in which the University Director of Veteran Affairs chairs the Council on average two to three times a semester. Federal, city, and state policies as well as student veteran resources are discussed and it is one of the few Councils in CUNY where students are invited to attend the latter half of the meeting to interact with presenters on free resources available for NYC. CUNY Office of Veteran Affairs also maintains a close working relationship with DVS (Department of Veteran Services) and other City Agencies.

SINCE 2014, we have held an Annual Awards Breakfast for CUNY Veterans – geared specifically for current students, who have achieved academic excellence and have a GPA of 3.5. and above with 30 or more credits at the Community level and 60 or more credits at the Senior college level.

- We also host an **Annual Professional Development (PD)/Resource Fair Conference** for students as well as for faculty and staff to learn more about issues facing veterans while transitioning from military to student life. The **Annual Professional Development (PD)/Resource Fair Conference** is also geared to veterans students and prospect invited from city; state and federal government agencies, and to assist veterans with transition resources and employment [see table 1]. Our next Professional conference is in March 19, 2019.

Thank you for the opportunity to speak on veterans services at CUNY.

CUNY GRADUATE CENTER - 365 FIFTH AVENUE, NEW YORK, NY 10016

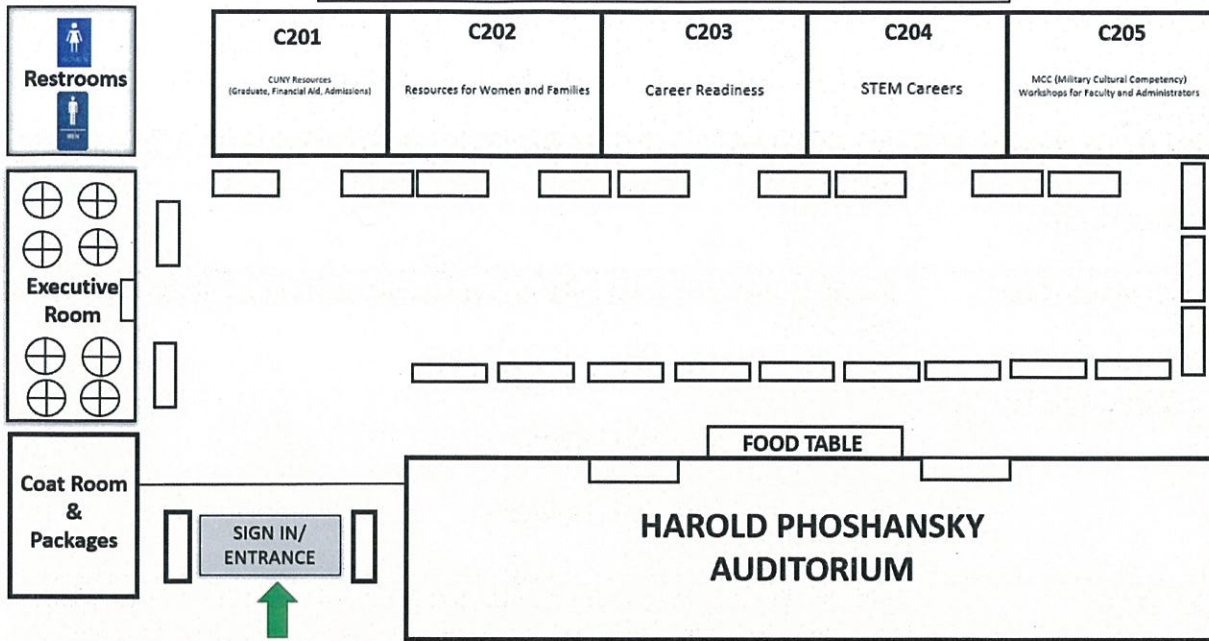


Table 2

The poster features a patriotic design with red and white stripes and a blue band with white stars. The CUNY logo is prominently displayed in the center, with the tagline 'THE GREATEST URBAN UNIVERSITY IN THE WORLD'. The event details are listed in bold text, including the date 'March, 19, 2019' and the time '9:30AM-2:00PM'. A graphic of a dog tag with 'CUNY VETS' is shown with the slogan 'Leading the Way'. A list of resources is provided, and the phrase 'SAVE THE DATE' is written vertically on the left side.

SPRING VETERAN RESOURCE FAIR

CUNY
THE GREATEST
URBAN UNIVERSITY
IN THE WORLD

March, 19, 2019
CUNY Graduate Center
9:30AM-2:00PM

Light refreshments available

Leading the Way

INFORMATION AND RESOURCES: CUNY Programs, CUNY HR, CUNY OESA (Office of Student Financial Aid), DVS (Department of Veteran Services), THE NATIONAL GUARD, the VA, The DOD and MUCH more. Check our website and social media for more information.

