STOCKTON UNIVERSITY

2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected "primary strategic (LEGS) theme"?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	David Furgione
Your Email	david.furgione@stockton.edu
Title of Project	Broadening Participation in the Science Enrichment Acad
Project Leader	David Furgione,Thushani Rodrigo-Peiris, Amanda Allen
LEGS Initiative Team Coach	
Project Partner(s)	Please see attached proposal
Duration / Time Frame of Project	2-Year Cycle Summer 2020; Summer 2021

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		**Ongoing Event or Activity**	
☐	(A) $5,000 or less	☐	(C) $5,000 or less
☐	(B) More than $5,000	☑	(D) More than $5,000

Strategic Theme (choose one)	
☐	**Learning**
✔	**Engagement**
☐	**Global Perspectives**
☐	**Sustainability**

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes

Learning

- Deliver high value-added learning experiences and promote scholarly activity (S1)	- Reward scholarly applications (ER2)
- Promote liberal arts ideal to develop lifelong learners (S2)	- Establish additional revenue sources (RS1-L)
- Strengthen internal processes to support learning (IP1-L)	- Reduce expenses (RS2-L)
- Develop faculty and staff skills to support learning (ER1-L)	- Align resources to support strategic plan (RS3-L)

Engagement

- Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	- Foster an interactive environment among students, faculty, staff, and community (ER3)
- Prepare students for active citizenship role (S4)	- Increase opportunities for interactions between internal and external communities (ER4)
- Create mutually reinforcing intellectual and co-curricular experiences (S5)	- Establish additional revenue sources (RS1-E)
- Strengthen internal processes to support engagement (IP1-E)	- Reduce expenses (RS2-E)
- Develop faculty and staff skills to support engagement (ER1-E)	- Align resources to support the strategic plan (RS3-E)

Global Perspectives

- Develop a globally diverse Stockton community (S6)	- Strengthen opportunities for global interaction among members of the Stockton community (ER5)
- Enhance capacity to participate globally (S7)	- Establish additional revenue sources (RS1-G)
- Strengthen internal processes to support global education (IP1-G)	- Reduce expenses (RS2-G)
- Integrate global program efforts among multiple units of the university (IP2)	- Align resources to support the strategic plan (RS3-G)
- Develop faculty and staff skills to support global education (ER1-G)	

Sustainability

- Increase sustainable infrastructure (S8)	- Develop and implement sustainability programs (IP5)
- Enhance sustainability education and research (S9)	- Develop faculty and staff skills to support sustainability (ER1-S)
- Increase recognition as a model of sustainability (S10)	- Reward sustainable practices (ER6)
- Partner to promote global sustainability (S11)	- Establish additional revenue sources (RS1-S)
- Strengthen internal process to support sustainability (IP1-S)	- Reduce expenses (RS2-S)
- Prioritize sustainability in plan operations and residential life (IP3)	- Align resources to support the strategic plan (RS3-S)
- Promote sustainability across the curriculum (IP4)	- Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project
Please see attached proposal.

Assessment Plan: What are your anticipated outcomes and specific measurements for success?
Please see attached proposal.

Budget Summary – 2020 Requested Funding Only				
	Item	**FY2020** July 1, 2019 – June 30, 2020	**FY2021** July 1, 2020 – June 30, 2021	**Notes/Comments** (stipends, supplies, hospitality, etc.)
1.	Tuition Remission	$10,000.00	$20,000.00	Please see attached proposal
2.				
3.				
4.				
5.				
6.				
7.				
	Total	$10,000.00	$20,000.00	

* Please note: a proposal can only receive 2020 funding for two fiscal years.

