

# GRDF Investment Strategy and Plan

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## Introduction:

The Georgian Regional Development Fund has invested more than \$32 million in Georgian small and medium enterprises as part of the government's strategy to nurture private entrepreneurship and innovation. Clearly, an educated and internationally recognized workforce is a critical element to continue progress toward the goals of creating opportunities for inclusive growth. As part of the original MCC and GOG request for respondents, the sponsors considered investing the proceeds from GRDF investment funds to support (a) financial assistance programs for students and (b) recruitment and academic preparation of Georgian students for enrollment in an SDSU STEM degree program beginning in Compact Year 2, AY 2015/2016, and continuing through Compact Year 5 (AY 2018/2019). The SDSU final proposal included plans for pre-university preparatory/bridge courses in math, science, English language and other subjects, as may be necessary, to assist prospective Georgian students to qualify for and successfully complete a SDSU STEM degree. It recognized that recruitment and retention of Georgian students from underrepresented groups will require different approaches to include specific mechanisms to be used for recruiting and retaining women, minorities, and the socially vulnerable. The proposed GRDF Investment strategy focuses on providing opportunities and services most highly valued by students in general, with special attention on the needs of the underrepresented or disadvantaged groups. The strategies of the GRDF funds support the participation of a diverse group of Georgian students in internationally accredited STEM Bachelor's degree programs that are responsive to the overall objective of building educational capacity in Georgia.

## GRDF Strategy:

The core investment strategy for the initial \$2.6 million dollar allocation of GRDF funds will be to support scholarships and/or financial assistance for the first cohort of students. Additional GRDF funds as with the initial allocation, if provided, will be used to support academic preparation and success as outlined later in this plan.

### 1. Student Financial Assistance

Student financial assistance is a critical component of the SDSU-Georgia tuition-based STEM undergraduate degree program. SDSU recognizes that the government of Georgia finances higher education and its public institutions (e.g., TSU, ISU, GTU, and others). While some Georgian students seek higher education at foreign institutions and pay a premium in tuition and other costs, many families have limited resources to pursue internationally recognized programs and degrees, which include significant costs in housing, subsistence, and other expenses. In order to attract socially disadvantaged students and high-performing students, a robust scholarship and financial assistance program is required. SDSU intends to allocate the initial \$2.6 million GRDF funds into scholarships and financial assistance as follows:

GRDF Funds as of May 1, 2015 = \$2,600,000 *				
Expenses	2015	2016	2017	2018
Scholarships and Financial Assistance	\$650,000	\$650,000	\$650,000	\$650,000
Total *	\$650,000	\$650,000	\$650,000	\$650,000

## 2. Scholarship Levels

Scholarships and Financial Assistance grants will be based on student merit, social vulnerability, and/or the demonstration of financial need. A proactive scholarship “marketing plan” will be implemented to make students aware of potential scholarship opportunities and provide contact information for students to use in following up on scholarship possibilities. Students who contact SDSU from any source to request scholarship information will be referred to the SDSU-Georgia website. The website will enable students to complete a financial assistance application to be considered for scholarship support, where they can provide information about their academic performance (merit) and need. The application form is available on the SDSU-Georgia website (and attached for reference). Students are asked to complete this form and submit the indicated information in advance of a stated deadline.

Students who are awarded a scholarship must maintain a GPA greater than 2.5 over the academic year in order to retain their scholarships. Any scholarship recipients who drop below this level in the first semester will be placed on academic probation and provided additional academic assistance (tutoring, etc.) to improve their performance. If a student is unable to improve their performance after another semester, the student may lose scholarship support. The performance evaluations, follow-up student assistance, and any necessary disciplinary action will be the responsibility of the Dean of SDSU-Georgia.

For merit scholarships students also need to complete an application for financial assistance. A combination of one or more of the following approaches will be used to determine whether or not the student will be awarded any financial assistance from SDSU-Georgia: (1) Results of the National Examination, (2) high school transcripts, (3) student essays, (4) placement examinations and/or 5) personal interview. One key factor in the needs-based determination is whether or not the prospective student’s family is eligible for pecuniary social assistance from the Government of Georgia Social Services Agency.