SAVE THE DATE

Table 1

CITY/STATE (and private) partnerships	DATE	DETAIL
DVS (Department of Veteran Affairs) MOVA (Mayor’s Office of Veteran Affairs) <i>formerly</i>	2013 to Present	Supports CUNY veteran outreach and City based resources.
VA VITAL (Veterans Integration To Academic Leadership) VA NY Harbor Healthcare System Station 630/001MO	2013 to Present	<ul style="list-style-type: none"> •Military Cultural Competency (MCC) training for Faculty & staff •VA Work study Employment •Health and Wellness •OIF/OEF/OND referrals
NYU Military Family Clinic	2015 to present	<ul style="list-style-type: none"> •NYU is offering free mental health care and services to military veterans and their families, regardless of era served or discharge status. •Specializes in family therapy, in addition to many other types of care. •NYU is conducting a massive study on post-traumatic stress, traumatic brain injury
NYCServes	2015 to present	•CUNY has signed an MOU new technology platform and network that connects CUNY student veterans with a free veteran resources (for medical, health, legal, housing in New York City)

Professional Development for CUNY Veterans	DATE	DETAIL
Dress4Success	2014 to Present	Provides professional attire for women veteran seeking employment
Edge4Vets	2013 to Present	Assist with interview prep, career transitions to the civilian workforce Veterans
ACP (American Corporate Partners)	2014 to Present	Connects veterans with professional development, mentoring, resume prep and Internship search (Freshman to Seniors).
Workforce 1	2016 to present	Provides employment Opportunities for veterans
Barracks to Business	2014 to Present	Connects veterans with professional development, mentoring, resume prep and Internship search (Freshman to Seniors).
MTA (Mass Transit Authority)	2014 to Present	Provides employment Opportunities for veterans
Four Block	2012 to Present	Assist with interview prep, Military career transitions for Veterans

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1074 Res. No. _____

in favor in opposition

Date: 12/13/18

(PLEASE PRINT)

Name: LOREE SUTTON, MD / COMMISSIONER

Address: 1 CENTRE ST. #2208 NY NY 10037

I represent: NYC Dept of Veterans Services

Address: 1 CENTRE ST #2208, NY NY 10037

**THE COUNCIL CUNY Panel
THE CITY OF NEW YORK 1 of 3**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 11/13/18

(PLEASE PRINT)

Name: Christopher Rosa

Address: Vice Chancellor for Student Affairs

I represent: CUNY

Address: _____

**THE COUNCIL CUNY Panel
THE CITY OF NEW YORK 2 of 3**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 11/13/18

(PLEASE PRINT)

Name: Lisa Beatha

Address: University Director of Veterans

I represent: CUNY

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

4

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. 1047 Res. No. _____

in favor in opposition

Date: 12/13

(PLEASE PRINT)

Name: Coco Culhane

Address: 40 Rector

I represent: Veteran Advocacy Project

Address: 110 Rector St - NY 10006

THE COUNCIL CUNY Park
THE CITY OF NEW YORK 3 of 3

5

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 11/13/18

(PLEASE PRINT)

Name: Leora Shudofsky

Address: Co-Director, PROVE

I represent: Silberman School of Social Work - CUNY

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

6

Appearance Card

[Empty box]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Hannah Sinoway

Address: _____

I represent: IAVA

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Angel Bosques

Address: 900 Baychester Ave Apt 100 Bronx, NY 10475

I represent: Lehman College CUNY

Address: 250 Bedford Blvd Pl W Bronx, NY 10468

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. 1047 Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Samuel Malik

Address: 118 W 22nd St 12th Fl

I represent: NYC Veterans Alliance

Address: 118 W 22nd St 12th Fl

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. 1074 Res. No. _____
 in favor in opposition

Date: 12/13/18

(PLEASE PRINT)

Name: CASSANDRA A-LVAREZ

Address: 1 CENTRE ST #2208, NY NY 10007

I represent: NYC Dept of Veterans Services

Address: 1 CENTRE ST #2208, NY NY 10007

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

10

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 12/13/18

(PLEASE PRINT)

Name: Joseph Berkman-Breen

Address: 761 Washington Ave Brooklyn, NY 11238

I represent: New York Legal Assistance Group

Address: 7 Hoover Sq 7th Fl NY, NY 10004

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

11

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 12/13/18

(PLEASE PRINT)

Name: PETER AWIN, COLUMBIA UNIVERSITY

Address: _____

I represent: COLUMBIA UNIVERSITY

Address: 535 W 116th ST, LAW 302 10027

Please complete this card and return to the Sergeant-at-Arms