Funding Questions		
Are you receiving any other University funding for this project?	Yes- NAMS	
What department or academic school will your budget for this project reside?	NAMS NAMS	
Who will be the Budget Unit Manager (BUM)?	Dr. Peter Straub	
Who will be the budget processor?	Marie Jelinski	
If you are requesting 2020 funding to hire a TES or consultant, is that person a current Stockton employee?	**Yes, Currently Paid as a/an:** ○ **Adjunct** ○ **Faculty** ○ **Staff** ○ **TES**	◉ **No**
Will you need 2020 funds for immediate use to begin your project?	◉ **Yes, Date Needed:** March/April	○ **No**

Additional Support Questions		
Will your project require support from Information Technology Services?	○ **Yes**	◉ **No**
If so, please provide details:		
Will your project require support from Plant/Facilities & Operations?	○ **Yes**	◉ **No**
If so, please provide details:		

Supervisor Approval/Support	
Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	Yes, I met with Dean Straub and will continue to meet with him as needed.

* Please note: proposers who answer "no" to this question may be required to submit additional documentation in support of their 2020 application form.

CC: Dean/Director/Supervisor

2020 Initiative Proposal
David Furgione
Title: Broadening Participation in the Science Enrichment Academy at Stockton (SEAS)

Narrative Summary of Project:

This proposal's request is to provide a full cost coverage to enable 15 highly talented and economically disadvantaged high school juniors from diverse backgrounds, to attend the 2020 (5 students) and 2021 (10 students) SEAS programs. Thereby, our overarching objective for the requested funding is to enhance the value of the SEAS program as a bridge to a group of economically disadvantaged and highly talented students from the local community and South Jersey high schools by providing them an engaging and high-impact learning opportunity, while embedded in a nurturing academic community of Stockton faculty, students and staff, to enhance their preparation, motivation, confidence, and access to a quality STEM higher education, and eventually attract them to attend and succeed at Stockton University.

Introduction/Background:
The Science Enrichment Academy at Stockton (SEAS) is a two-week, residential, college-level interdisciplinary summer program for talented high-school students entering their senior year. SEAS introduce students to scientific issues and interdisciplinary techniques for addressing scientific questions both globally and locally. Students make new intellectual and emotional connections as they explore challenges through scientific, social, economic, philosophical, ethical, and political perspectives. Students will be involved in classroom, laboratory, and field experiences as well as an overnight camping trip and will gain experience gathering, measuring and analyzing data through the process of scientific inquiry.

Students will participate in the following topics:
Aquatic life at the shore, wetlands analysis, pine barrens ecosystems, quadrat analysis, camping and how to appreciate nature, Genetics and DNA extraction, Ecosystem interactions, 3-D printing projects, Identifying NJ Toxic waste sites near home and how to prevent polluting the environment, Tragedy of commons, what is good science, astronomy, STEM careers, collaborate with the Friends of Seaview Sanctuary Parks, Sustainable farming, Horticulture, Chemistry of smells, Chemistry is fun, scientific observations, Marine Science, Seining, Nacote Creek, Petrol, Physics is fun, Engineering,

Electronics, Mathematics and science, data analysis, project design and public speaking.
Students will be exposed to high-impact STEM education methods and diverse STEM career opportunities that will allow them to see our place in the world and how human activity can affect the environment on a regional and global level.

The Stockton Essential Learning Objectives (ELOs) primarily addressed by SEAS are: Creativity and innovation, Critical thinking, research skills, and teamwork and collaboration. These ELOs are related to the Stockton University 2020 Strategic Themes of Engagement and Learning are fulfilled by SEAS by fostering an interactive environment among students, faculty, staff, and community, to deliver engaging learning experiences to the participating students. Below is a listing of the Stockton faculty, students, and staff (i.e. collectively referred to as SEAS staff) that students attending SEAS will collaborate, and their role in the SEAS program.

