



James W. Hendon  
COMMISSIONER

Glenda V. Garcia  
DEPUTY COMMISSIONER

**Testimony of the New York City Department of Veterans' Services  
By Commissioner James W. Hendon  
Before the New York City Council's Committee on Veterans  
Jointly with the Committee on Higher Education  
Oversight – Support Services for Student Veterans at CUNY  
January 31, 2023, at 11:00 AM**

Good morning, Chair Holden, Chair Dinowitz, committee members, council staff, veterans, and advocates. My name is James Hendon, and I am the Commissioner for the New York City Department of Veterans' Services. I am joined today by Ellen Greeley, Assistant Commissioner of Policy and Strategic Partnerships and Policy Analyst Nicole Orlando. I would also like to acknowledge my colleagues from the City University of New York (CUNY).

I am honored to have the opportunity to speak with you about student veterans, their unique challenges, and the services and programs our agency offers to connect them with the resources and services they require to achieve academic success.

Since 1944 the Servicemen's Readjustment Act (commonly known as the G.I. Bill) has provided educational opportunities to generations of service members, veterans, reservists, and their dependents. The Post 9/11 GI Bill marks a major expansion of veterans' education benefits which in turn has driven a rise in military-connected student enrollment across the country. According to the Veterans Benefits Administration (VBA), there were more than 836,000 student veterans and beneficiaries receiving education benefits in FY 2021.<sup>1</sup> Of that total, an estimated 23,884 student veterans and beneficiaries used VA education benefits at colleges and universities in New York State.<sup>2</sup>

Recent academic studies indicate that student veterans enhance campus diversity, enrich the intellectual discourse, perform well academically, arrive on campus with ample financial support, and remain engaged members of the community after graduation.<sup>3</sup> While student veterans are an asset to institutions of higher education, they must overcome significant structural barriers to enroll and complete college.<sup>4</sup> It is important to mention, that these structural barriers and challenges are only magnified during the COVID-19 pandemic.

According to available data, student veterans are more likely than civilian students to be Black, Indigenous, and people of color, the first in their families to go to college, and have families

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<sup>1</sup> Veterans Benefits Administration, *Annual Benefits Report Fiscal Year 2021*, at 157 (Updated June 2022), accessed Jan. 26, 2023, [https://www.benefits.va.gov/REPORTS/abr/docs/2021\\_education.pdf](https://www.benefits.va.gov/REPORTS/abr/docs/2021_education.pdf)

<sup>2</sup> *Id.*

<sup>3</sup> Sindy Lopez *et. al.*, *Making the Case for Student Veterans: Building Support for Student Veteran Enrollment*, American Talent Initiative (Oct. 2020), at 3, accessed Jan. 26, 2023, [https://americantalentinitiative.org/wp-content/uploads/2020/10/ATI\\_Veterans-Brief\\_r04-01.pdf](https://americantalentinitiative.org/wp-content/uploads/2020/10/ATI_Veterans-Brief_r04-01.pdf).

<sup>4</sup> *Id.*



of their own.<sup>5</sup> These adult learners are unique in that they come to higher education with challenges and strengths that differ from traditional college students. Putting into place best-practice approaches to promote veteran-student success is crucial for transitioning those who have served our country into post-military careers.<sup>6</sup>

Our agency is committed to ensuring student veterans particularly those enrolled at CUNY institutions receive the resources and supportive services they need to succeed. Outreach efforts are an important part of our commitment to encourage veterans' participation in higher education. Our agency works closely with local colleges and universities both public and private institutions through our Veterans on Campus Initiative (VOC). VOC NYC is a collaboration between NYC DVS, our corporate partners, and New York City based colleges and universities. The goals of VOC NYC include:

- Assisting academic institutions in identifying and adopting best practices that create a supportive student veteran experience;
- Inspiring new transitioning service members and their families to pursue their higher education goals here in NYC;
- Catalyzing and promoting academic research that will lead to deeper understandings and innovation; and,
- Ensuring successful transition to purpose-driven lives through educational achievement and viable careers.

We also refer student veterans to Project for Return and Opportunity in Veterans' Education (PROVE). PROVE offers student veterans community and transitional support through mentors and social work interns at selective CUNY institutions as well as private colleges/universities. We make available on our website educational information and resources for student veterans and partner with local colleges and universities to host on campus events for student veterans. All student veterans can also take advantage of our VetConnectNYC, multi-service referral platform, and VetConnectPro /Empire Veterans, employment search engines which include a military translation tool that converts military service to civilian-related job openings in both the public and private sectors.

Our latest initiative is the Virtual NYC Transition Assistance Program, scheduled for **Thursday February 16, 2023**, and will include a presentation by Columbia University's Center for Veteran Transition and Integration on tips for returning to the classroom after leaving military service.

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<sup>5</sup> *Id.*

<sup>6</sup> Col. Sherrill J. Smith *et. al.*, *The Veteran-Student Experience Lessons for Higher Education*, Journal of Military Learning (April 2018), at 17, accessed Jan. 26, 2023, <https://www.armyupress.army.mil/Portals/7/journal-of-military-learning/Archives/SMITH-Veteran-Student-Exp.pdf>.



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As the student veteran population continues to grow, it is essential for higher education administrators and faculty to understand how the characteristics and background of veteran students shape their college experience. To accomplish this goal, local institutions of higher education must continue to invest in academic and social support services for student veterans that facilitate sustainable strategies to address the unique issues of returning service members and veterans. Local colleges and universities must be vigilant in supporting transitioning student veterans through recruitment, enrollment, retention, and graduation while also building military cultural competency into the institution.

### ***Conclusion***

Our agency is committed to engaging student veterans and connecting them with the resources, benefits, and supportive services they need. We thank you for the opportunity to testify on this important topic and we look forward to answering your questions.

**Testimony before the  
New York City Council Committee on Higher Education and  
Committee on Veterans  
by  
Denise B. Maybank, Ph.D.  
Vice Chancellor for Student Affairs  
The City University of New York  
January 31, 2023**

Chairperson Eric Dinowitz, Chairperson Robert Holden and members of the Committee on Higher Education, and the Committee on Veterans, thank you for this opportunity to provide testimony before you regarding services for student veterans at the City University of New York (CUNY).

My name is Denise Maybank and I am honored to serve as the Vice Chancellor for Student Affairs for the City University of New York. I value the Committees' interest in and focus on the services and care for CUNY students. Your attention to how needs beyond the classroom are addressed is laudable and we are always appreciative of your partnership in supporting the amazing students of CUNY.

I am accompanied today by those on the front lines of serving our student veterans, those best positioned to offer the narrative and insights responsive to your interests and questions. Joining me in testimony today is retired US Army veteran, Ricardo Garcia, who serves as the Veterans Coordinator at Hostos Community College. The most critical voices for our panel are those of two currently enrolled student veterans, Mervens Vincent a student at Brooklyn College and Shakeema Wiley from Hunter College. Additionally, I am accompanied by leaders from our staff best in the know regarding our veteran related programs: Leora Shudofsky, Project for Return and Opportunity in Veterans Education (PROVE) and Jessica Agatha Funes, from our CUNY Office of Veterans Affairs. These experts are here as key resource support in answering your questions.

You will hear from them regarding specific programs and services made available to our students and the impact of some of those supports on the ultimate success of students with disabilities.

### **The Context**

As the largest urban university in the nation, The City University of New York is described as a "transformative engine of social mobility that is a critical component of the lifeblood of New York City ([www.cuny.edu/about](http://www.cuny.edu/about)).” An integral part of the University's mission is the provision of services necessary to support the accomplishment of the academic goals of each student.



CUNY students deserve optimal circumstances in which to attain their goals and we support them in having meaningful and fulfilling experiences. We are committed to our students not merely surviving - but to them thriving through the CUNY experience.

Who are our student veterans? What do we know about their needs and the things from which they benefit?

Following is five years of student veteran enrollment data offering the number and percent for each of the years, by ethnicity. Data for Fall 2022 will not become available until later in the spring semester. Generally, the student veteran population has been 1% of total university enrollment, ranging from a high of 1.24% in 2018 to 0.98% in 2021. The population is predominately male with the gender distribution showing an increase in female veterans from 22.9% in 2017 to 26.4% in 2021. The overwhelming majority of veterans enrolled are in degree programs and the percent of veterans enrolled as graduate students has increased from 10% in 2017 to 13.35% in 2021.

Enrollment of Veteran Students by Ethnicity: Fall 2017 to Fall 2021					
<b>Ethnicity</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	N	N	N	N	N
American Indian or Native Alaskan	9	5	7	4	7
Asian or Pacific Islander	427	464	470	446	410
Black	1,108	1,130	1,099	886	792
Hispanic	1,108	1,066	1,004	835	653
White	764	777	744	690	573
<b>Grand Total</b>	<b>3,416</b>	<b>3,442</b>	<b>3,324</b>	<b>2,861</b>	<b>2,435</b>
	%	%	%	%	%
American Indian or Native Alaskan	0.3	0.1	0.2	0.1	0.3
Asian or Pacific Islander	12.5	13.5	14.1	15.6	16.8
Black	32.4	32.8	33.1	31.0	32.5
Hispanic	32.4	31.0	30.2	29.2	26.8
White	22.4	22.6	22.4	24.1	23.5
<b>Grand Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Note:** These numbers are student veterans only and do not include dependents enrolled on veteran benefits, which on average adds an additional 380+ students/year.

Among the total enrollment for Fall 2021, 3.5% of student were identified as students with disabilities. By comparison, a closer look at the student veteran population reveals a higher representation of students with disabilities at 5.1%.