A key aspect of the GRDF program is that it should allow for maximum flexibility, with scholarship award decisions to be made during the enrollment period based on the merit and needs-based criteria and composition of the incoming and returning cohorts of students. Scholarships will be distributed to maximize the support given to students, and the actual distribution will therefore depend on the number of students who apply. An example to illustrate how such funds would be distributed assuming a significant number of applicants is shown below. This example includes, for reference, recent commitments from industry, highlighting how such support can augment the total pool of students supported:

Group	Description	Number of Awardees	% Scholarship	Amount of Scholarship	Amount Paid by Student	Total Scholarship Amount	Total Payment from Students
1	Socially Vulnerable	24	100%	\$ 7,500	\$ -	\$ 180,000	\$ -
2	Olympiads, etc.	5	100%	\$ 7,500	\$ -	\$ 37,500	\$ -
3		15	70%	\$ 5,250	\$ 2,250	\$ 78,750	\$ 33,750
4		80	50%	\$ 3,750	\$ 3,750	\$ 300,000	\$ 300,000
5		24	30%	\$ 2,250	\$ 5,250	\$ 54,000	\$ 126,000
	Total	148				\$ 650,250	\$ 459,750
6	Banks	2	50%	\$ 3,750	\$ 3,750	\$ 7,500	\$ 7,500
	Grand Total	150				\$ 657,750	\$ 467,250

Scholarship Group 1 will support students in one of the twelve categories of socially vulnerable individuals. Group 2 will support exceptional students, including students who have won national and international competitions (e.g. Science Olympiad). Groups 3-5 will support students based upon objective criteria related to merit and financial need, where merit will be determined by scores on National Exams, English ability, and other accomplishments. The evaluations and ranking will be supervised by the Dean of SDSU-Georgia.

## **Priorities for Additional GRDF Funding:**

If additional funding above the \$2.6 million approved for scholarships is made available, we recommend those funds be deployed in a flexible and strategic fashion to directly improve student outcomes.

### **1 Potential Uses for Additional Funds**

Additional GRDF investments would be expended in four areas, elaborated below and based on the immediate and on-the-ground needs of students contingent upon approval by MCC and MCA-Georgia:

- Scholarships and/or Financial Aid
- English Language Academy/English Language Support Center
- STEM Academy
- Student life activities.

In accordance with applicability of SDSU's policies on the use of personally identifiable information, SDSU-Georgia will provide a listing of name of the students who receive GRDF scholarships every year. SDSU-Georgia and MCA-Georgia will discuss the possibility of using excess and/or additional GRDF funds for other activities besides using the funds for scholarships.

### **2 Use of Additional GRDF funds to Enhance Student Success \*\*\***

If additional funds are available above the initial \$2.6 million a proposed use of these funds is to promote student success in the SDSU-Georgia STEM degree programs and/or to provide additional scholarships. Appendix A provides a potential scenario regarding how those funds could be expended.

Actual expenditures in each category will be based on student enrollment and the needs of the program as determined on an annual basis. SDSU will present a plan to MCA-Georgia by October 15th of each compact year providing specifics on the projected of the planned use of funds for the coming year for MCA-Georgia to review and approve the plan. Such approval should be provided by October 31<sup>st</sup> of each compact year.

## **3 Categories of Assistance**

### **3.1 Scholarships and Financial Assistance**

Additional GRDF funding above the initial \$2.6 million allocation would be used in part for scholarships and financial assistance to make the cost of higher education in a U.S. and internationally accredited STEM degree program affordable to a larger population of Georgian students.

Financial assistance needs continue to represent one of the most critical potential investments for the successful short- and long-term operation of the program. As designed, the initial investment of \$2.6 million dollars in funds will support scholarships for the first cohort of students for four years of attendance as referenced in Section 1 above.

Additional GRDF funds would be used to support scholarship and financial assistance for one to three cohorts of enrolled students (beginning 2016). As the size of each additional cohort of enrolled students in the second and subsequent academic years grows, the cost of financial assistance will continue to increase substantially until the program reaches the steady state enrollment of 2000 Georgian students. SDSU intends to utilize other revenues as available (e.g. tuition revenue from local and international students) to fund financial assistance for needs-based Georgian students. GRDF funds will be used to fund scholarships for up to the first four cohorts until tuition revenues are sufficient to cover many of the scholarship needs.