-Dr. Adam Aguiar- Aquatic life at the shore, wetlands analysis, pine barrens ecosystems, quadrat analysis
-Stockton undergraduate and graduate student Residential Assistants (RAs)serving as near-peer mentors
-Amanda Allen- SEAS planning and scheduling, camping, assist Director and RA's
-Dr. Guy Barbato- Genetics and DNA extraction
-David Furgione – SEAS Director, Science and Exploration instructor, Ecosystem interactions, 3-D printing, NJ Toxic waste sites, Tragedy of commons, camping, astronomy, STEM careers, collaborate with the Friends of Seaview Sanctuary Parks
-Dr. Ron Hutchinson- Sustainable farming, Horticulture
-Dr. GorDan Reeves- Chemistry of smells
-Dr. Marc Richards- Chemistry is fun, scientific observations
-Dr. Mark Sullivan- Marine Science, Seining, Nacote Creek and Petrol
-Dr. Joe Trout- Physics, Engineering, Electronics
-Dr. Judy Vogel- Mathematics and science, data analysis
-Several Stockton alumni and faculty will participate as guest speakers depending on summer availability

Students attending SEAS will be required to develop a testable hypothesis, analyze data and present their results to students, faculty, staff, and the community. Students that attend the SEAS program are enrolled in the GNM 1129 Science and Exploration course and will have the opportunity to obtain two Stockton University credits. The above Staff will be mentors to

student groups and oversee the development of their final projects.

President’s Council of Advisors on Science and Technology (PCAST)report “Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics” (2012) that guides national STEM education priorities and policy since its publication, highlighted the profound deficit of underrepresented minorities particularly African American/Black, Hispanic/Latino, Native American/Alaskan Native and Hawaiian and Pacific islander in STEM higher education compared to their representation in the general population. The report urged the need to increase the production of minority STEM workforce holding a bachelor’s degree to meet the increasing STEM workforce demands in the subsequent decade. Further, African American/Black students are known to show the highest rates of college attrition compared to non-minority students. According to research from The PEW Research center:
(https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/
African American/black and Hispanic/Latino workers with a bachelor’s degree or higher continue to be underrepresented in the STEM workforce (7% and 6%). The number of female STEM workers outside of the healthcare fields are also underrepresented.
This is the fifth year SEAS program is running. The SEAS program had 59.3% of the students underrepresented in STEM, (minorities and women), with 14.8% African American or black students and 11.11% Hispanic/Latino students. At Stockton, only 8% of African American and 12% Hispanic students are matriculated despite dedicated efforts for their recruitment, compared to their 13.5% and 21% representation in the NJ population, respectively.

Deficiencies in incoming preparation for STEM college education, confidence in STEM success, financial challenges, first generation status with deficient parental guidance and support, are among some of the identified barriers to their access and success in STEM and college education. On the other hand, Stockton is in close proximity to underprivileged populations that have students who are economically disadvantaged, and first generation with deficient parental guidance and support in Pleasantville, Absecon Atlantic City, Millville, and Bridgeton cities/regions, who could be easily accessed via Stockton’s community connections, particularly with local high schools. If supported by the SEAS program, it would enable the most talented

students among these disadvantaged students to overcome their initial barriers to STEM higher education (i.e. preparation, access and tools for success) and they could be further supported for college matriculation and completion via financial aid and the student success infrastructure of Stockton. Thus, the SEAS program could provide an ideal opportunity to bring these students onboard at a critical point in their educational trajectory, if their SEAS participation costs could be waived. In our previous recruitment efforts for SEAS, financial challenges barred many such talented students from participating in the program, limiting their participation. Recruitment efforts continue to evolve. Currently we are contacting all New Jersey County Superintendents by Mail. The SEAS Director contacts all Atlantic County Schools and most schools in South Jersey by phone. The SEAS Director meets with the guidance counselors and/or Science Supervisors in areas that lack student participation to inform them of SEAS and student opportunities. This year we formed Science Enrichment Academy Outreach Network "SEASON". SEASON is made up of students who attended SEAS that are currently attending Stockton. The purpose of this group is to recruit students from the high school they attended as well as local high schools. For the last five years, 39 different High Schools from 3 different states have had students attend the SEAS program. Nine high schools have had students who were successfully recruited to future SEAS programs (Please see the attached listing of high schools. The SEAS applicants will be evaluated by a panel of Stockton faculty, students and staff using the attached rubric to provide scholarships to the most disadvantaged and highly talented students.