There are many ways in which the veteran's services offices and the disability services offices come together to assure the coordination of services for student veterans with disabilities, so as to make necessary services evident while normalizing the engagement of veteran students on the campuses.

### **Focused Programming and Services**

Under the division of Student Affairs, two main units focus on providing services to or connecting student veterans with services across the university: CUNY Office of Veterans Affairs (COVA) and Project for Return and Opportunity in Veteran Education (PROVE). Both of these units have benefited from the generous support of the City Council Council, and for that we are sincerely grateful.

The ***CUNY Office of Veterans Affairs (COVA)***, serves the central coordinating role for the campus-based units providing services to student veterans. The office is staffed by a full-time Director and full-time assistant supported by student employees. COVA serves as the coordinating office for academic (e.g., military transfer credits) and financial (e.g., GI Bill) needs among all of CUNY's student veterans. COVA orchestrates initiatives to retain student veterans and their family members by implementing best practices and complying with federal, state, and CUNY policy. COVA also serves as a clearinghouse for information across CUNY campuses. Working collaboratively with community agencies, COVA aims to increase awareness and sensitivity to the unique needs of veterans.

COVA is responsible for administering the \$180,000 allocated by City Council for FY23; these funds are distributed to the campuses to support the peer mentor program.

***PROVE*** was founded in 2007 to serve the increasing numbers of veterans and dependents who would be using the GI Bill after serving in the Global War on Terror (GWOT). PROVE's innovative field model supports and enhances existing campus veteran services to meet the concrete, social and emotional needs of student veterans. PROVE trains and deploys graduate social work interns directly to the student veteran spaces on campus.

PROVE's dual mission is to assist student veterans with their transition to a higher education environment and support their educational journey while training a cohort of graduate social work interns to develop practice knowledge for work with military/veteran populations. Social work interns provide direct services

to student veterans identifying unmet needs and assisting in linking student veterans with the appropriate resources, reducing the negative consequences (e.g. depression and suicidal ideation) of social disconnection and isolation and providing social connectivity and a sense of belonging. PROVE regularly serves over 1,000 unique student veterans per academic year. The project was funded by City Council from 2017 through 2021.

The vast majority of CUNY campuses have a ***Student Veterans Resource Center/Veterans and Military Affairs or Services Office*** staffed by full and/or part-time employees. These spaces are meant to serve as a support to student veterans as well as a physical space for them to build community. Services offered by the Student Veteran Resources Centers include: admissions support, identifying funding, applying for federal and state benefits, assistance with the VA certification process, help preparing resumes and conducting job searchers, and access to other support services (e.g., disability services).

### **Coordinating and Expanding Services**

Our desire is to not simply meet the standard criteria for classification as a veteran friendly university; we want to surpass those criteria by responding to the needs of a population of students deserving of their significance being recognized and honored through the programming and support made available. To that end we are seeking to expand our offerings with a full complement of initiatives from admission through to completion.

In coordination with the NYC Department of Veteran Services, we are implementing a deferred admission program under the title ***Veteran's Promise***. This offering will allow students graduating from the NYC Public Schools to be admitted to the colleges for which they are eligible and to defer that admission for two years of enlisted service. Upon completion of that service the student will return and enter the program of study for which they have been receiving on going communication through the campus based offices and CUNY Office of Veterans Affairs (COVA).

The ***Credit for Heroes*** option will allow veterans to receive credit for prior learning through a structure offering to assess the equivalency of prior learning to the coursework required for degree programs. This offering will reduce the number of courses to be completed and accelerate degree completion.

Within expansion of ***CUNY online course offerings***, there will be an opportunity for active-duty military to amass credits toward degrees. The reach of the online options expands the possibility for enrollment, course completion and degree attainment to active military across the globe.



These initiatives will attract a greater number of veterans and their dependents to CUNY, necessitating strengthened services through our campus and central office veterans' services units.

### **Ongoing Needs and Challenges**

As you would suspect, CUNY could utilize additional resources to more holistically serve our student veterans and address the needs associated with our military enrollment – including spouses and children using benefits. Various academic, fiscal, staffing and programmatic needs exist, challenging our ability to attract and retain student veterans. Resources to devise high interest programming for veterans are necessary; interests that may not be the same as those for traditionally aged students. Career and professional development initiatives designed for those with military experience attracts the attention of industry leaders and provides important opportunities for this population. PROVE, which has positive performance indicators, needs a stable source of funding to assure continued benefits for the wellbeing of student veterans

### **Conclusion**

Our engagement with student veterans is not merely about certification and verification for benefits, nor is it intended to offer a “thank you for your service” to those who have sacrificed in so many ways to secure our democracy.

Our outreach and engagement is about attracting talented and skilled individuals who want to expand their knowledge. Our desire to have veterans as a part of our diverse is about engaging mature individuals to influence the development of their peers in a vibrant community of learners. Our programming and support are about responding to the needs of our student veterans in the interest of their success. And, our advocacy on behalf of student veterans is about securing the attention, commitment and resources necessary to create spaces and environments in which veterans thrive to emerge having fulfilled their desired goals and to possibly become contributors to solving the biggest problems of our city.

We thank you for your past and future partnership with us in this work as we go forward and as CUNY helps lift New York.

**Mervens Vincent**, US Marine Veteran  
CUNY Brooklyn College  
Majoring in Finance and Accounting (Bachelors)  
Veteran Peer Mentor & Student Veteran of America Leader

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*Thank you for the opportunity allotted to speak within this NYC Council for Higher Education and Veteran initiative. I am honor to represent the CUNY student veteran population.*

### **Transitioning from Military to Civilian and a student veteran**

After serving in the Marines for about 10 years, transitioning back home was a challenge. Many of the adjustments and barriers included starting over with a new career path. Originally, I was planning on attending college in Florida with friends. However, due to the COVID-19 pandemic, I decided to stay home in New York. I've always been good with numbers and have great interpersonal skills. Therefore, pursuing a degree in finance was the first choice. The leading factors to my decisions was NYC competitive edge and after researching various colleges within my area, CUNY was the best option for me.

This transitioning from a team structure to doing things on my own would not be easy since, I haven't been in a classroom in a decade. I decided to take achievable steps with my education. First, I attended Queensborough Community College for an Associates in Business Administration then I transferred to Brooklyn College to major in Finance and Accounting.

### **CUNY Veteran Centers and resources**

The veteran centers played a major role within my campus experience. Each center assisted me in navigating the challenges of being a veteran attending college. Since, it was my first time being back on a school campus, I received help in the following areas during Veterans orientation:

1. Applying for the Post 9/11 GI Bill
2. Applying for FAFSA and additional scholarships
3. Applying my smart transcripts (from service) toward my degree
4. Information about different types of degrees in the Business field
5. Understanding the degree requirements and how to plan for academic success
6. How to enroll in classes and create weekly schedules
7. Learn how to navigate the college spaces and staying engaged
8. Internship opportunities and professional development
9. Veteran Work study opportunities

### **Veteran Work study on campus and engaging with other veteran students**

In 2021, I applied for VA work study at CUNY Office of Veteran Affairs. It has been quite a life changing experience. During my first year in college, everything was remote. Being an intern at COVA, has brought so many benefits and motivating factors to my college experience.

**Mervens Vincent**, US Marine Veteran  
CUNY Brooklyn College  
Majoring in Finance and Accounting (Bachelors)  
Veteran Peer Mentor & Student Veteran of America Leader

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I was able to interact with fellow veteran students who have similar life experiences. Interning at COVA prepares student veterans with a smoother transition from a military mindset to a civilian sector. I was able to apply my skillsets from service, while also acquiring new skillsets. COVA Veteran Peer Mentor programs initiates events related to culture competency, mental health, physical wellness and counseling. The Wellness Wednesday has challenge me to do more within my community and outreach methods to engage others who do not know how to ask or where to receive help.

COVA was my inspiration to become a Veteran Peer Mentor sponsored by NYC City Council for the Brooklyn campus. The program trains us to service other veterans through:

- Providing a smooth transitioning back to college
- A sense of belonging through veteran on campus fellowship and support
- Dependability and reassurance that the Veteran Peer Mentor will serve as a liaison
- Assist with resources and serve as a navigator for CUNY and external resources
- Referral to mental health and physical wellness services

I have been able to assist over 25 student veterans and helped to restore the Veterans Club at Brooklyn College. During COVID, the club had to shut down operations. Bringing the club back has been beneficial on providing a space for veterans on campus to interact with each other.

### **Financial challenges, GI Bill and housing**

Being a veteran student has many challenges. Transitioning out of the military has been a financial hardship. The loss of military salary hindered paying off my debts and had to adjust my living expenses. The monthly BAH from Post 9/11 GI Bill is helpful, however; securing an apartment has been a nightmare. Some landlords are not willing to accept the BAH as source of income. In the beginning of my school year, I had to work several jobs making difficult to balance employment and school. However, the Veteran Peer Mentor income helped balance school and work. COVA provides an opportunity for veterans to work, earn a living, learn new skills, be mentored, while being able to focus on a higher education and succeeding.

*I want to thank you for this time and request NYC Council to invest funds in CUNY, I may be one voice but I represent the many student veteran voices that need to know that there are supported and that their hard work, heroism and disabilities were not in vain.*



**Nina Perdomo**, US Navy Veteran  
CUNY Medgar Evers College  
Majoring in Computer Science, Bachelor of  
Veteran Peer Mentor

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My name is Nina Perdomo, and I am a Veteran Peer Mentor at CUNY Medgar Evers College. I served in the United States Navy from 2008 – 2012, in which I was a part of military support for the Fukushima disaster in Japan, 2011. I also have strong family history of Military Service as well as Naval Criminal Investigative Services. For the last year, I have had the pleasure of serving the veteran community here at CUNY Medgar Evers College as the Veteran Peer Mentor. Working closely with CUNY Central and the CUNY Office of Veteran Affairs, I have had the opportunity to assist Veterans with their educational, career, and personal goals.