### **3.1 English Language Academy (ELA)/English Language Support Center (ELSC)**

Because English is the language of instruction in the SDSU-Georgia Bachelor's degree programs, to enroll, students must pass the NAEC English Exam with a score of at least 56. In addition to the national exams, students who enroll in SDSU need to pass TOEFL test in accordance to SDSU requirements. Thus, a key objective of SDSU-Georgia is to provide an opportunity for students, including those from socially vulnerable groups who are likely to have less facility in English, to enroll in and successfully earn an internationally accredited undergraduate STEM degree. To this end, in addition to meeting the initial minimum NAEC English requirement, students must have a reasonable facility in speaking, writing, reading, and comprehending English language to be successful at SDSU-Georgia where all courses will be taught in English and will use textbooks written in English. In the 2014-2015 academic year an English Language Academy (ELA) was established to prepare Georgian high school students from the major cities and throughout the regions to meet the English language NAEC score for enrollment in an SDSU degree program.

During this first year as a complement to the recruiting efforts, SDSU engaged a service provider in Georgia to initiate and implement English language instruction, which was overseen by qualified language instructors/administrators from SDSU. Assessment of this effort will be possible beginning when the first cohort of students is accepted, and will include factors such as:

- The number of students who participated in SDSUs ELA who ultimately were successful in entering SDSU
- The performance of those students on standardized assessments, including the NAEC English exam and the SDSU English placement exam
- The performance of those students in the English language communication and critical thinking track within the General Education curriculum.
- Qualitative assessments by students of their experiences at ELA
- Continued review by SDSU language instructors/administrators.

Until we have firm data, it is not clear how best to proceed with the respect to the ELA instruction for 2015-2016. However, as it is clear that at least some portion of the students educated through the ELA are not attending SDSU-Georgia it is appropriate to assume that at least some of the expense allocated to this instruction did not lead to enrollments in the SDSU-Georgia program. The evaluation could also provide evidence of the value of continuing the ELA in one or more regions.

English Language Support Center (ELSC)

To maximize the effectiveness of the use of GRDF funding, we are at least temporarily and possibly permanently replacing the ELA programs for high school students with a program for SDSU-Georgia admitted students in the form of an on-site English Language Support Center (ELSC) at one or more of our partner universities. This approach would guarantee that all GRDF funding supporting the ELSC would help contribute to student success at SDSU-Georgia. As all SDSU-Georgia students are expected to achieve a minimal score of 70 on the internet-based TOEFL prior to the end of the first academic year of the SDSU-Georgia program, GRDF funding of the ELSC would be well poised to make a major contribution to performance of SDSU-Georgia students who need additional English language skill development to meet SDSU-Georgia admissions requirements and to be successful in their SDSU-Georgia and beyond.

At present, pending completion of some of the ELA evaluations and assessments, our plan is to use supplemental GRDF funds in CY2-5 to support English language support services through a redesigned ELSC concept in Tbilisi in addition to potential ELA services in the regions. The ELSC concept is built around providing admitted SDSU-Georgia students with readily available English language support at one or more of our partner institutions. The nature of the support is projected to include such on-site services as:

1. Access to English language multi-media resources such as textbooks, workbooks, videos, television programs, online courses, group discussion sessions, mini-presentations, and courses
2. English language instructors, mentors, and/or student volunteers for consultation and individual and/or group tutoring
3. English language book/media club for reading and/or viewing science/engineering-related materials followed by discussion groups conducted in English.
4. Instruction in Science/Engineering English vocabulary and word usage.
5. Field trips to events, activities, locations where English is the language of the event.
6. Guest lectures/presentations/discussion groups from SDSU faculty on campus
7. Participation in SDSU classes via technology, e.g., SKYPE, Zoom, etc.

## **4 STEM Academy**

As with the goal of preparing students for English through the ELA and/or ELSC, a STEM Academy will be implemented in September 2015 to provide student assessments in mathematics and selected sciences and preparatory education in the sciences and mathematics required for success in the STEM degree programs. Appropriate lectures will be tailored to meet student needs and qualified instructors will be engaged to provide preparatory STEM presentations. The STEM Academy will initially be organized and led by SDSU-College of Sciences Dean, Stanley Maloy.

### **3.1 STEM Academy**

The STEM Academy will be provided to all Georgian students selected for enrollment in an SDSU-Georgia STEM degree program. Each student will participate in an intensive workshop to be conducted approximately during the first few weeks of September prior to commencement of classes. Each student will be given a series of mathematics and sciences (calculus, chemistry, etc.) exams at the beginning and

end of the program to determine their level of competency and need for additional education in one or more of the subjects.

#### **4..1 Location**

The STEM Academy will be administered by SDSU faculty using facilities at Tbilisi State University (TSU). For the initial Program, the plan is to provide the STEM Academy to all incoming Georgian students for AY2015/2016.