With 38.5% out of 61 SEAS participants in the previous 4 years matriculated to Stockton, including a matriculation rate of 60.0% for African American/Black and Hispanic/Latino students that attended SEAS, together with introduction to financial resources available for college education, continued connections and support from Stockton community, as well as the parental connections and parental educational programs we are planning to pilot from this year, we have high chances of recruiting economically disadvantaged, highly talented students interested the in STEM fields to Stockton, and leading them to success. Thus, success of this effort, would not only contribute to diversity, inclusion and cultural enrichment of the Stockton community that is a strategic priority of Stockton, but it would also enhance Stockton's community engagement and partnerships, while enhancing the knowledge-base and readiness of the Stockton faculty, staff and students for this challenging yet vital cause. Increased and broadened participation in STEM being among

top national STEM higher education priorities, together with the outcomes data of SEAS program's past successes, would enable us to compete for abundant federal funding to sustain the program in future years, as well as to attract donorships and sponsorships for the underprivileged students and SEAS program operations. With such support, we envision to increase the total number of participants in the program for the future, with full-cost waivers extended to a wider population of diverse and disadvantaged students. Thus, the goal of this 2020 initiative is to broaden participation to economically disadvantaged students by guaranteeing full participation-cost coverage to talented students who can benefit from this bridge to college program, as a first step towards achieving broader and longer-ranging goals.
Keeping in line with Stockton's Strategic Priority #3, the SEAS Program will continue to include a well-balanced population that is highly diverse and inclusive to all cultures and backgrounds.

Activities:
The proposal will follow the timeline established by the SEAS program.
October (ongoing): Meet with a variety of Stockton Staff to discuss/explore recruitment activities and ways to identify students that are eligible for a full scholarship to SEAS. NAMS faculty that will assist in this process include: Dr. Adam Aguiar, Dr. Judy Vogel, Dr. Mark Sullivan, Dr. Ron Hutchinson, Dr. Marc Richards, Dr. GorDan Reeves, Dr. Joe Trout, Dr. Guy Barbato.
November-January: Contact and or visit area High schools and meet with teachers and guidance counselors to present SEAS opportunities and application requirements to high school juniors. Work with high school staff to identify qualified students. Identify and work with individuals and offices at Stockton and within the community that can help identify ways to target students and their parents.
January-March: Identify SEAS students and work with them to prepare for the summer SEAS program, a two-week residential science enrichment program held at Stockton in July. Once accepted, inform and work with students on how to receive two college credits.
April-June: Meet with staff to finalize the program, identify guest speakers, e-mail and work with students to prepare for the Science and Exploration course.
July- Participate in the. SEAS program, a two-week residential science enrichment program at Stockton.
August- Evaluate the program's outcomes.

Post-SEAS: in collaboration with Admissions and other student service offices, support Stockton application and matriculation process.

Students would apply for the SEAS program (a sample application is attached) and the SEAS program will ensure facilitation of the application process for needed students through the help from teachers and school counselors. Student selection will be made by a panel of Stockton faculty, students/student RAs and staff. Selection to the SEAS program will be based on a student's performance in mathematics/science courses, participation in extracurricular/community activities, interest in the STEM field, student essays and two teacher/counselor recommendations. The most qualified and economically disadvantaged students among them will be supported to participate in SEAS through financial scholarships.

Outcomes and Assessments:

The primary targeted outcome would be to identify and bring on-board 5 highly talented economically disadvantaged students, in FY20 and 10 such students in FY21 that are underrepresented in the STEM field, who may not otherwise be able to participate due to socio-economic reasons. The campus wide impact would be to recruit these students to attend Stockton University and major in a STEM field, with the SEAS program serving as a bridge to college and a career in STEM. In the past years, students from the SEAS program have been followed and data collected on their participation in the Stockton admission process. 38.3% of the students who attend Stockton University. In addition to these metrics, the yearly persistence and graduation rates of the SEAS participants will be calculated compared to non-participants. Participants will also be surveyed for perceptions on their SEAS experience and its impact on college and career decisions. Incorporation of additional students into the pathway would also be followed in the same way and be useful in assessing the success of this bridge program on the goal of broadening participation and increased college success. Students that are accepted to the SEAS program will be surveyed on what recruitment methods and factors that influenced their decision to apply/participate in the Science Enrichment Program. Positive recruitment methods as well as other factors that

influenced participation of economically disadvantaged students will be expanded in recruitment of students in FY 2021.