As a Veteran Peer Mentor, it is my duty to perform outreach, engagement and providing feedback within the CUNY Medgar Evers College Veteran community. As a student at Medgar Evers, I understand how important it is to have proper academic guidance, as well as having a source of support to ease the stresses of the daily student and civilian life balance.

As a Veteran Peer Mentor, I have the ability to learn more about what Veteran students are seeking to lead a successful academic journey, as well as supporting them with additional resources to be successful in areas such as: health & wellness, food & housing security, job placement & career advice, and much more. In addition to these services, the weekly training that Veteran Peer Mentors receive by CUNY Office Of Veteran Affairs, allows me the opportunity to learn more about new resources, workshops, benefits, professional skills and additional opportunities that I can refer to the student Veteran population here at CUNY Medgar Evers. I am very honored to be in a position to offer these wonderful opportunities, resources and information that is provided weekly in my training with CUNY Office of Veteran Affairs.

This program has been a wonderful experience and opportunity for me to give back to my community and provide help to Veterans that are eager to find their place within society. These veteran students are passionate about their education, as well as further contributing to the growth and success of this country.

**Nina Perdomo**, US Navy Veteran  
CUNY Medgar Evers College  
Majoring in Computer Science, Bachelor of  
Veteran Peer Mentor

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While this last year has been a eye opening experience, I have learned a lot about what it means to be a strong, effective leader, as well as being able to provide motivation and inspiration to people that may feel like they are unsure about their life and career path. I believe that if we could have a larger budget next year, we would be able to expand on the tools and resources that we have been able to accrue in this last year. Having a bigger budget will give us the opportunity to provide higher quality resources as well as providing additional training for Mentors. For example, a bigger budget would allow us to sponsor Veteran students and mentors to attend events such as the Student Veteran Association convention, resource and career fairs, internship opportunities, scholarships, study abroad opportunities and more.

In conclusion, the Veteran Peer Mentorship program at CUNY is a step in the right direction in providing higher quality services and resources to Veterans, military spouses and dependent students. By taking an oath to this country, we put our lives on the line to fight for our personal rights and freedom. It is only fair that the city, state and federal government provide funding for programs such as this Mentorship as a means of appreciation and giving back to this community. I am making a difference in the lives of our military/veteran students, and as we continue to build this program, the mentors and program leaders will continue to need the funding and support from our local political leaders.

Thank you so much for your time and allowing me the opportunity to voice my appreciation and support for this program as I represent the many Veteran students that have put their lives on the line for this country.



**Testimony of:**  
**SFC Ricardo Garcia US ARMY Ret.**  
**Veterans Coordinator /**  
**V.A. School Certifying Official**  
**Hostos Office of Veterans Affairs**  
**Hostos Community College**

Good Morning esteemed Council Members; I would like to thank you for the opportunity to speak on behalf of the City University of New York's Veteran population. I am honored to work at CUNY's most impactful and diverse school which is recognized as a Hispanic serving institution throughout the country, Eugenio Maria De Hostos Community College.

Before I begin, I would like the panel to know that I am a retired U.S. Army disabled combat Veteran. I served for 25 years on Active Duty, the Reserves, and National Guard. I am proud to share that I served during our nation's and city's darkest hour, the 9/11 WTC Attacks. I also served in Operation Iraqi Freedom and countless other military operations, some of which were in N.Y.C. In addition to my military service, I am also an executive board member with the Bronx County American Legion. As a County Vice Commander and Post Commander, I represent and address the concerns and issues of the Veterans within my community and the borough of the Bronx. I currently serve as the Veterans Coordinator for Hostos Community College, assisting transitioning Veterans into academia. As a proud CUNY alum graduating from John Jay College and continuing my graduate studies with CUNY's Graduate School of Public Health, I am all too familiar with the needs of our population and the barriers they face during their transition into civilian life.

Since its inception, Hostos has worked tirelessly to be a resource and serve the South Bronx's ethnically diverse yet underserved and disenfranchised community. Hostos is the proud recipient of the Mackenzie Scott Grant; which has allowed us to create initiatives that has assisted so many of our students. A few examples of the programs that were created because of the grant are Families United, Bridge Tuition Assistance Fund, Educating for Diversity, and the Workforce Initiative. These programs have been instrumental in helping students with economic hardships, housing and food insecurities. In addition, Hostos is also a proud recipient of the Perkin's grant. The Perkin's Grant has given us the ability to increase both career, and technical education programs. We have increased faculty, and have purchased new equipment for the students.

I am sure you are asking what this has to do with the military population. Everything! Many of our military members come with an array of barriers that impede their ability to obtain their degrees. From 2003 through 2019, over 4.3 million Service-members have transitioned out of military service into civilian life. The U.S. Census recorded that from 2017 through 2021, over 24,690 Veterans resided in The Bronx. From 2020 – 2023, the Hostos Office of Veterans Affairs (H.O.V.A.) has proudly served over 378 Student Veterans, Active members, and Dependents. Hostos was recognized by G.I. Jobs magazine as a Military Friendly School, and we are very proud of the designation.





H.O.V.A.'s mission is to assist veterans in achieving their academic goals by providing them with a strong support system and centralized "vet-friendly" services. Each Veteran's degree completion ensures a successful transition back into civilian life. Our office provides the academic tools to achieve graduation. Our staff consists of a director, a coordinator, two V.A. School Certifying Official's (S.C.O.), and a Veterans Internship PEER (V.I.P.) Mentor. The coordinator meets individually with each student and evaluates their academic need. Once assessed, the Coordinator works with key departments to create an individualized academic plan that facilitates their academic journey. H.O.V.A. works closely with the following departments to benefit the students. A few of the departments involved in this endeavor are listed below:

- Academic Advisement
- Accessibility Resources Center
- Admissions
- ASAP
- Academic Tutoring Support
- Bursars Office
- Business Office
- Career and Professional Development Center
- College Transfer Office
- Counseling Center
- Financial Aid Office
- Health Wellness Center
- Registrar's Office
- Student Success Coaching Unit
- Student Life

Additionally, our office has established partnerships with numerous Veteran Service Organizations (VSO's) that enhances the services we provide to our military community. H.O.V.A. has created robust services and multi-faceted programs that aids all of our military cohort.

Ultimately, my goal is to strengthen the existing office and its programs to better support the needs of our population and expand on the services and resources available to our military students. To do this, we will need your continued support and assistance. Please be mindful that while we grow and increase our Veterans program, we will effectively create a Veterans program that will endure for this college's future.

Respectfully,

*Ricardo Garcia*

**SFC Ricardo Garcia US Army Ret.** | Veterans Coordinator  
Hostos Office of Veterans Affairs | Hostos Community College, CUNY



**Testimony for the January 31<sup>st</sup> New York City Council Committee on Veterans, jointly with the Committee on Higher Education Hearing: Support Services for Student Veterans at The City University of New York.**

**Linnea Vaurio, PhD**

Good Afternoon, Chairs Holden and Dinowitz, and members of the New York City Council Committee on Veterans and the Committee on Higher Education. I am Dr. Linnea Vaurio, Clinical Neuropsychologist at the Steven A. Cohen Military Family Center at NYU Langone Health. The Cohen Military Family Center was established just over ten years ago with the goal to fill in the gaps in mental health services available to veterans and their families in the New York City area. The Center's mission is to address the mental health challenges of this population by providing accessible, high quality, evidence-based treatment to veterans and their family members.

We appreciate the Committees on Veterans and Higher Education for holding this important joint hearing to highlight support services for student veterans at CUNY. My testimony today will aim to provide insight into the types of challenges faced by student veterans and how we serve NYC student veterans at the MFC. We are grateful to the City Council for its funding support for our Center, and we urge the Council to consider further supplementing citywide capacity to meet the ongoing demand.

As many folks may testify to at this hearing today, student veterans are returning after military discharge, and some are experiencing challenges in successfully pursuing their academic plans. At times, daily difficulties in completing schoolwork can be due to mental health conditions such as PTSD, a condition frequently represented in the population. Challenges can also include difficulties that originate after experiencing traumatic brain injury, or due to previously undiagnosed developmental learning disorders such as ADHD or verbal learning disorders. These specific challenges may first arise when a veteran returns to an academic environment and has new demands to manage. Oftentimes, veterans are unaware of how to request help or are hesitant to do so. It is essential that we, as providers, are empathetic and familiar with appropriate and accessible services.

Benefits offered by the GI bill are crucial to veterans who are returning to a civilian environment and offer potentially life changing access to higher education opportunities. However, at times the challenges of mental health conditions or learning disorders may present barriers to their success. Often individuals who are struggling academically are told that these challenges are not mental health related and thus typical avenues for support are not available to them, leaving a gap in services. At this point, student veterans facing these challenges are often referred to private providers in the community, which can be cost prohibitive. Unfortunately, it is common that community-based providers do not have previous experience and cultural competency in understanding veterans' histories and unique challenges in reintegration and assimilation into institutions of higher learning. Very often, veterans who are not able to access evaluations in the NYC area go without such support services.

