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I am a first generation student of higher education. For 16 years, I have been teaching high school math, Adult Literacy, English for Speakers of Other Languages, Adult Basic Education, Business Technology Education, Math, and College Preparatory classes. The ongoing pedagogy is to inspire, support, and facilitate affordable college access is for first-generation college attendees who have been exposed to sagging culture (*i.e., prison culture*).

The idea is to address the need for cultural affiliation and college preparation, and to inspire academic culture as a preferred choice over common street cultures. The criterion is that prospective scholars are willing to commit to STEM studies of science, technology, engineering and/or mathematics, and complete character development, and self-mastery academy. I believe that exposing them to NASA based technologies will shape both their cognition and confidence. I think that affiliation with the kind of excellence associated with NASA is key to their confidence and belonging needs.

After winning a NASA research scholarship last summer, and receiving 3 position offers, I enjoyed a summer at NASA Goddard Space Flight Center, rotating through the 3-D Printing Lab and the Chief of Patent Counsel’s office. I enjoyed studying and documenting the creative process, enjoyed backpacking all over Goddard, attending John Mather’s’ and April Ericsson’s and other presentations, and touring GSFC activities.

 My current goal is to introduce my students to NASA Goddard Space Flight Center for hands-on experiences with relevant technologies. While teaching special education high school algebra last year, I excitedly introduced NASA math as a project focus for my students - inspired by my Research Internship in 2014. They were excited about weekly field trips to the library to scavenger hunt NASA Math related occupations to focus on after completing college. Those students as well as my department chair, found the practicality of applied math - NASA style - a novel idea, and really connected the dots to immediate usefulness of their daily studies. They had a blast with the projects. With the new sense of math relevance, they approached their homework with a new enthusiasm.

If I am funded for the teaching scholarship, I will return from Goddard confident and prepared to engage my academic scholars in hands on technology in action. This will sharpen my current research skills and awareness of sensing technologies designed to address socially relevant issues. It will place me in the company of skilled educators from around the country, and refresh a sense of focus on applied science that I can pass on to my students. I value the prospect of continuously building relationships at Goddard. Participating in this program is the best way to facilitate smooth, future involvement of my students, during high school and perhaps as a career after college. I hope you will find that my diverse cultural awareness, knowledge, skills, abilities, and familiarity with Goddard Space Flight Center are a value-add to the incoming class of teaching scholars.