#### **4..2 Programs and Cycle**

The STEM Academy is planned to be conducted annually in early September, prior to the start of the fall semester. The Program will consist of three main assessment and preparatory education components. The first will focus on mathematics competencies with remedial education in pre-calculus skills (algebra, geometry, and trigonometry) that are fundamental to a student's ability to grasp and successfully complete engineering and science degrees. The second component will focus on applications of math in STEM disciplines such as physics, chemistry, biology, and engineering to ensure that students have the essential skills needed for problem solving in these disciplines. The third component will involve brief reviews of basic scientific topics, including vocabulary, fundamental concepts. A weekend workshop will provide examples of exciting recent advances in chemistry, physics, and other fields.

#### **4..3 STEM Academy Features**

- Students will receive individualized attention from the instructors and Teaching Assistants (TAs), including available office hours each day.
- Two 4-hours sessions per day: one 4-hour session focused on mathematics and one 4-hour session focused on science, with emphasis on advancement of mathematics and science proficiency needed for successful performance in subsequent testing, qualification for enrollment, and performance in degree program courses.
- An intensive program with a weekend workshop on recent advances in science and engineering.
- Inception and completion tests will be conducted to identify proficiency levels and any key deficiencies in mathematics and/or sciences for use in tailoring instruction to meet individual needs during and subsequent to the workshop.
- The program will include explanations of the various degree programs, SDSU curricula, and related topics to help students be better prepared to start the semester.
- The program will also include other skills needed for student success, including study skills, academic responsibility, academic and research resources, etc.
- Access to computer facilities, textbooks, study materials and online library resources.
- Certificate of Completion upon successful completion of the program.
- Personalized counseling and academic assistance.

#### **4..4 Application Requirements**

For the initial program offering, all incoming students selected for the SDSU-Georgia degree program for AY2015/2016 will be enrolled in the STEM Academy. Application to the STEM Academy in future program offerings may follow the same procedures as outlined in the ELA program, refer to section 1.1.5, above or may be revised based on evaluations and feedback of the first STEM Academy.

#### **4..5 STEM Supplemental Courses**

Depending on the results of the examinations at the end of the Program, students needing additional mathematics or sciences preparatory education may be enrolled in appropriate courses in the first semester of their degree programs to allow them to develop additional mathematics and/or sciences skills.



## **5 Student Life Activities**

Academic support, particularly student academic advisors, mentors and tutors have all been specifically incorporated into the project plan and budget to include both group and one-on-one student services. These programs are common and popular with students at SDSU, and will be implemented in close consultation with SDSU-Georgia, Partner Institutions, and the SDSU-Georgia student body.

We plan to integrate SDSU-Georgia Advisory Board members and others in the community into these programs. For example, for STEM clubs we will connect students with experts to talk with students about current and future STEM career options in Georgia, exciting advances in STEM disciplines, and cross-disciplinary STEM needs and opportunities. We will also call on the expertise of visiting SDSU faculty and administrators to talk with students about issues such as research ethics, responsible conduct of research, entrepreneurial opportunities, etc. In addition, we will connect students with experts who can integrate the arts, film, books, blogs, and other interesting into English language learning opportunities. Connecting students with these learning opportunities will allow us to enhance student life beyond the classroom in a compelling yet sustainable manner.

### **3.1 Student Advisors/Mentors**

SDSU-Georgia plans to recruit qualified student advisors such as mentors, tutors, and other staff who would work directly with students having difficulties with academic course work. In addition, teaching assistants would be engaged as needed to supplement the teaching staff, in particular but not exclusively, for higher level courses and laboratories.

### **3.1 Student Internships**

Internships in STEM industries and other STEM-focused entities are one of the more successful ways of exposing students to real-world applications of STEM, as preparation for and potential employment. These experiences often directly lead to careers after graduation. SDSU-Georgia as part of its outreach efforts will seek to establish paid and unpaid internships in STEM fields. Although paid internships would be funded by companies, some GRDF funds could be used to help support an internship coordinator to assist students with placement. The objective would be to provide the student with industry experience, expose the company to high caliber Georgian students, and facilitate job placement upon graduation. All of these benefits are currently being realized through ongoing SDSU internship programs in San Diego. Student participants would be competitively selected based on academic performance, student interest in the program, and possibly an interview.