**The Steven A. Cohen Military Family Center at NYU Langone Health**

One Park Avenue, 8<sup>th</sup> Floor, New York, NY 10016 T 646-754-4816 F 646-754-4770 [linnea.vaurio@nyulangone.org](mailto:linnea.vaurio@nyulangone.org)



Our program has been filling this gap through discretionary funding from the NYC Council to provide comprehensive neuropsychological evaluation to veterans, free of charge. Many of the veterans seeking support through this program are students. These evaluations can serve to identify cognitive and emotional struggles that a student veteran is experiencing, secondary to traumatic brain injury, attention-deficit/hyperactivity disorder, learning disorders and mood related factors. These evaluations are typically required for student veterans to communicate needs to their college or university's disabilities services. In other words, without access to these evaluations, student veterans are not able to access needed educational supports.

When appropriate accommodations can be identified and put into place in a school setting, it allows for student veterans to remain enrolled in school and courses, to successfully complete their degree, and many times leads to a veteran being able to successfully pursue careers in NYC.

Another significant gap we have begun to fill is to offer cognitive remediation to veterans who have identified challenges with attention, memory, time management, and problem solving. This is individualized care, and for student veterans, a plan to accomplish academic tasks, strategies to be more able to pay attention in lectures, and to improve studying and memory of learned information.

Veterans and their family members are seeking mental health services at a higher rate than ever before in the last decade of our operations, including those seeking comprehensive evaluations. This sharp increase has resulted in struggles to meet the demand and ultimately a waitlist for services. We are unaware of other local providers to whom we can refer these student veterans for neuropsychological evaluations and cognitive remediation. There are many more veterans who need these services, and additional funding is necessary to better meet the needs of the veterans.

These evaluations and treatments are provided to veterans free of charge, which lifts a huge burden and allows veterans to focus more specifically on achieving their higher education goals. We urge the City Council to continue to dedicate their assistance to the support of veterans who are pursuing academic goals in New York City.

Thank you again for the opportunity to testify today.



**Testimony of Derek Coy, Senior Program Officer, New York Health Foundation****Presented to the New York City Council Committees on Veterans and Higher Education  
Oversight Hearing: Support Services for Student Veterans at The City University of New York  
January 31, 2023**

Thank you, Chairperson Holden and Chairperson Dinowitz and members of the Committees for the opportunity to provide testimony at today's hearing focused on support services for student veterans at the City University of New York.

My name is Derek Coy, and I am a Senior Program Officer at the New York Health Foundation (NYHealth). I am also a former sergeant in the United States Marine Corps, veteran of the Iraq War, and—as a proud graduate of the City College of New York—a product of the CUNY system.

Understanding and addressing the health-related needs of New York's veteran population is a fundamental part of my role at the Foundation, so I hope that both my personal and professional experiences can provide insight to guide and inform the work and knowledge of these committees.

In the years since my graduation from City College, there has been a growing focus on strengthening the City's infrastructure to best serve veterans—evidenced by the work of these Committees and the City's launch of the Department of Veterans' Services in 2016. Having had the opportunity to partner with these and other agencies focused on supporting military veterans, I am proud of these collaborations and our collective accomplishments.

**Characteristics of Student Veterans**

As you may know, the overwhelming majority of veterans transition rather smoothly out of the service and back into communities like New York City once their time on active duty has come to an end.

Thanks to the grit developed and experiences gained in the military, in addition to incredible resources like the GI Bill, hundreds of thousands of veterans will go on to use the skills they've honed during their time in service to further their education and advance their careers. As a result, veterans earn more than our civilian counterparts, have higher GPAs, obtain higher levels of education, and often experience lower rates of unemployment.<sup>1,2,3,4</sup>

Yet many veterans like me do face unique challenges after transitioning out of the military that can intensify if left unaddressed. Student veterans are no exception.

Because of their time in service, student veterans are typically older, more likely to have jobs off campus, and more likely to be parents than students with no military history. These work and familial responsibilities, coupled with higher rates of psychological symptoms and difficulties adjusting to the demands of academia, mean that transitioning out of the military and into a college environment can

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<sup>1</sup> Francesco Renna & Amanda Weinstein (2019) The veteran wage differential, *Applied Economics*, 51:12, 1284-1302, DOI: 10.1080/00036846.2018.1527445

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics, 2011-12 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:12/14).

<sup>3</sup> U.S. Bureau of Labor Statistics, Current Population Survey.

<sup>4</sup> U.S. Bureau of Labor Statistics, Employment Situation of Veterans, 2021.

weigh heavily on student veterans. And that in turn can negatively impact their mental health—something I have personally experienced.

### **A “Deadly Gap” for Student Veterans with Mental Health Needs**

Getting access to mental health care is a challenge for most Americans writ large, with nearly half who need it being unable to access care in 2021.<sup>5</sup> But student veterans face additional unique barriers that prevent them from getting the care they need, including stigma, a lack of culturally competent care, and trouble navigating complex systems such as the U.S. Department of Veterans Affairs (VA) health care and benefits systems.

Access to mental health services is especially crucial given the epidemic of suicide among the veteran population:

- Rates of veteran suicide in New York State have consistently remained nearly twice as high as our civilian counterparts.<sup>6</sup>
- Suicidal ideation among student veterans is significantly higher than non-veteran students.<sup>7</sup>
- Younger veterans, the population most likely to be enrolled in college, experience the highest rates of suicide in the State. Suicide is the second-leading cause of death for veterans under the age of 45.<sup>8</sup>

Dr. Marianne Goodman, a clinician at the Bronx VA, leading expert on veteran suicide, and NYHealth grantee, has published seminal research that describes the risks of a “deadly gap” for student veterans during this period of having limited mental health services and an increased risk of suicide after transitioning out of the service.

### **Navigating Resources and Experiencing Gaps at CUNY**

Like many veterans who struggle, there was no singular cause—or solution—to my challenges as a student veteran. Years of unaddressed trauma and substance abuse issues rendered on-campus counseling resources inadequate; they were simply ill-equipped for the complex services I required. Paying out-of-pocket for off-campus care was not an option, since delays in GI Bill payments forced me to live my entire first semester without income. After constantly choosing between paying rent, buying food, and supporting my substance abuse in one of the most expensive cities in the world, the months of financial insecurity and social isolation took an increasing toll on my mental health as I teetered on the brink of homelessness.

The task of seeking out individual services for each issue, at the same time I was attempting to further my education, became an unbearable burden. Alone, it was impossible to navigate. Having access to comprehensive, coordinated services that offered one go-to place for help might have made things easier for me. Had there been widely disseminated information about challenges student veterans might anticipate encountering and about services available on and off campus, my time as a student veteran would have been drastically different.

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<sup>5</sup> <https://www.thenationalcouncil.org/news/more-than-4-in-10-us-adults-who-needed-substance-use-and-mental-health-care-did-not-get-treatment/>.

<sup>6</sup> <https://www.mentalhealth.va.gov/docs/data-sheets/2020/2020-State-Data-Sheet-New-York-508.pdf>.

<sup>7</sup> Lake KN, Ferber L, Kilby DJ, Mourtada H, Pushpanadh S, and Verdeli H (2022). Qualitative Study Examining Perceived Stigma and Barriers to Mental Health Care Among Student Veterans. *Journal of Veterans Studies*, 8(3), pp. 239–252. DOI: <http://doi.org/10.21061/jvs.v8i3.379>.

<sup>8</sup> <https://www.mentalhealth.va.gov/docs/data-sheets/2022/2022-National-Veteran-Suicide-Prevention-Annual-Report-FINAL-508.pdf>.

Fortunately, today there are myriad resources that provide invaluable support to student veterans, many of which I wish I had access to as a student veteran myself.

This all became more clear last month as I spoke at the Student Veterans of America's annual conference on understanding and navigating resources for veterans in higher education. It was apparent that many things have changed since I first walked through the doors of City College as a young graduate student myself more than a dozen years ago—most of which have had a positive impact on the lives of student veterans across the country. The VA's expansion of mental health care eligibility for all transitioning veterans was not in place at that time. Dozens of community-based veterans service organizations would not exist until years after I graduated. Now student veterans have access to more centrally located resources than ever before, thanks to the creation of New York City's Department of Veterans' Services. In addition, we have an infinitely more comprehensive understanding of the veteran community and the specific issues certain populations face, including student veterans—making it imperative that we use these assets and knowledge to expand the reach and increase the quality of veteran-specific services both on campus and in communities.

It was also clear to me at that conference that navigating health care, mental health, and other resources can be even more challenging for student veterans today than it was in the past. It's of course welcome news that various federal policies have increased access to VA health care and private sector services, but having more options can also feel overwhelming. And not every health provider understands the unique needs of veterans. Research from the RAND Corporation, commissioned by NYHealth, found that only about 2% of civilian physicians and other health care providers in New York State are equipped to provide timely, high-quality care to veterans in the community.<sup>9</sup>

### **Promising Solutions for Student Veterans**

How can we ensure that student veterans have access to the services they need, without feeling overwhelmed as they pursue both higher education and improved health?

