

# Truth in Testimony Disclosure Form

In accordance with Rule XI, clause 2(g)(5)\* of the *Rules of the House of Representatives*, witnesses are asked to disclose the following information. Please complete this form electronically by filling in the provided blanks.

Committee: Veterans' Affairs

Subcommittee: Subcommittee on Economic Opportunity

Hearing Date: 04/19/2024

Hearing Title :

Examining Transitioning Servicemembers Experience.

Witness Name: Joseph T. Quackenboss

Position/Title: Trempealeau County Veteran Service Officer

Witness Type:  Governmental  Non-governmental

Are you representing yourself or an organization?  Self  Organization

If you are representing an organization, please list what entity or entities you are representing:

Trempealeau County Veteran Service Office

## **FOR WITNESSES APPEARING IN A NON-GOVERNMENTAL CAPACITY**

Please complete the following fields. If necessary, attach additional sheet(s) to provide more information.

Are you a fiduciary—including, but not limited to, a director, officer, advisor, or resident agent—of any organization or entity that has an interest in the subject matter of the hearing? If so, please list the name of the organization(s) or entities.

**Please list any federal grants or contracts (including subgrants or subcontracts) related to the hearing's subject matter that you, the organization(s) you represent, or entities for which you serve as a fiduciary have received in the past thirty-six months from the date of the hearing. Include the source and amount of each grant or contract.**

**Please list any contracts, grants, or payments originating with a foreign government and related to the hearing's subject that you, the organization(s) you represent, or entities for which you serve as a fiduciary have received in the past thirty-six months from the date of the hearing. Include the amount and country of origin of each contract or payment.**

**Please complete the following fields. If necessary, attach additional sheet(s) to provide more information.**

- I have attached a written statement of proposed testimony.
- I have attached my curriculum vitae or biography.

\*Rule XI, clause 2(g)(5), of the U.S. House of Representatives provides:

(5)(A) Each committee shall, to the greatest extent practicable, require witnesses who appear before it to submit in advance written statements of proposed testimony and to limit their initial presentations to the committee to brief summaries thereof.

(B) In the case of a witness appearing in a non-governmental capacity, a written statement of proposed testimony shall include— (i) a curriculum vitae; (ii) a disclosure of any Federal grants or contracts, or contracts, grants, or payments originating with a foreign government, received during the past 36 months by the witness or by an entity represented by the witness and related to the subject matter of the hearing; and (iii) a disclosure of whether the witness is a fiduciary (including, but not limited to, a director, officer, advisor, or resident agent) of any organization or entity that has an interest in the subject matter of the hearing.

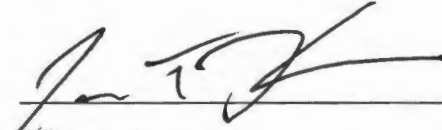
(C) The disclosure referred to in subdivision (B)(ii) shall include— (i) the amount and source of each Federal grant (or subgrant thereof) or contract (or subcontract thereof) related to the subject matter of the hearing; and (ii) the amount and country of origin of any payment or contract related to the subject matter of the hearing originating with a foreign government.

(D) Such statements, with appropriate redactions to protect the privacy or security of the witness, shall be made publicly available in electronic form 24 hours before the witness appears to the extent practicable, but not later than one day after the witness appears.



**False Statements Certification**

Knowingly providing material false information to this committee/subcommittee, or knowingly concealing material information from this committee/subcommittee, is a crime (18 U.S.C. § 1001). This form will be made part of the hearing record.

  
\_\_\_\_\_  
Witness signature

04/08/2024  
Date







Committee of Veterans' Affairs  
Subcommittee on Economic Opportunity  
Examining Transitioning Servicemembers Experience – 04/19/2024

Joseph T. Quackenboss - Trempealeau County Veteran Service Officer

As a military veteran, transitioning from active duty to civilian life is a journey filled with both challenges and opportunities, especially when it comes to navigating the academic landscape. My experience transitioning both on and off the school campus has been a mix of triumphs and tribulations, but through it all, I've identified key areas where support from various entities could significantly enhance the process for veterans like myself.

On campus, one of the biggest hurdles I faced was adjusting to the academic environment. Coming from a structured military setting to the more independent and sometimes overwhelming nature of college classes was a significant shift. Many veterans, myself included, could benefit from tailored orientation programs that not only introduce us to academic resources but also provide guidance on time management, study skills, and access to tutoring services.

Furthermore, the Department of Veteran Affairs (VA) plays a crucial role in supporting veterans through educational benefits. While the GI Bill offers valuable assistance, the bureaucracy and delays in processing claims can be frustrating and discouraging. Streamlining the application and disbursement process would alleviate stress and ensure that veterans receive their entitled benefits in a timely manner.

In addition to institutional support, veteran service organizations (VSOs) are invaluable resources for veterans transitioning to civilian life. These organizations offer a sense of camaraderie, peer support, and access to valuable resources such as career counseling, networking opportunities, and mental health services. However, greater collaboration between VSOs and educational institutions could enhance their impact by ensuring that veterans are aware of and connected to these vital resources from the moment they step foot on campus.

Community members also have a role to play in supporting veterans during their transition. Employers, for instance, can implement veteran hiring initiatives and provide mentorship programs to help veterans navigate the civilian job market. Moreover, fostering a culture of understanding and appreciation for veterans within the community can combat stigma and create a more inclusive environment for reintegration.

In conclusion, the transition from military service to civilian life, particularly within the academic setting, is a complex process that requires support from multiple stakeholders. By improving access to resources, streamlining bureaucratic processes, fostering collaboration between institutions and organizations, and cultivating a supportive community environment, we can enhance the transition experience for veterans and ensure they thrive in their post-service endeavors.