

Stockton University

Compass Fund

Proposal Form

1. Please complete this form and email a copy as a Word document to: CompassFund@stockton.edu.
2. Compass Fund proposals must demonstrate a direct link to one or more of the six areas of focus in the University's [Strategic Plan 2025 – Choosing Our Path](#)
3. Proposals must provide specific budget details, identify realistic outcomes, and specify assessment measures.
- 4.

Please provide a narrative summary of your project.

- Include as many important details pertaining to the event/project planning as possible (ex: number of participants, proposed dates, etc.).

Student diversity is steadily increasing in American PreK-12 classrooms. Beginning in 2014, the student population in the United States became majority-minority (Maxwell, a ((((((6 (s)8 (i)-846 (U)4 (n)2 (it

Association to see if any of their members who meet the criteria are interested in applying. The flyer will briefly describe the conference and list the criteria to be considered for a spot in the group. There will also be a QR code on the flyer that links them to the required application, which will be housed in Google Forms.

In addition to the emails and flyers, we will host at least one information session for interested students that will occur within the first two weeks of the Spring 2024 semester. The information session will give some background information on AERA as an organization, its significance, and why we believe students will benefit from attending the conference. We will also discuss the application process, what we are looking for in participants, logistical information, and expectations. Potential applicants can ask us any questions they may have during the session.

The application will require typical biographical data and academic information such as major, number of credits and GPA, which will all be verified during application review. The other component of the application will be a mandatory personal statement. The statement will require applicants to answer questions such as the following:

- Why are you interested in attending the AERA Annual Meeting?
- What makes you an outstanding candidate to be considered for this project?
- What are you most interested in learning about while at AERA? For instance, are there any specific educational topics th(?)TJ25.6 stdus tiso-2 (ng a)(R)-3 (2.2T2 1 Tf30.3 0 Td()TjEMC /LBo9 /MCID

This proposed trip to the AERA Conference supports the Strategic Area of Inclusive Student Success. Specifically, this aligns with Strategic Goal 1.3: Promote Equitable Educational Access and Academic Achievement. By collaborating with the School of Education, this partnership will prove that joint efforts between student and academic affairs can be extremely effective regarding the implementation of programming that exposes students from underrepresented groups to high impact practices and experiential learning opportunities. Specifically, students attending this conference will gain invaluable exposure and insight into their field that expands their knowledge and gives real-world references to what they have learned in their education courses.

These proposed outcomes align specifically with Goals 1.3.1 and 1.3.6. It is important that we provide students with access to opportunities that have the potential to boost their political awareness, cross-cultural competencies, and increase their self-efficacy. We want students to walk away from this conference experience with new knowledge and increased confidence. Ideally, they will walk away with increased confidence in their academic skills and professional outlook.

Additionally, we want this experience to encourage students to pursue graduate school opportunities and consider doctoral programs. This aligns with Goal 1.4, which is Foster Post-Graduate Success. We are confident that being surrounded by all types of people in the education field and attending sessions led by renowned researchers and practitioners will be influential and inspirational. Although the students we would be taking on this experience want to become teachers, we want to make it clear that there is so much more they can do beyond the classroom, while still having their heart in teaching.

We believe that this project can provide Stockton's future teachers in the School of Education with hope and reinforce their beliefs that the classroom is their calling. An experiential learning experience like this can also help dispel some of the misconceptions and stereotypes about teaching. This is an opportunity for the School of Education and its students to have their moment in the spotlight and to be recognized for encouraging and supporting students through high impact practices, other than student teaching internships.

Assessment Plan

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- What is your project's "finish line?"

The success of this project will be measured by assessing the students' experiences at AERA after they return from the conference. There will be an evaluation sent to all participants following the excursion. We also will host a focus group with our attendees, where they can discuss their time at AERA, relive the highlights, talk about what could have been better, and what were some of their key takeaways from the conference. This meeting will help inform best practices if we decide to try this again with another group of teacher education students from underrepresented groups.

Three areas that we want specifically to measure for success are as follows:

1. Interest in post-graduate studies
2. Interest in becoming an education researcher.
3. Interest in social justice issues in education

While attending the conference, we will require students to submit daily journal entries via Blackboard to share their thoughts on the panels, roundtables, lectures, and other events they may have attended throughout the course of the day. These will give insight into their psyche as they navigate this conference, which at 20,000 plus potentially in attendance, can be intimidating. We want them to be able to share their triumphs as well as the challenges they may encounter.

Utilizing Baseline, we are going to conduct a pre- and post-survey of the participants which will also serve as an evaluation of their experience. The surveys will gauge their interest in post-graduate studies, research, and social justice issues. This will couple with the focus group where we will allow students to be candid about their time at the conference and revisit the themes that we hope to see an increased interest from the students.

We also want students to want to go back to AERA or attend other education conferences. It is our hope that with an increased interest in research, they will want to conduct studies, write papers, and present their work at conferences. We hope it sparks an interest in obtaining their master's degrees and ultimately their doctoral degrees as well. Lastly, we hope that it helps them recognize the need for teachers that look like their students. We need more teachers of color, first-generation teachers, and teachers who identify at LGBTQ+ to provide students from underrepresented groups much needed role models in the classroom. Being that

Injustice and Increasing Educational Possibilities: A Call to Action” we hope that these Stockton education students answer that call on campus, their communities, and future classrooms.

Compass Funding Budget Questions	
In which department or academic school will your budget for this project reside?	Academic Achievement Programs
Who will be the Budget Unit Manager (BUM)?	Dr. Ian Bouie
Who will be the budget processor?	

Will you need Compass Funds for immediate use to begin your project?

Yes, date needed: __January 2024_____

___ No

Budget Summary – Compass Fund Requested Funding Only

This portion should not include items supported by another budget/source. Items split between the Compass Fund and another source should be included in both this section and the “Budget Summary – Additional Funding from Other Sources Only” section below.

Item

July 1, 2022 –2020

cannot be transferred to other budgets.

Additional Funding from Other Sources

Are you receiving any other University funding for this project?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If so, from where?		
1) Academic Achievement Programs		
2) School of Education		
3)		
4)		
5)		
Please provide a detailed breakdown of matching funds below and include an email of support from each BUM at the time of submission.		

Budget Summary – Additional Funding from Other Sources Only

This portion should only include items that are being supported by another budget. Items split between the Compass Fund and another source should be included in both this section and the “Budget Summary – Compass Fund Requested Funding Only” section above.

Item		FY2023 July 1, 2022 – June 30, 2023	FY2024 July 1, 2023 – June 30, 2024	FY2025 July 1, 2024 – June 30, 2025	Source	Notes/Comments
1.	AERA Membership for Dr. Bouie		\$250.00		Academic Achievement Programs	
2.	AERA 2024 Meeting Registration for Dr. Bouie		\$295.00			

	Dr. Dickerson					released
8.	AERA-sponsored hotel room for Dr. Dickerson		\$1100.00		School of Education	Based on an estimate of \$300 per night, plus taxes
9.	Per Diem for Dr. Dickerson		\$276.50		School of Education	Philadelphia per diem i ,MC BT/P MCID 94 ase

Will your project require support from Plant/Facilities & Operations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please provide details:		
Will your project require support from any other unit or division?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please provide details: Academic Achievement Programs and the School of Educoml6Fon		