### **3.1 Student Success Clubs**

Student success clubs focused on particular disciplines and career opportunities will be supported with a portion of the GRDF Investment. Activities will include those shown to improve recruitment, retention and student success at all levels of baccalaureate education, and for multiple underrepresented or socially vulnerable student groups. For example, activities may include invited speakers who will discuss different careers, new advances in sciences and engineering, issues related to STEM ethics and policy, and other areas of student interest. Additionally, field trips to local industries, environmentally relevant sites, and arts and culture events could be funded to provide students with more diverse, real-world experiences to broaden their backgrounds for success in real-world employment opportunities. Peer-to-peer tutoring opportunities that help students with learning and teaching skills; meetings with SDSU-Georgia faculty members to discuss a wide range of topics related to STEM and higher education; and other functions to promote student interactions outside of the classroom are all important components of an active and fulfilling university educational environment.

## 6 Assessment

Program assessment is crucial to the design and success of the Collaborative Agreement. SDSU will provide ongoing support for both summative and formative evaluation efforts for each of our academic and support programs. Because the assessment will evaluate the success of students in subsequent courses that rely on skills provided in each preceding training opportunity (ELA/ELSC, STEM Academy, prerequisite courses, etc.), a thorough assessment will be completed on an annual basis. SDSU will designate staff and/or faculty to be responsible for facilitating the ongoing evaluation process. The specific data being gathered and analyzed will be consistent with the program metrics, and may include admittance rates, test scores, cost-per-student, and recommendations for program modifications or continuance.

The overall program evaluation plan follows the Content, Input, Process and Product (CIPP) evaluation scheme presented by Stufflebeam (1983). The CIPP evaluation process provides the necessary information for four types of decisions to be made in the SDSU-Georgia program supported by the CIPP process. These are:

- a. **Content evaluation** aids in planning decisions by determining what is and what should be. This “needs assessment” will be undertaken in order to: (1) more fully appreciate the nature of the needs and issues that exist; (2) identify critical resources; (3) generate alternative solutions, strategies and approaches; and (4) implement and “test” the feasibility and effectiveness of each approach.
- b. **Input evaluation** for structuring decisions determines how to utilize resources to meet program goals and objectives through input from the various “stakeholders” in the program. The focus of these activities will be to: (1) determine existing resources, skills, and programs upon which the program can build; and (2) develop strategies for using and integrating these resources into the program.
- c. **Process evaluation** for implementing decisions provides for periodic program feedback, in order to: (1) detect or predict potential issues and/or challenges; (2) provide information for program decisions; (3) maintain continuous records documenting procedures, strategies, and activities; and (4) gather information from stakeholders in the program (i.e., students, parents, community members, staff, program partners, etc.) to determine if the desired outcomes and objectives are being achieved/met.
- d. **Product evaluation** for recycling decisions, measures and interprets the outcomes attained by the program by: (1) devising operational definitions of specific objectives; (2) developing appropriate measurement criteria; (3) analyzing outcomes relative to the established criteria; (4) making rational interpretations of outcomes using content, input, and process information; (5) field testing innovative strategies, techniques, training materials, and systematically evaluating the view of participants/stakeholders; and (6) assessing the viability/replicability of the program, and adequacy of the evaluation process itself.

The quarterly review process will assist both the management and Advisory Board in conducting ongoing strategic decision-making in relation to the desired outcomes of the project. Formal program evaluation will occur annually. In addition to ensuring that the academic programs achieve the desired student training goals, this assessment process is required for ABET and other international accreditation agencies.

## 7 Alternative Uses of Funds

In the event that the SDSU-Georgia degree program proves financially unsustainable for additional cohorts, GRDF funds can be expended to support any costs necessary to ensure existing students are provided a means to complete their degrees.



**Appendix A**  
**Use of GRDF proceeds for SDSU Project**

		2015	2016	2017	2018	2019	2020	2021	Total
<b>Committed 1st GRDF Increment</b>									
Scholarships and Financial Assistance	2015/2016	\$ 650,000	\$ 650,000	\$ 650,000	\$ 650,000				\$ 2,600,000
<b>Proposed Additional GRDF Funding</b>									
	2016/2017		\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000			\$ 1,300,000
	2017/2018			\$ 162,500	\$ 162,500	\$ 162,500	\$ 162,500		\$ 650,000
	2018/2019				\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
Scholarships and Financial Assistance			\$ 325,000	\$ 487,500	\$ 637,500	\$ 637,500	\$ 312,500	\$ 150,000	\$ 2,550,000
<b>Total English Language Academy</b>		\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 840,000
<b>Total STEM Academy</b>		\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 360,000
<b>Total Student Life Activities</b>		\$ 25,000	\$ 40,000	\$ 60,000	\$ 90,000	\$ 125,000	\$ 160,000	\$ 160,000	\$ 660,000
<b>Subtotal: Additional GRDF Funding</b>		\$ 225,000	\$ 565,000	\$ 747,500	\$ 927,500	\$ 962,500	\$ 672,500	\$ 510,000	\$ 4,410,000
<b>Combined Total</b>		\$ 875,000	\$ 1,215,000	\$ 1,397,500	\$ 1,577,500	\$ 962,500	\$ 672,500	\$ 510,000	\$ 7,010,000