1. **Access to culturally competent services on campus.** Like me, many veterans' first contact with a mental health provider is on a college campus. But when the student health center staff lack an understanding of military culture and aren't attuned to the unique challenges veterans face, it can prolong or delay their treatment. NYHealth has invested in expanding resources available to student veterans, most notably through our work with SUNY New Paltz to deliver an evidence-based veteran and military cultural competency curriculum specifically focused on the unique needs of student veterans. Project staff delivered trainings to college professionals from numerous departments, including health and wellness, student life, finance, and enrollment at 62 campuses across New York State, including 14 CUNY campuses. Ensuring that staff on campus are equipped to understand and address veteran-specific needs is critical.
2. **Access to mental health services in the community.** Similarly, in the spirit of meeting student veterans where they are, the Foundation has invested in expanding the services of best-in-class mental health providers, such as the Headstrong Project and the NYU Langone Military Family Center—both of which were founded here in New York City. These providers directly address the barriers that prevent younger veterans from accessing mental health care by reducing stigma, eliminating costs, providing telehealth options, and addressing privacy concerns. We have also partnered with Stop Soldier Suicide to bring its innovative approach to identify, stabilize, and

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<sup>9</sup> Tanielian T, Farmer CM, Burns RM, Duffy EL, and Messan Setodji C, Ready or Not? Assessing the Capacity of New York State Health Care Providers to Meet the Needs of Veterans. Santa Monica, CA: RAND Corporation, 2018. [https://www.rand.org/pubs/research\\_reports/RR2298.html](https://www.rand.org/pubs/research_reports/RR2298.html).

provide emergency mental health care to veterans at risk of suicide to the metro-New York City region. This program has served hundreds of local veterans since early 2020.

3. **Access to peer mentors.** Sometimes, you don't need a health care professional, you just need someone who can relate to you, veteran to veteran, when navigating life as a student veteran. New York State has invested \$20 million to expand the successful Joseph P. Dwyer Peer Support Program across the State. Locally, New York Cares last year recruited and trained 126 volunteers to provide "buddy checks" through telephone outreach to veterans in need, and the ETS (Expiration Term of Service) Sponsorship Program worked to expand the reach of its peer mentor program into New York City, assisting veterans with their transition *before* they leave active duty. Ensuring that CUNY students are aware of and connected to valuable resources like these and others will help expand the range of effective veteran-specific support services. Other schools offer potential models for CUNY to consider; for example, Teachers College uses clinicians to supervise veteran peer mentors, combining clinical and peer approaches.

We respect and share the Council's commitment to New York City's veterans. I hope you will look to the New York Health Foundation as a resource for your important work. And I hope that I personally can be of help as you address the needs of student veterans at CUNY. Despite not having all the resources or information I would have liked when I was a student veteran, the Marine Corps did an excellent job of teaching me how to make the most of what I did have. And what I had was a community of incredible service providers and fellow veterans who were ready to take me in once I made the first step toward getting my life back on track. It is my hope that I, with the help of the Committee and other people testifying today, can pay that forward so that every veteran who chooses to pursue higher education will have it easier than those who came before them. Thank you.



**TESTIMONY OF JOSEPH BELLO  
NY METROVETS**

**BEFORE**

**THE NEW YORK CITY COUNCIL  
VETERANS & HIGHER EDUCATION COMMITTEES**

**OVERSIGHT: SUPPORT SERVICES FOR STUDENT VETERANS AT CUNY**

**January 31, 2023**

Chairmen's Holden, Dinowitz, members of the Veterans and Higher Education committee. Thank you for giving me the opportunity to testify this morning regarding support services for veterans at CUNY.

As we know CUNY is the third-largest university system and has one of the most diverse student bodies in the United States. Because of this, one of the primary missions of CUNY is to serve as a vehicle for upward mobility of the disadvantaged in New York City.

This is particularly relevant for veterans as we know veterans tend to have higher earnings and lower unemployment than non-veterans once their transition from active service is complete. Higher education is a major part of that transition.

This year marks the 15<sup>th</sup> anniversary of the signing of the GI Bill into federal law; as well as the 10-year anniversary (in April) of the CUNY Veterans Task Force, which was convened to address the needs of student veterans and examine CUNY's practices while developing recommendations to improve the experience for student veterans.

In its 2013 report, the Task Force acknowledged CUNY was "uniquely positioned to offer returning veterans an opportunity in higher education" and stated that the number of veterans and military personnel applying to and studying at CUNY was predicted to grow larger as the conflicts in Iraq and Afghanistan draw down.

So why then doesn't CUNY today have better, equal, and a more robust support system for its student veterans? There are several reasons.

As I've often said, CUNY is like a kingdom. The Chancellor (the King) sends directives & polices to the nobility (College Presidents) of his kingdom (CUNY). The fiefdoms (Colleges) receive these directives but unfortunately, as we've have seen over the past several years, little has been accomplished depending on each campus.

As a result, I said in a Gotham Gazette article back in 2016: "as a consequence, the more student veterans in the community talk about those campuses that are not providing services, the more student veterans will only consider those that are. The more veterans struggle on colleges with minimal services, the higher their attrition and transfer rates will be."

We've been seeing this between campuses such as John Jay College and BMCC, which have robust services, resources/partnerships, and enrollment numbers of veterans in comparison to colleges such as Baruch, which recently stated "nobody does it better" as a higher education institution yet has not had a dedicated only veterans coordinator since the CUNY Task Force Report was released back in 2013 or gap in services for veterans at City Tech and Medgar Evers, which currently don't have veteran coordinators, along with the unresolved issues and no coordinator at LaGuardia Community College.

This leads to one of the fundamental problems with instituting policies to provide services - the need for personnel to carry it out.

While the number of veterans attending CUNY was increasing up until the pandemic, the number of staff at CUNY's Central office for Veterans Affairs (COVA) stayed at one person, not including interns, until just this past November. Now with two personnel, this continues to be unacceptable and a strain on those working to provide information regarding services and resources.

It also hinders COVA's ability to "look in" on the campuses to make sure they are carrying out policies and have adequate baseline services for student veterans.

So because of the lack of personnel and oversight, CUNY colleges are a hodge-podge of services for veterans, with some campuses doing well and others having the bare minimum – all based on each campus administrations regard towards veterans. This makes the Council's Veterans Initiative funding to CUNY for veteran peer to peer across the campuses so important.

Finally, the cost of living, along with the lack of housing at CUNY has been a detriment to students and veterans. Prior to the pandemic, there were more than 12,000 student veterans and family members utilizing the GI Bill to attend college in New York City.

These monies provided over \$600 million in federal funding into the local economy. However, while the GI Bill covers 100% of in-state tuition and fees at public institutions, the Pew Research Center recently released a study which showed that living costs have become the "dominant components of the cost of attending college."

This is particularly the case for undergraduate and student veterans, many older, who often juggle other financial obligations, such as higher costs for housing, caring for other family members and childcare. As a result, Pew states that many are now having to borrow (take loans) to cover living expenses.

As a result of the pandemic and the lack of affordable housing in NYC, many active-duty members and student veterans are choosing to find better, more affordable, and friendlier states to call home.

In 2016, student veterans came before the Council to share what was going on their campuses, how bad services were and what services were needed. They wrote an op-ed in the Gotham Gazette after the former Assistant Vice Chancellor made statements that were incorrect. I am enclosing it with my testimony as it is still as relevant today as it was then.

In conclusion, as we begin the FY24 budget, more resources/funding need to be devoted towards CUNY's Veterans Office so that they can better support student veterans and make sure all the campuses meet a standard of services. I would also propose Chancellor Matos Rodríguez create a new CUNY Veterans Task Force to review the past decade and see what has worked, what has changed and what will be needed in the future.

Thank you Councilmembers for your time. I'm happy to answer any questions you may have.

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## Authors

### **CUNY's Insufficient Response to Military Veteran-Students (/authors/130-opinion/6680-cuny-s-insufficient-response-to-military-veteran-students)**

by [Trent Coyle, Melissa Siew, et al \(/component/contact/contact/1365-miscellaneous-authors?Itemid=327\)](#)



photo via [CUNY \(https://www.flickr.com/photos/cunyveterans/4494023731/in/dateposted/\)](https://www.flickr.com/photos/cunyveterans/4494023731/in/dateposted/)

[The December 8 response \(/opinion/6659-letter-cuny-is-committed-to-educating-military-veterans\)](#) from CUNY's Interim Vice Chancellor Christopher Rosa to Joe Bello's [Gotham Gazette op-ed \(/opinion/6656-cuny-s-veteran-student-problem\)](#) of the day prior surprised many student-veterans on CUNY campuses -- including the ten signatories of this letter.

To begin with, we were not aware that CUNY actually recruits veterans to its campuses, as IVC Rosa asserted. From our experience, military veterans usually attend a CUNY school based on a campus location or a school's specialization - degree programs, specialty programs like Veterans Upward Bound - and, most importantly, word of mouth from other veterans. None of us have seen any recruitment directed at veterans, either through advertising or social media, at our prior military commands or when we came to New York City.

Also, while CUNY does waive our application fees, it is not clear to us who are the "deployed, dedicated admissions counselors" who supposedly smooth our way through admission. For many, admission into the CUNY system is a long and arduous process and at no time did we meet counselors "deployed" to help us. If anything, many of us were referred to CUNY's admissions [website for veterans \(http://www2.cuny.edu/admissions/undergraduate/explore/veterans/\)](http://www2.cuny.edu/admissions/undergraduate/explore/veterans/).

With regard to IVC Rosa [stating \(/opinion/6659-letter-cuny-is-committed-to-educating-military-veterans\)](#) that CUNY works to "assure that New Yorkers eligible for the Post 9/11 GI Bill attend 100 percent cost-free," the U.S. Department of Veterans Affairs pays our tuition to the campuses based on our length and type of military service. This means that not every student-veteran, or eligible dependent, utilizing tuition assistance from the Department of Veteran Affairs is attending without a financial burden.