Summary of Budget Request:
Cost per student to attend SEAS is $ 2,000.00 per student. The request is for $10,000.00 for FY20 (5 students) and $20,000.00 for FY21, (10 students).
NAMS has contributed to the program in the past years to reduce tuition by over half for most students, but it is clear that many students cannot afford even part of the tuition and may not even apply unless they have the costs covered. The proposed expanded opportunity for students to attend the Science Enrichment Academy at Stockton University is aimed at helping economically disadvantaged students to experience the excitement and be inspired for STEM education as well as explore what SETM careers are available to them in the workforce and what opportunities are available at Stockton University.

In the past, outside funding sources have been utilized including SJ Gas, AT&T and Borgata, as well as individual contributions. This year, we hope to expand the number of outside contributions from the community, and work with several Stockton offices to identify and secure annual fund-raising sources.

2020 Projected (24 Students) and Actual Budget

Expenses

TOTAL EXPENSES	Estimated	Actual
	$52,870.00	$0.00

Room / Board	Estimated	Actual
Chartwells	$10,000.00	
Room and hall fees	$7,800.00	
Res Life Linens	$300.00	
Total	**$18,100.00**	**$0.00**

Faculty Supplemental & RAs	Estimated	Actual
Director	$12,800.00	
Faculty	$10,000.00	
RAs	$3,600.00	
Total	**$26,400.00**	**$0.00**

Trips	Estimated	Actual
Peapack Island Ferry	$300.00	
BATONA campground	$120.00	
Total	**$420.00**	**$0.00**

Equipment & Supplies	Estimated	Actual
Amazon	$2,000.00	
Shirts, Hats, Lanyards	$2,000.00	
Text Books & Copies	$500.00	
Target	$200.00	
Shop Rite	$500.00	
REI	$2,000.00	
Fishing lures & supplies	$400.00	
Fishing Bait	$150.00	
Camping Pizza	$200.00	
Total	**$7,950.00**	**$0.00**

Dear David:

The committee approved the concept of your proposal, "Broadening *Participation in the Science Enrichment Academy at Stockton (SEAS),"* and requested that you revise the proposal to include the following information.

1. Include the selection criteria to admit students to the SEAS Program.
2. Discuss the outreach efforts to recruit students from local schools, such as the Pleasantville schools, for the program.
3. Include the list of schools that have referred students to the SEAS Program.
4. Include language of the University Strategic Priority #3 in your proposal.

   Strategic Priority #3 -- "Support human diversity and inclusion in all of its forms and in a manner that serves the needs of our region and recognizes our place in a global society."

Please update the proposal and resubmit it to John and me by 9am Monday November 23, 2019. Please feel free to contact me with any questions.

Thank you,
Merydawilda

Merydawilda Colón, Ph.D., L.S.W.
Executive Director & Tenured Professor of Social Work
Stockton Center for Community Engagement
Stockton University
101 Vera King Farris Drive
Galloway, New Jersey 08205
Office: Galloway Campus B-110
Phone 609-652-4535
Fax: 609-626-3467

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COMMUNITY ENGAGEMENT

Below is a list of high schools that had students complete the SEAS Program:

Absegami High School

Atlantic City High School

Atlantic County Institute of Technology

Bishop Eustace High School

Bordentown High School

Bridgeton High School

Burlington City High School

Catskill High School

Cedar Creek High School

Central Regional High School

Cherry Hill East High School

Eastern Regional High School

Egg Harbor Township High School

Elizabeth High School, Frank J Cicarell Academy

Freedom Prep High School

Glen Rock High School

Haddonfield Memorial High School

Holy Spirit High School

Hunterdon Central High School

JKF STEM Academy

Mainland Regional High School

Millville High School

Marine Academy of Technology and Environmental Science

Middletown High School North

Mifflin County High School

Mother Seaton High School

Northern Valley Regional High School Old Tappan

North Warren Regional High School

Oakcrest High School

Ocean City High School

Paramus High School

Pinelands Regional High School

Saint Augustine High School

Scotch Plains Fanwood High School

The Academy of Earth and Space Science

Vineland High School

Washington Township High School

West Essex Regional High School

West Windsor High School

Below is a list of High Schools that had students that completed the SEAS program, returned to their high schools and positively influenced other students to apply and attend.

John F. Kennedy High School (ACT Academy)

Vineland High School

Absegami High School

Atlantic City High School

Cedar Creek High School

Egg Harbor Township High School

Holy Spirit High School

Mainland Regional High School

Marine Academy of Technology and Environmental Science

Rubric for SEAS scholarships

Criteria	1	2	3
Eligible for reduced lunch			yes
GPA	3	3.1-3.4	3.5+
Total family income	>$80,000	$31,000-$79,999	<$30,000
# individual in household	3.	4-6	6+
First Generation			yes
Scholarship amount	Score range	Number of students	Total amount
2019/2020 Full Scholarships ($2000)	TBD	5	$10,000
2020/2021 Full Scholarships ($2000)	TBD	10	$20,000

Scholarships will be awarded based on Academic Merit and Financial Need

The panel of faculty, students, and Staff will determine the score range to award the scholarships based on the applications each year. The Dean of NAMS will oversee the final scholarship awards.

STOCKTON UNIVERSITY

SEAS: SCIENCE ENRICHMENT ACADEMY AT STOCKTON APPLICATION

Eligibility Requirements:

The students must meet the following criteria:

- The student must be a high school junior during the 2019-2020 school year.
- The student must have a very strong interest in science and be committed to the acquisition of knowledge and the pursuit of opportunities in that field.
- The student must be willing to live on campus for the duration of the program. Saturdays and Sundays make up part of the program; there will be no weekend leaves of absence.
- The student should have no less than a "B-" average in their high school coursework with at least a "B" or higher average in science and math courses.

Students who have demonstrated very strong interest in science outside the classroom can also be strong candidates for the Academy.

At Stockton University, a panel of professors, students, and staff will review applications. The committee's decision will be emailed to the student on or before June 6, 2020. The admissions process is very competitive therefore you should submit your application as soon as you complete it.

PERSONAL INFORMATION

Legal First Name

Legal Last Name

Preferred Name/ Nickname

Street Address

City

State

Zip Code

Birth Date

Age as of July 7, 2020

- O 16
- O 17
- O 18
- O 19

Gender

- O Male
- O Female

Race/ ethnicity?

- 0 American Indian or Alaska Native
- 0 African American/Black
- 0 Asian
- 0 Caucasian/White
- 0 Hispanic/Latino
- 0 Native Hawaiian or Pacific Islander
- O Other _____

Student E mail Address

Home Phone Number

Student Cell Phone Number

Mother / Guardian Name

Mother / Guardian Cell Phone Number

Mother / Guardian Email Address

Father/Guardian Name

Father/Guardian Cell Phone

Father/Guardian Email

SCHOOL INFORMATION

School Name

School Street Address

School City

School State

School Zip Code

Guidance Counselor Name

Guidance Counselor Email Address

Guidance Department Phone Number

GRADE REPORT

Overall High School GPA

HIGH SCHOOL MATH COURSES

Name of 9th Grade Math Course

Grade earned in 9th Grade Math Course

- A+
- A
- A-
- B+
- B
- B-
- C+ or Below

Name of 10th Grade Math Course

Grade earned in 10th Grade Math Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

Name of llth Grade Math Course

Grade earned in 11th Grade Math Course

- 0 » A+
- 0 » A
- 0 » A-
- 0 » B+
- 0 » B
- 0 » B-
- 0 » C+ or Below

Name of Additional Math Course

Grade earned in Additional Math Course

- 0 » A+
- 0 » A
- 0 » A-
- 0 » B+
- 0 » B
- 0 » B-
- 0 » C+ or Below

HIGH SCHOOL SCIENCE COURSES

Name of 9th Grade Science Course

Grade earned in 9th Grade Science Course

- o A+
- o A
- o A-
- o B+
- o B
- o B-
- o C+ or Below

Name of 10th Grade Science Course

Grade earned in 10th Grade Science Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

Name of llth Grade Science Course

Grade earned in llth Grade Science Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

Name of Additional Science Course

Grade earned in Additional Science Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

Name of Additional Science Course

Grade earned in Additional Science Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

Name of Additional Science Course

Grade earned in Additional Science Course

- » A+
- » A
- » A-
- » B+
- » B
- » B-
- » C+ or Below

EXTRACURRICULAR ACTIVITIES

Please list all extracurricular activities and academic honors (expand as needed).

ESSAY QUESTIONS

Please write a brief autobiographical sketch that includes:

I. Your personal background, aspirations and what makes you unique.

2. Describe your most meaningful extracurricular or community activity.

3. Why you are interested in attending a program that focuses on scientific issues.

SCIENTIFIC INTERESTS

Do you prefer to work in the field or in a laboratory setting?

Q Field

0 Laboratory

What areas of science are you most interested in? (Rank I through 9)

Biology

Botany

Chemistry

Engineering

Environmental Science

Marine Science

Microbiology

Physics

Zoology

RECOMMENDATION INFORMATION SHEET

Please submit full name and email address for TWO individuals that will be completing a letter of recommendation on your behalf.

Name of person writing recommendation I

Email address of person writing recommendation I

Relationship

0 Teacher

0 Guidance Counselor

Name of person writing recommendation 2

Email address of person writing recommendation 2

Relationship

0 Teacher

0 Guidance Counselor

Scholarship Application

Stockton University has partnered with community organizations to make scholarship funds available to participants in the Science Enrichment Academy at Stockton (SEAS).

All students accepted to participate in SEAS are eligible to receive scholarship funds. The Selection Committee will review all applications to determine the level of scholarship awarded. The Selection Committee will consider academic merit and financial need.

Please complete the following questions to be considered for available scholarships.

Please **tell** us more about you and your school attendance

What was your GPA? _____

Did you receive free lunch? _____

Did you reduced lunch? _____

Household Information: what is the total annual income of your family?

- O Less than $10,000
- O $10,000 - $19,999
- O $ 20,000 - $29,999
- O $ 30,000 - $39,999
- O $ 40,000 - $49,999
- O $ 50,000 - $59,999
- O $ 60,000 - $69,999
- O $70,000 - $79,999
- O $80,000 - $89,999
- O $90,000 - $99,999
- O $100,000 - $149,999
- O More than $150,000

Please tell us about the people you live with:

How many people do you live with?

Who are they? For example: mother, father, brother/s, sister/s, grandparent

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Please tell the Committee any additional information that you would like to be considered.

APPLICATION E-SIGNATURE

In addition to other physically demanding activities, scholars should be prepared for the rigors of hiking, backpacking, boating, and/or canoeing for extended periods of time in the Pine Barrens as well as overnight camping.

All of the information submitted as part of my application is factual and truthful to the best of my knowledge.

o Yes
o No

I expect to be a high school senior in the 2020-2021 school year.

o Yes
o No

I am willing and physically able to attend and participate in the ENTIRE SEAS program.

o Yes
o No

E-Signature (sign this document by using the mouse to write your name).

x SIGN HERE

clear

PARENTAL CERTIFICATION

This to certify that I give my permission for the student named above in the Science Enrichment Academy at Stockton in full time residence. I understand the rigors of this program as described in the instructions for students.

O Yes

Q No

SIGN HERE

X_____

clear

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