Actual expenditures in each category will be based on student enrollment and the needs of the program.

If funds remain available once the final Cohort One scholarships are allocated, we propose that they be directed to the other referenced categories.

In the event that a phase-out plan is required after the first cohort of students, \$2,000,000 of GRDF funds will need to be redirected to ensure the existing cohort of students can complete their degrees.



## SDSU-Georgia Financial Assistance Application for Georgian Students

### Personal Information

First Name \*

Family Name \*

Email \*

Verify Email \*

Mobile Phone \*

Home Phone

Date of Birth (mm/dd/yyyy) \*

Country of Citizenship \*

Gender \*

High School Name or Number \*

Home Street Address \*

City/Regions/Village \*

Postal Code

Country \*

### Degree Information

Please indicate your degree program of interest (please choose 1 only) \*

- ☐ Chemistry/Biochemistry
- ☐ Computer Engineering
- ☐ Electrical Engineering

### Disadvantaged Status

If your family receives Pecuniary Social Assistance, and you have been evaluated by the appropriate territorial unit of the Social Service Agency, please enter your rating score here.  
(Please fill out only in case of disadvantaged status):

Rating Score:

Students enrolled at Georgian accredited higher education institutions based on the results of Unified National Exams 2015 are eligible to receive funding through the social program.

**Do you claim disadvantaged status according to one or more of the following categories?**  
(Check all that apply; Please fill out only if you claim the funding through the social program)

- ☐ Students from highland areas and ecological migrants
- ☐ Students from Occupied Territories
- ☐ Graduates from Azerbaijanian and Armenian schools
- ☐ Students of Killed in Action (KIA) and Missing in Action (MIA) military families
- ☐ Descendants of deported minority groups
- ☐ Orphans
- ☐ Students from large families (4 children and more)
- ☐ Students with disabilities
- ☐ Students from socially disadvantaged families (scores < 70 000)
- ☐ Persons under the Special State Care
- ☐ Students from Regions Bordering Occupied Territories

### Financial Information

If you think that you do not belong to any of the above listed groups but still have a need for financial assistance please give us the following information:

Annual Family Income, including all sources (in GEL):

Please select...

Number of siblings currently in universities:

Other information/proof of financial need (Family Debts, etc.)

Your high school grade point average before the final exams:

Please list school activities/competitions and other certificates achieved (international or local contests, Olympiads, innovation contests, etc.). If you are offered assistance or a waiver, you may be asked to provide proof of your activities and certificates listed below.

1.

2.

3.

4.

5.

6.

### Personal Statement

Please prepare an essay that will convince the selection panel that you deserve to receive assistance or a tuition waiver for your studies at SDSU-Georgia. The essay should not exceed 1500 words and must be written in English.

Topics you may consider addressing might include:

What kinds of life experience or education has prepared you to excel at SDSU-Georgia;

Your career plans and how do you think SDSU programs can contribute to achieving your plans;

Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?

Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to adulthood within your culture, community, or family.

**Please upload your essay here \***

No file selected.

### Recommendation Letters

Please name two people for your recommendation letters (teachers, tutors, team member, principal or other). Please upload a file with full names, relationship and contact information (phone and email, etc.).

**Upload file here \***

No file selected.

## Academic Performance

Have you taken any formal, authorized tests - if so, please enter your scores here. If selected for assistance or a waiver, you may be asked to provide official test results.

Georgian National Assessment and Examination Center (NAEC) Exam Results:

NAEC Aptitude:

NAEC Math:

NAEC Georgian:

NAEC English:

Other (Please specify):

TOEFL Results (PBT or IBT):

IELTS Results:

ACT Results:

SAT Results:



Other Examination Results (please list test name, evaluation scale, and results)

1.

2.

3.

4.

Your high school grade point average after the final exams: