

Contract No/33

For the provision of Use of GRDF Proceeds

Between

**The Millennium Challenge Account –Georgia
(MCA-Georgia)**

And

San Diego State University

And

**San Diego State University Research Foundation
(Jointly as The Recipient)**

Dated: 17 November, 2015

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This Agreement for the provision of use of GRDF proceeds ("Agreement") is made as of the day of ____ October 2015 between Millennium Challenge Account – Georgia (the "MCA-Georgia"), on the one part, and San Diego State University on behalf of the Board of Trustees of the California State University, and San Diego State University Research Foundation (jointly referred to as the Recipient), on the other part. MCA-Georgia and the Recipient are referred to herein individually as a "Party" and together as the "Parties."

RECITALS

WHEREAS,

(a) The Millennium Challenge Corporation ("MCC") and the Government of Georgia (the "Government") have entered into a Millennium Challenge Compact for Millennium Challenge Account assistance to help facilitate poverty reduction through economic growth in Georgia on 26 July 2013 (the "Compact") in the amount of US \$140,000,000 ("MCC Funding"). The Government, acting through the MCA-Georgia, intends to apply a portion of the proceeds of MCC Funding to payments under this Agreement. Payments made under this Agreement will be subject, in all respects, to the terms and conditions of the Compact and related documents, including restrictions on the use, and conditions to disbursement, of MCC Funding;

(b) The Recipient has submitted a proposal for the Science, Engineering, Technology, Math Higher Education Project funded through the Compact; entitled, "Georgia-SDSU: Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics" encompassing a 60 month performance period. The Fund recipient previously entered into the Contract for performance of the initial 15 month period of the proposal from July 28, 2014 through October 27, 2015, referred to as the "Pre-Enrolment" Period. The Collaborative Agreement is concluded to address the performance for the remaining 45 month period, which shall be referred to as the Enrolment Period;

(c) The Georgia Regional Development Fund ("GRDF") is an independently managed investment fund created under the first Georgia Compact (the "First Compact") to provide capital to Georgian small and medium enterprises in the agribusiness and tourism sectors. With the First Compact's expiration, GRDF began a five year wind-down period that will conclude on April 7, 2016. According to the Compact, the proceeds from GRDF shall be used to support the activities of the Science, Engineering, Technology, Math Higher Education Project funded through the Compact;

(d) To accomplish this goal, the Recipient will focus on the strategic investment of the initial GRDF proceeds to support recruitment and preparation of Georgian students for enrolment in an SDSU STEM degree program beginning in Compact year two, AY 2015/2016, and continuing through Compact year five (AY 2018/2019). The amount of the GRDF proceeds available on an annual basis will be agreed annually dependent on program needs. If funds are available at the end of 2018/2019, those funds may continue to be expended in accordance with the GRDF operating guidelines and this agreement.

NOW THEREFORE, the Parties to this Agreement agree as follows:

Article 1. Use of GRDF Proceeds

1.1 The GRDF proceeds will be used to support the activities of the Science, Technology, Engineering, and Math (“STEM”) Higher Education Project of the Compact i.e. the San Diego State University – Georgia project.

1.2 The GRDF initial allocation of \$2.6 million shall support scholarships, recruitment and preparation of Georgian students for enrollment in an SDSU STEM degree program beginning in Compact year two, AY 2015/2016, and continuing through Compact Year five (AY 2018/2019) and, as outlined in the Annex I “GRDF Investment Strategy and Plan.”

1.3 Additional GRDF funds, if provided, will be used consistently with the plans outlined in the Annex I “GRDF Investment Strategy and Plan.”

1.4 The Parties to this Agreement may agree in written form to reallocate budget stipulated in Annex 1 during approved budget period.

Article 2. GRDF Proceeds Fund Drawing Request

2.1 The Recipient must submit the GRDF Proceeds Fund Drawing Request (“FDR”) to MCA-Georgia concurrently with the submission of the following deliverable: Detailed Status report on student’s enrollment in SDSU Georgia Programs: The Recipient shall provide a listing of name of the students who received GRDF scholarships; the report should include scholarship size, breakdown by gender, social vulnerability status, by program of enrollment and by name of partner university and regional distribution. Starting from the second FDR, the report should include information on utilization of funds received through previous FDR and in case of any left over, submitted FDR amount should be adjusted accordingly unless an exception is requested and approved in accordance with Article 1.4.

2.2 The Recipient shall provide a listing of name of the students who are eligible to receive scholarships every semester. Students who are awarded a scholarship must maintain a GPA greater than 2.5 over the academic year in order to retain their scholarships. Scholarships and financial assistance grants should be based on student’s merit, social vulnerability, and/or the demonstration of financial need.

2.3 The Recipient shall submit the FDR to MCA-Georgia no later than October 15th and no later than March 15th of each Compact year providing details and descriptions of projected activities for upcoming academic semester, allocation distribution between Recipient accounts, and achievements from the previous period to MCA - Georgia for review and approval; such approval shall be provided within 15 business days after submission of the FDR.

2.4 The Recipient shall submit the FDR for additional GRDF proceeds that includes following deliverables:

a) Status Report on English Language Academy/English Language Support Center (ELSC) (if/when applicable) should include but is not limited to the description/information of on-site and online services such as:

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

b) Status Report on STEM Academy should consist of three main assessment and preparatory education components described in Annex 1. The first component will focus on mathematics competencies with remedial education in pre-calculus skills; the second component will focus on applications of math in STEM; the third component shall involve brief reviews of basic scientific topics, including vocabulary, fundamental concepts.

c) Status Report for student's life activities shall include description/information of on-site services such are but not limited to:

- Student internships
- Student success clubs
- Student advisors/mentors

2.5 As part of the last report at the end of the Compact, Recipient shall submit a report with analysis and assessment of the use of GRDF proceeds with lessons learned, achievements, and successes.

Article 3. Taxes

3.1 GRDF proceeds shall be free from the payment or imposition of all Taxes as set forth in the Compact at: <https://www.mcc.gov/documents/agreements/compact-georgia-ii.pdf>.

3.2 Any tax consequences of the GRDF proceeds shall be the sole responsibility of the Recipient. Nevertheless, MCA-Georgia shall exert best efforts to ensure that the Recipient may take advantage of any tax exemption or other benefits that the Recipient may enjoy as a result of the Compact.

Article 4. Payment

4.1 Payments of GRDF proceeds shall be made to the Recipient based on GRDF proceeds FDR, subject to MCA-Georgia's prior approval.

4.2 Payments shall be made in USD (through common payment system) or Georgian Lari. If payment is made in Georgian Lari than the official rate set forth by the National Bank of Georgia as of the day of the FDR acceptance.

4.3 Payments against an approved FDR will be made to the Recipient within thirty (30) days of the date of receipt by MCA-Georgia of the FDR or the date of the MCA-Georgia's acceptance of the FDR, whichever is later.

4.4 The MCA-Georgia and the Recipient agree to ensure that GRDF proceeds are used solely in furtherance of the Compact and the Program unless MCC agrees otherwise in writing.

4.5 Payments shall be made to the accounts of the Recipient in the amounts and distributions as specified on the FDR:

Beneficiary: San Diego State University

Bank Name: Wells Fargo Bank, NA

Bank Address: 420 Montgomery Street, San Francisco, CA 94104

Account Number 4944837970

SWIFT Code: WFBIUS6S

ABA: 121000248

Beneficiary: San Diego State University Research Foundation

Bank Name: Union Bank of California

Bank Address: 6010 El Cajon Blvd. San Diego, CA 92115

Account Number 0111251906

SWIFT Code: BOFCUS33MPK

ABA: 122000496

Article 5. Limitations on the Use of GRDF Proceeds

5.1 The Recipient will ensure that GRDF proceeds are not used for any purpose that would violate compact and MCA-Georgia's policy. MCA-Georgia shall approve all activities that are funded with GRDF proceeds in writing and the Recipient may utilize the fund only after such approval.

Article 6. Auditing

6.1 The Recipient shall engage a competitively selected auditor to perform annual audits of the financial statements, which would trace and verify the amounts per the statements to supporting data, including bank statements and scholarship recipients. The audit should be performed in compliance with International Standards on Auditing.

6.2 Together with the annual audit of financial statements, the auditor should also perform compliance testing such as verifying a sample of scholarship recipients to test that these do in fact exist, that the recipients provided adequate documentation to qualify, and that the recipients received the scholarship funds. Cost of auditing services shall be expended from GRDF proceeds.

6.3 Upon MCC's request, the Recipient and/or MCA-Georgia shall permit authorized representatives of MCC, an authorized Inspector General of MCC, the United States Government Accountability Office, any auditor responsible for an audit contemplated by the Compact or conducted in furtherance of the Compact, and any agents or representatives engaged by MCC or the Government of Georgia to conduct any assessment, review or evaluation of the Program, the opportunity to audit, review, evaluate or inspect activities funded by GRDF proceeds.

Article 7. Reporting Obligation

7.1 The Recipient shall present annual report on spending of the GRDF proceeds to MCA-Georgia no later than first quarter of the next calendar year.

7.2 The Recipient shall maintain such books and records and provide such reports, documents, data or other information to the MCA-Georgia in the manner and to the extent required by this document and as may be reasonably requested by the MCA-Georgia from time to time in order to comply with its reporting requirements arising under the Compact or related documents.

7.3 MCA-Georgia needs a minimum set of reliable financial information regarding the implementation of GRDF proceeds. This financial reporting information is important to:

- a) Assist in management of GRDF proceeds;
- b) Identify areas of financial risk; and
- c) Ensure transparency and accountability.