Furthermore, we question IVC Rosa's statement that the "veterans services coordinators are a one-stop resource to support veterans in their transition from military life to higher education." As Mr. Bello [stated in his op-ed \(/opinion/6656-cuny-s-veteran-student-problem\)](#), Baruch College does not have a coordinator and other CUNY campuses currently have issues of harassment, alienation, and unresolved complaints lodged with their respective coordinators. These issues, as well as others on CUNY campuses, have led many student-veterans to help themselves to find the resources to support them in their transition.

Lastly, on IVC Rosa's [statement \(/opinion/6659-letter-cuny-is-committed-to-educating-military-veterans\)](#) that CUNY was the first university system in America to be named "military friendly" by Victory Media: as several people testified at the November 15 City Council hearing, any college can obtain this designation by filling out a form that Victory Media provides. Case in point, over three semesters LaGuardia Community College has been engaged in a dispute with its student-veterans regarding their current coordinator, yet the

school still received the "veteran friendly" designation, and even as that college's student-veteran enrollment numbers have decreased. There seems to be no real mechanism in place by either Victory Media or CUNY to really know which institutions deserve the designation and which don't.

IVC Rosa states that "external rankings validate the welcoming environment at CUNY colleges for those who have served their country." However, as individuals who have served this country and are currently pursuing degrees within the CUNY system, we have to ask: When will the ongoing battles of CUNY's student-veteran population begin to be addressed by the leadership at CUNY?

IVC Rosa's letter appeared to be nothing more than an attempt to put a stop to the discussions that are currently going on between CUNY and its student-veterans, and his letter does not address the issues raised by Mr. Bello [in his op-ed \(/opinion/6656-cuny-s-veteran-student-problem\)](#).

We want IVC Rosa and CUNY leadership to understand that while they state that CUNY cares about its student-veterans, many campuses do not have the necessary resources to allow our successful transition from military to higher education. Therefore, we are demanding that the Board of Trustees and CUNY leadership take action to make CUNY live up to its "military friendly" designation. If not, then all that we -- as skilled, hard-working and experienced student-veterans -- bring to our CUNY campuses, including our federal dollars, can be taken elsewhere.

Trent Coyle  
US Army, Baruch College

Sungin Hong  
USMC, Baruch College

Melissa Siew  
USMC, Baruch College

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Margie Guzman  
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Noah Almonor  
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Ishmael Shalom  
USMC, John Jay College

Bryan Williams  
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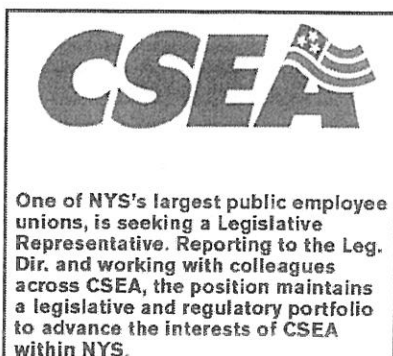
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## Remarks to the New York City Council – Committee on Higher Education

By Colonel Peter Riley

Director of Veterans Services at Pace University

January 31, 2023

Good morning council members and thank you to the committee for offering the opportunity to submit testimony to you today. My name is Colonel Peter Riley, I serve as the Director of Veterans Services at Pace University (just across the street from City Hall), and am supported by my colleague, Vanessa Muquercia, who serves as Assistant Director of Veterans Services and is a U.S. Navy Veteran. Together, we oversee outreach strategies, planning, and implementation of Veteran's Services and management of our Veteran Center's across the university and our campus locations. As you may know, Pace University is a private, non-profit, comprehensive university with campus locations in Manhattan, Pleasantville, and White Plains. Pace has served the citizens of New York City since its founding in 1906 and helped generations of New York City residents achieve their dream of a college degree. Pace's motto is "Opportunitas" and promises that we will be at the forefront of creating opportunities for our students and community. A 2017 study by Opportunity Insights at Harvard University ranked Pace University first in the nation among four-year private institutions for upward economic mobility based on students who enter college at the bottom fifth of the income distribution and end up in the top fifth, providing evidence that we deliver on our Opportunitas promises consistently.

At Pace, we recognize the commitment our veterans have demonstrated to our country and are firmly committed to assisting veterans, active duty, and reserve service members in advancing their careers through higher education. With respect to affordability, support services and metrics important to non-traditional students, Pace ranks 5<sup>th</sup> of 27 institutions state-wide, 23<sup>rd</sup> among private colleges nationwide, and 124<sup>th</sup> overall, according to the *Military Times*, September 2022, "Best for Vets Colleges."

Our veteran community is comprised of student veterans, spouses and/or dependents of veterans and other military personnel. We provide specialized and support services to 308 veterans and dependents across our three campuses, with the highest concentration right here in NYC. Their interests cover many disciplines as students are enrolled in our college of arts and sciences, business, computer science and information systems, health professions, education as well as our law school.

Pace is a proud participant of the Yellow Ribbon Program, which assists veterans with payment of higher out-of-state, private school, or graduate school tuition that the post-9/11 GI bill does not cover. For example, the maximum amount that the VA will pay for public or private institutions in the state of NY for tuition and fees is \$26,381.37. The Yellow Ribbon Program matches the remaining portion that college or university will not cover, creating an opportunity for student veterans to forego the expense of tuition and fees. Pace has also elected to be an

“unlimited” program participant, meaning there are no Pace limitations on program eligibility and an unlimited number of student veterans and dependents can leverage the opportunity.

Pace also participates in the Veteran Tuition Scholarship Program, Army Tuition Assistance and Air Force Tuition Assistance programs. Veterans interested in earning a commission in the U.S. Army, can do so through our ROTC cross enrollment partnerships with Fordham University and St. John’s University.

During their academic journeys, student veterans are assigned a dedicated admissions counselor and veteran service team to provide an individualized experience. We also have a specialized “University 101 for Veterans,” introductory course meant to address the experiences of veterans in higher education.

### *Challenges, Successes and Opportunities for Student Veterans in Higher Education in NYC*

#### Challenges:

COVID Pandemic: Pace University Veterans Students faced some unique challenges throughout the pandemic. With the move to on-line courses, hundreds of thousands of Student Veterans using the GI Bill received a reduction in their awards. As a result of intense lobbying by many Student Veterans (including our former Pace SVA President, Stephen Garcia) and others, the housing allowance was protected (see link: Pace’s commitment to Student Veterans – THE PACE CHRONICLE)

In addition, several Student Veterans in the National Guard and Reserves were called up to serve in the National Guard and Reserves, including myself. Thankfully, these Students did not face any academic or financial liability/hardship during their COVID Call-up.

#### Successes:

Both Pace NYC and Pleasantville Veterans Centers are open and give space for Veterans and Dependents to connect, network over coffee, use computers and decompress in between classes. Students have expressed that the Centers foster a feeling of comraderie, belonging and a provides them with a specialized overall student experience.

Pace Student Veterans had a great turnout for the “Tunnels to Towers” Run the last Sunday in September, the event that re-creates the famous run of FDNY Member Stephen Siller during the September 11th, 2001, attacks. Like Stephen, supporters run through the Brooklyn Battery Tunnel to the World Trade Center, where he lost his life.

Pace had a Successful Veterans week, this past November 8-12, with guest speakers on both campuses, including acclaimed author and documentary filmmaker, Sebastion Yunger, who’s debut film, "Restrepo," chronicled the deployment of a platoon of U.S. soldiers in Afghanistan's Korengal Valley.

We collaborated with our Career Services department to host a veteran specific Resume Workshop and hosted a 5K Run on the Pleasantville Campus.

#### Opportunities:

Pandemic effects: Given the industry shift to expand high quality online education, advocacy for the GI Bill to consider online coursework equal to traditional, in-person coursework and forego award reductions. As more and more working adults are seeking online graduate and professional development opportunities after working and learning from home during the pandemic. Sometime soon it may be that many of those programs, nationwide, will be offered fully online, and our veterans should not be penalized.

In summary, Pace salutes veterans for their bravery and enthusiastically supports measures to ensure their higher education learning needs are met with compassion, understanding and with the same dedication they so selflessly demonstrated to our country.



**Testimony by Lisa Carling, TDF Director of Accessibility Programs, Before the Committees on Higher Education and Veterans of the City Council**

**January 31, 2023**

My name is Lisa Carling, Director of Accessibility Programs at TDF. Many thanks to Chairs Holden and Dinowitz and members of the Higher Education and Veterans Committees for this opportunity to provide testimony.

**TDF** is the nation's largest performing arts service organization dedicated to the audience. Previously known as Theatre Development Fund, TDF brings the power of the performing arts to everyone, including veterans.

**TDF VETERANS THEATREGOING PROGRAM** began in 2017 thanks to support from the Council's Committee on Veterans. Fast facts since then:

- Distribution of 4,000 discounted tickets to city veterans and their families
- Admission at no cost to 53 different Broadway and Off Broadway shows
- Accessibility accommodations for any vets with vision, hearing, mobility loss or PTSD
- Talkbacks after each performance, when possible
- Ticket distribution partnerships with over 50 Veteran Service Organizations throughout the five boroughs

**CUNY OFFICE OF VETERANS AFFAIRS** is our largest ticketing partner. CUNY has distributed 550 program tickets to some of its roughly 3,000

student vets since our program began, giving them the opportunity to enjoy some of Broadway's most popular hits like *The Lion King*, *The Book of Mormon*, as well as *Radio City Christmas Spectacular* around the holidays. During the pandemic, with free Broadway HD memberships, Luis Soltero from Lehman College and Rob Timmins from New York City Tech moderated discussions for us, keeping the veterans community connected, especially CUNY vets.

We appreciate the Committee on Veterans support for our program this year, hope you can join us for one of our spring performances; but the decreased funding had direct **IMPACT** on over 200 veterans, many of them CUNY vets. Less funding meant fewer tickets to offer our many VSO partners, CUNY being the largest with its long wait list for tickets. We sincerely hope you can please restore the \$22,000 cut from our allocation so we can help bring more of the healing power of the performing arts to our city's veterans, especially our CUNY vets.

In closing, here is feedback from one of our program participants: *"My mother recently passed away from cancer and as a female veteran the Beetlejuice play really helped me put my emotions and thoughts into a better perspective. As a female veteran, theater is a perfect place even on a Sunday afternoon to let go and enjoy the moment, feel like part of a community and let go of negative emotions & grow."*

1/31/2023: LC

For more information, please visit [tdf.org/veterans](https://tdf.org/veterans)





New York City Council Committee on Higher Education  
Oversight - Support Services for Student Veterans at The City University of New York  
Submitted by Rene Cabrera-Gonzalez, USMC Veteran  
Tuesday, January 31, 2023

Good morning members of the City Council. My name is Rene Cabrera-Gonzalez, I am a USMC Veteran and would like to thank New York City Council for the opportunity to testify today on behalf of TDF's Veterans Theatergoing Program.

I am testifying today to discuss the impact that TDF's Veteran Theatergoing Program has on the veteran community. First, I would like to start off with my personal experience and the joy this program has provided to my family and I. For many years the thought of me going to a Broadway show was nonexistent. It wasn't until I was recently awarded with tickets to see Aladdin on Broadway that I grew a greater interest in the overall experience, and was able to share that experience with my family. Wow, I have to say never did I experience something so wonderful. The visual effects, great acting, music and they followed the story line to the T. It brought my wife tears of joy. Not to forget all the other veterans that were in attendance, some familiar faces and new one to meet. It was a great time thanks to TDF. Looking around the theatre, it filled me with joy to see how many veterans were in attendance. Their smiling faces and how they connected with others in the room.

I say this is an essential program for veterans to help them get out of their comfort zone and reconnect with society. It is true that veterans do have the tendency to be introverts and shy away from society, because of fear of what they may do and how they feel around the general public and/or crowds. This is usually due to their mental/ physical disabilities, which can be provoked by the general public. Not to forget that there is a portion of the vast population of veterans that can't acclimate to civilian life so easily, due to physical, mental illness such as PTSD, Depression and anxieties. Withdrawing from society because they have feelings of not fitting in or being understood. This program helps to bridge the gap between veterans and civilians. The connection one can get from another person who has the same interest as oneself. This is a great way to help veteran re-connect with the general public and get to know a different side of views on culture via great story telling (Broadway Shows).

I know firsthand that veterans may need extra guidance and help on different subjects and life challenges. In my work, I am a Veteran Peer Mentor at Lehman College. At Lehman (CUNY), one of my main roles is guide and help the Veterans Community. With one on one sessions,

dedicated to assisting, mentoring and helping with resources and programs that are available to them. A fear of crowds is common with veteran and the VTP (Veteran Theatergoing Program) can help defuse the issue. By bringing people from different backgrounds together which music, acting and great story telling. It is true that having the same interest can help two different people open up for dialog and build confidence just like an icebreaker.

In conclusion there should be more programs that are available for veterans to help them rejoin society, have feelings of belonging, and to find ways of connecting with others. From my personal experience TDF's VTP is a great program that can help all types of veterans re-connect and reacclimate to civilian life and make some great connections as well. That is why a program such as the VTP needs funding to continue their work of providing for the Veteran community.

Adrian Alfred

Kingsborough (KBCC) Peer Mentor

ARMY Veteran

Peer Mentor Spring 2022 to Present

As a Peer Mentor I have been able to address the needs of students veterans on Kingsborough Community College campus by making proactive outreach and by hosting small events.

For example, in the Spring of 2022, the KBCC students veterans affairs office had free coffee and breakfast hours for our students. Our office was able to call all student veterans on our roster and meet some of our students' veterans in person (for the first time since the onset of the pandemic) and listen to the concerns that they had during the past few semesters.

In the fall semester, I had the privilege of serving 121 veterans students at KBCC. I referred most of the cuny campus resources that I have learned through our Wellness Wednesday meetings via zoom meeting from CUNY Central Office of Veteran Affairs and other VSO (Veteran Service Organizations).

Most of what I have noticed concerning the needs of these veterans' students is they prefer the help of other veterans. They need someone guide them and to also assist veterans in the transition process as well show them that we care about them and their education. Most of the student veterans that I have encountered via zoom, phone and in person are extremely enthusiastic that a fellow CUNY veteran is reaching out to them and checking in on them on an academic and personal basis.

I am extremely thrilled with the Peer Mentor program at CUNY. I graduated from KBCC and made the dean's list and with honors and I am planning to attend graduate school at CUNY.

I love being a peer mentor and I'll be honored to be in the next cycle of Peer Mentorship for fall 2024/spring 2024.

Hello,

My name is De Quency Bowen, and I am a veteran Peer Mentor. I served in the United States Army and am the wife of a disabled Iraq War veteran. I have served as a Peer Mentor for over a year. Within the year I worked as a Peer Mentor, I have had the opportunity to work with CUNY (City University of New York) Central and my Veteran Director at SPS (School of Professional Studies) (School of Professional Studies). I have gained valuable information from my meetings that have helped enrich the lives of CUNY SPS veterans.

Veteran Peer Mentors need to perform outreach to the CUNY SPS military/student community. I found that during my time as a student at SPS, I discovered that what kept me a student at SPS was that I was able to have access to a Veteran representative who helped provide me with information that included job information, mental health services, events, and educational funding.

Our population of military/veteran students falls into various categories: some are gold star family members, spouses, dependents, active duty, and or retired. Each group of military/veteran students has specific needs, and as a mentor, I have provided these students with information that helps students with services within the CUNY school system. Some benefits students have received are information for mental health services, job opportunities, veteran events, housing services, and scholarships. Additionally, by continuing to attend the Wellness Wednesday Peer Mentor each week, I can take what I learn and provide it to the military/veteran student community. I am very honored to assist these students with information disseminated each week at our Peer Mentor meeting.

I feel like I am making a difference in the lives of our military/veteran students, and I can see that as time goes on, the needs of the CUNY veteran students will continue to grow. These students will need the assistance of veteran-related staff to help this community thrive.

De Quency Bowen  
Veteran Peer Mentor  
CUNY School of Professional Studies  
Dequency.bowen@cuny.edu

Name: Rene Cabrera Gonzalez, USMC Vet  
Length of Time in role: 3 semesters (Spring '22, Fall '22, Spring '23)  
Campus: Lehman College, CUNY  
Role: Veteran Peer Mentor

CUNY Lehman College the Veteran Community is an important population that consist of veterans, dependents, Active and Reserve Military connected students. They are unique and transitioning from military life to student can be a difficult balance. Therefore, starting a new academic journey may be challenging. For veterans one of the most important key aspects:

- Veterans seek information with external community partnership and resources
- Personnel that is knowledgeable on VA Educational Benefits and Enrollment
- Internal CUNY resources regarding tutoring, mental health, academic tutoring, financial assistance, living expenses and food insecurities.

Resources for veteran success at Lehman:

- Counseling service for all students via the Counseling Center
- Food Bank offers fresh vegies and canned goods for the students that are in need.
- A dedicated tutoring center which covers a wide range of courses/subjects (Math, Science, writing, etc.)
- Various Grants, scholarships and emergency Grant (which is run by the Division of Student Affairs) which is open to all.
- Technology support and guidance on how to use online applications.

Veteran Peer Mentoring Initiative:

Having a dedicated knowable person on deck can make the difference between a veteran attending and retention. The VIP Mentor program, mentors work alongside the campus student support offices. Through internal partnership, Veteran Peer mentors can assist student veteran with guiding them through the next steps or serve as liaison in order to assist addressing some of the concerns that may develop through their academic endeavors. Sometimes nonveteran personnel may not understand the needs or support that a specific student veteran may need through their academic journey and having a one-on-one interaction with a Veteran Peer Mentor helps with student success and retention.

Outreach methods:

The program allows appointed VIP peer mentors to conduct outreach to the veteran community, in hopes to connect with resources and networking. Especially with their academic journey and everyday balancing everyday life concerns. Some of our outreach consists of calling students and following up to assure that their needs are met within the campus. We call it "STUDENT CAMPAIGNING FOR STUDENTS" because veterans trust other veterans. Outreach is conducted via all forms of medians email, phone, in-person and online, conducting surveys and



poles to better serve the veteran needs. To gauge what is working and what can be improved. Working alongside COVA (CUNY Office of Veteran's Affairs) we hold a weekly meeting (Wellness Wednesdays via ZOOM). With a different topic and/or organization, Vet Centers and providers of veteran services each week. Focused on keeping up with the latest news, events, information and training that is needed as a veteran student to help ensure their success. This also gives the veteran a sense of community and belonging.

Community building efforts:

The Office of Veteran and Military Affairs on campus holds a Hybrid (in-person and Zoom) workshops for veteran in order to understand the specific benefits, resources needed:

- Home loan workshop; we have a specialist come to address the myths and benefits in which a veteran can have access to and how can they go about the process.
- Resume/Linked In/BIO workshop; we bring in a specialist which breaks down the process of creating resumes. Incorporating military backgrounds and skills to highlight the veteran's talents. How to create a Linked In profile and how to market yourself.
- Claims workshop; DVS (Division of Veterans' Services) has advisors that come and explain what is, how to start and the process to file a claim and what it will mean to the veteran. Information rich workshop focused on veterans' benefits.
- Veteran Student Orientation; A orientation which we hold every semester to update and inform the new in-coming and present veteran students. With topics as what is on campus, how to certify for the semester and important information that the veteran student may need.
- Lehman College Veterans Club; Veteran student ran club with programming events that gives veterans a place to congregate. Events such as Meet & Greet, Game Night and Movie night bringing veteran student together with the general student population.

In conclusion the VIP Mentor program is a great tool and resource that the campuses need for the success of the veteran community. It is critical that we provide the veteran community with the tools they need for success and this program is one of them. Not to forget the appreciation when a veteran has crossed that finish line and give you thanks for the guidance in the right direction. This gives motivation and lets the VIP Mentor know that their efforts did make a difference.

Good morning Chairman Holden, Chairman Dinowitz, and all the City Council Veterans' Committee and Higher Education Committee members. Thank you for the opportunity to testify before your committees today.

My name is Shakeema Wiley, and I'm a Hunter College senior majoring in Public Health, the mom of an eight-year-old son, and an active Army National Guard member. I am here today to share a little about my experience as a CUNY student veteran.

I became a student at Hunter College in 2019; this would be my second attempt at pursuing my bachelor's degree, the difference being ten years. The first few semesters at Hunter were isolating because I was a part-time student, and most of my classes weren't during the day, so many activities weren't operating at the exact times I was on campus. My first challenge at Hunter was my interactions with the different academic advisors; it wasn't clear who would assist me and in what ways. Returning to college after so long, coupled with being a transfer student, working full time, being a parent to a then 4 year old, and being a soldier in the National Guard, I had come to Hunter with a plan to be intentional and urgently needed all the support I could get to see that plan through. When I decided to attend Hunter, I ultimately did so with the idea of becoming a Nurse Midwife. So that meant pursuing Hunter's nursing program and beginning to fulfill the prerequisites. COVID changed my professional outlook, leading me to declare Public Health as my major. Around the same time, I started to interact more on campus with the Student Veterans Resource Center; although I knew of the center from the start of my time at Hunter, this was one of the places I couldn't access because of the times I was on campus.

Being present in the center gave me a sense of belonging whereas being a non-traditional and transfer student had made me feel removed from students in my classes who were fresh from high school. I started making my way to the resource center every chance I could, which was helpfully staffed with our campus PROVE team, meeting other military students and nurturing a network of support I hadn't discovered at Hunter before. Those relationships overflowed into my classes and personal life. Many different challenges would present themselves to me during my time at Hunter. However, I found an invaluable outlet and guidance from the relationship forged with Leora Shudofsky, the Director/Educational Coordinator of PROVE, Project for Return and Opportunity in Veteran Education, who became a counselor when needed, a resource navigator, an encourager, and so much more.

As a second-year Public Health student set to graduate this spring, I wholeheartedly believe my unorthodox journey to attaining my bachelor's degree landed me exactly where I was supposed to be, that being with Public Health. The path it took me to finally realize the best career route that allowed me to utilize my skills and training from over the years, make meaningful changes in my community, and feel fulfilled was a challenging path. I'm beyond happy that while it wasn't the traditional route, I've reached my first higher education goal, which sometimes seemed out of reach. Since being a Public Health student, I've learned about many topics and issues that are meaningful to me because of the neighborhood I come from and the different communities I'm a part of now. I've learned a lot about social determinants of health; this knowledge gave me the answers to many questions I had growing up in Brownsville and Crown

Heights, Brooklyn, NY. Now I'm ready to hit the ground running to be of service again to the places that are dear to my heart.

At this juncture, my goals include becoming a Full Spectrum Doula and Lactation Counselor to directly support women who believe these services aren't for them due to a lack of understanding or affordability. This insight comes from my focused studies throughout my program which has highlighted the realities, causes, and possible solutions for the maternal mortality rate crisis in NYC. Long-term goals include opening a holistic women's health center in historically marginalized communities throughout NYC and opening an early childhood education center to address the gaps in children from underserved neighborhoods being underprepared when starting elementary school. Lastly, a landscaping and renovation business focused on training and hiring previously incarcerated individuals. Each of these initiatives directly addresses a public health need and promotes the overall betterment of health for those communities.

Jan 31<sup>st</sup>, 2023 – Committee on Higher Education

#### Baruch College Infrastructure Budget Raise Request

I have been a Baruch College student since the Fall of 2019, the semester right before COVID hit us all. Back then, the common consensus amongst students was that the Newman Vertical Campus was the best building to have classes in, since the other campus had two elevators and the line would wrap around the block. However, since in-person classes have resumed, it seems that the tables have turned. Of course, a school being nearly completely shut down for two years and then opening back up to its massive student population is going to have some issues; however, it's been open for quite a while now and some issues have not yet been resolved. For example, the express elevators' buttons don't work too well, there's often empty soap dispensers in bathrooms, dirty toilets, and bad seating. Some classrooms, mostly on upper floors I've noticed, have modern, large seats. However, others still have extremely small seats. I was 200lbs my first semester at Baruch, and I remember I could feel my body hang off the chair. It was always a very uncomfortable experience that would lead my brain into thoughts spiraling on my body image rather than focusing on the class I was in. These seats are also no good for people over a certain height, not to mention notebooks don't fit on their teeny tables. I know Mayor Adams' focus is mostly on matters that the city at large may consider more pressing, like sanitation, mental health, crime and housing for underprivileged communities; however, he has also stated that he cares a lot about education and making sure we are doing everything we can, as a city, to help the youth succeed. I think these little things that may come off as superficial being fixed can make a world of a difference. Better lighting in classrooms and better seating make CUNY a more welcoming place to go to. Baruch has a student population of 20,000 and most students take public transport to come to school. I see my classmates, and I see myself. We are already somewhat tired and overstimulated before we've even gotten past the turnstiles, and to then sit in a tiny chair and try to balance your A4 notebook on a tiny desk with dingy lighting does not exactly motivate you. Currently, Baruch college does not have the highest retention rate. I think that by making the campus more welcoming, students will have more of a drive to not only come to school, but also be proud to go to Baruch College, and will see staying for the entire duration of their degree program as an achievable feat. Once again, I know all of the things I have pointed out may seem very superficial to someone who is not currently enrolled in a school, but I promise you there is a difference between the atmosphere in classrooms with the newer seating, and classrooms with the uncomfortable, old seating.

Hello, New York City Council Committee & Committee of Veterans,

Student veterans and military personnel have unique needs that must be addressed in order to ensure their success in higher education. There is a critical need for veterans to have access to resources and support that are tailored to their unique experiences and challenges. A variety of services may be available, including counseling for post-traumatic stress disorder (PTSD) and other mental health concerns, as well as financial assistance with tuition and other expenses. Additionally, veterans may require accommodations in the classroom, such as extra time for exams, to accommodate injuries or disabilities sustained during their service.

Another critical need for veterans is a sense of community and belonging. Many veterans have experienced significant disruptions in their personal and professional lives because of their military service and may feel isolated or disconnected from their peers. Creating a supportive environment that recognizes and values the contributions of veterans can help them feel more connected and engaged in the college community.

Additionally, many veterans have families and dependents, which can make it challenging to balance school, work, and family responsibilities. Childcare and/or flexible scheduling may be necessary to allow veterans to attend school and provide for their families.

Finally, it is critical to provide veterans with guidance and support in transitioning to civilian life and careers. This can include assistance with job search and resume building, as well as connections to employers who understand the skills and experiences veterans bring to the workforce.

In conclusion, addressing the unique needs of CUNY veterans' students requires a multi-faceted approach that includes access to resources and support, a sense of community and belonging, accommodations for families and dependents, and guidance and support for transitioning to civilian life and careers. By providing veterans with these services, CUNY can help ensure their success in higher education and beyond.



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Name: Vishal Balam

Address: Floral Park, NY 11001

I represent: \_\_\_\_\_

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Name: Nicole Orlando

Address: 1 Centre St.

I represent: DVS

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Name: Ellen Greeley

Address: 1 Centre St.

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Name: JOE BELLO

Address: 1925 MCGRAW AVE

I represent: NY METROVETS

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Name: Lisa Carling

Address: \_\_\_\_\_

I represent: Theatre Development Fund (TDF)

Address: 520 8th Ave NY NY 10018

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Name: James Hendon

Address: 1 Centre Street, Suite 2208

I represent: NYC Dept. of Veterans Services

Address: \_\_\_\_\_



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Name: Shakeema Wiley

Address: \_\_\_\_\_

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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Date: 1/31/23

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Name: Derek Coy

Address: 1385 Broadway

I represent: New York Health Foundation

Address: 1385 Broadway

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Name: Mervens Vincent

Address: NY, NY 10025

I represent: UNY Central office of Veterans Affairs

Address: \_\_\_\_\_

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Name: Shudafsky

Address: NYC 10025

I represent: CUNY/PROVE

Address: 555 W. 57th St NYC

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Name: Agatha Jessica Funes

Address: Forest Hill NY

I represent: CUNY CENTRAL OFFICE OF VETERAN AFFAIRS

Address: 555 W 57th St Suite 1400, NY, NY 10019

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Name: RICARDO GARCIA

Address: Bx NY 10464

I represent: CUNY - HOSTOS Community College

Address: 300 GRAND CONCOURSE, Bx NY 10451

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Date: Jan-30-2023

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Name: Denise Maybank

Address: 205 E. 42nd Street

I represent: CUNY

Address: Same

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