7.4 All reports must include honest and forthright information. Reports must be sent to MCA-Georgia for review and comment, and MCA-Georgia must be allowed 15 calendar days to

respond. If no response is received, the Recipient may finalize the report once the 15 calendar day period has elapsed. Final reports shall be delivered in an electronic form in addition to the hard copies.

7.5 Failure to comply with any of the reporting requirements during a given year may result in payments for that quarter being delayed or suspended until reporting requirements have been met.

7.6 The MCA-Georgia will review deliverables within 15 calendar days of their receipt. The Recipient will have 15 calendar days to address questions or comments that require revisions to the report prior to acceptance.

Article 8. Designated Points of Contact

8.1 The primary points of contact and liaison for each Party to this Agreement are as follows:

For the Millennium Challenge Account – Georgia

Mr. Nodar Surguladze

Tertiary Education Project Director

Nsurguladze@mcageorgia.ge

Tel.: +995 577 173371

NSurguladze@mcageorgia.ge

For San Diego State University

Ms. Agnes Wong-Nickerson

Associate Vice President, Financial Operations

Telephone: 619-594-6303

awongnickerson@mail.sdsu.edu

For San Diego State University Research Foundation

Ms. Michele G. Goetz

Associate Executive Director, Sponsored Research Services

Telephone: 619-594-1862

mgoetz@foundation.sdsu.edu

Article 9. Law Governing Contract and Language

9.1 The Contract shall be governed by the laws of Georgia and the language of the Contract shall be English.

Article 10. Dispute Resolution

10.1 All disputes or claims arising out of or in connection with this Agreement including disputes relating to its validity, breach, termination or nullity shall be finally settled under the Rules of Arbitration of the International Arbitral Centre of the Austrian Federal Economic Chamber in Vienna (Vienna Rules) by one or three arbitrators appointed in accordance with the said Rules.

10.2 The language to be used in Arbitral proceedings shall be English.

10.3 Costs. Upon the occurrence of a dispute, the Parties shall agree on the allocation of the costs associated with any settlement efforts before arbitration or associated with arbitration. Where the Parties fail to agree on the allocation, the allocation shall be determined by the arbitrator.

10.4 Miscellaneous. In any arbitration proceeding under this Agreement:

- (a) The Seat of Arbitration shall be Tbilisi, Georgia;
- (b) The substantive law of Georgia shall be applicable;
- (c) English language shall be the official language for all purposes; and
- (d) The decision of the sole arbitrator or of a majority of the arbitrators shall be final and binding and shall be enforceable in any court of competent jurisdiction, and the Parties hereby waive any objections to or claims of immunity in respect of such enforcement.

10.5 Right to Observe. MCC has the right to be an observer to any arbitration proceeding associated with this Agreement, at its sole discretion, but does not have the obligation to participate in any arbitration proceeding. Whether or not MCC is an observer to any arbitration associated with this Agreement, the Parties shall provide MCC with written English transcripts of any arbitration proceedings or hearings and a copy of the reasoned written award within ten (10) days after (a) each such proceeding or hearing or (b) the date on which any such award is issued. MCC may enforce its rights under this Agreement in an arbitration conducted in accordance with this provision or by bringing an action in any court that has jurisdiction. The acceptance by MCC of the right to be an observer to the arbitration shall not constitute consent to the jurisdiction of the courts or any other body of any jurisdiction or to the jurisdiction of any arbitral panel.

Article 11. Term

11.1. This Agreement shall commence on the date of its signature by both Parties and shall remain in force until 1 July, 2019.

Article 12. Modifications or Variation

12.1. Any modification or variation of this Agreement may only be made by written agreement between the Parties.

IN WITNESS whereof the Parties hereto have caused this Agreement to be executed in accordance with the laws of Georgia as of the day, month and year first indicated above.

For: MCA-Georgia

Signature:

Name: Magda Magradze

Title: Chief Executive Officer

Witnessed By:

For: San Diego State University

Signature:

Name: Tom McCarron

Title: Vice President,
Business and Financial Affairs

Witnessed By:

For: San Diego State University Research
Foundation

Signature:

Name: Michele G. Goetz

Title: Associate Executive Director,
Sponsored Research Services

Witnessed By:

GRDF Investment Strategy and Plan

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 31st 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
Committed 1st GRDF Increment								
Scholarships and Financial Assistance	\$ 650,000	\$ 650,000	\$ 650,000	\$ 650,000				\$ 2,600,000
Proposed Additional GRDF Funding								
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
Total English Language Academy	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 840,000
Total STEM Academy	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 360,000
Total Student Life Activities	\$ 25,000	\$ 40,000	\$ 60,000	\$ 90,000	\$ 125,000	\$ 160,000	\$ 160,000	\$ 660,000
Subtotal: Additional GRDF Funding	\$ 225,000	\$ 565,000	\$ 747,500	\$ 927,500	\$ 962,500	\$ 672,500	\$ 510,000	\$ 4,410,000
Combined Total	\$ 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.