

Collaborative Urban and Greater Minnesota Educators of Color Grant Report Form

Instructions:

Please send an electronic copy of the Collaborative Urban and Greater MN Educators of Color Program final completed report by January 15, 2021 to reports@lrl.leg.mn and copy to yelena.bailey@state.mn.us.

You must also mail two printed copies of the report to:

Attn: Chris Steller
Acquisitions Specialist
Minnesota Legislative Reference Library
645 State Office Bldg.
100 Rev. Dr. MLK Jr. Blvd.
St. Paul, Minnesota 55155.

Report components:

- I. Coversheet
- II. CUGMEC Program Narrative – Please describe your teacher preparation program’s efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways CUGMEC funding will support this work. Also, please note how this work has been impacted by the pandemic.
- III. Program Data – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. CUGMEC Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections 4 and 5 of your application.

January 15, 2021

The Honorable Roger C. Chamberlain
Chair, Education Finance and Policy Committee
3225 Minnesota Senate Building
Saint Paul, MN 55155

The Honorable Jim Davnie
Chair, House Education Finance Committee
443 State Office Building
Saint Paul, MN 55155

Dear Senator Chamberlain and Representative Davnie:

We are pleased to submit this report of the activity at Concordia University, Saint Paul, related to the Collaborative Urban and Grater Minnesota Educators of Color (CUGMEC). Concordia University was approved for a grant in 2019 (\$152,300) and again in 2020 (\$100,000). In the report, we provide a narrative about the program the grant supports at Concordia University – the Southeast Asian Teacher (SEAT) licensure program. We also provide program data from the last three years and articulate how the grant funds have been spent.

For 23 years, Concordia University’s Southeast Asian Teacher (SEAT) program has been working intentionally to recruit, prepare, nurture, and retain candidates who are of color or Indigenous to be teachers. Although approximately 30 percent of Minnesota’s students are of color/Indigenous, only a little more than 4 percent of teachers are of color/Indigenous. Without the State of Minnesota’s investment in our program through the CUGMEC grant, this disparity would be even worse. Our university is one of several in Minnesota that is preparing new teachers of color and teachers who are Indigenous to join Minnesota classrooms. We are also working to provide them ongoing support.

We are deeply grateful for the State of Minnesota’s continuing trust and investment in our program. In addition to the state grant dollars – which primarily subsidize student tuition – we also leverage our own resources, as well as philanthropic gifts and grants to ensure that our programs are adaptable to the needs of our state’s future educators and provide them with the support and resources they need to enter and stay in the noble teaching profession.

We are proud of our work and we committed to working with you to continue to diversify Minnesota’s teacher workforce. We are proud of our high retention rates and that our students feel supported in their

work as teachers all across our state. Thank you for your ongoing support for this important work. We know you receive many requests for funding, and are grateful that you have continued to fund programs such as the SEAT program.

Sincerely,

A handwritten signature in black ink that reads "Lon D. Maly". The signature is written in a cursive style with a large initial 'L'.

Lon D. Maly
Dean, College of Education
Concordia University, Saint Paul

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Concordia University, St. Paul
Total Grant Amount	\$152,300 for 2019/20 and following (being used in 2020/21) \$100,000 for 2020/21 and following (to be used in 2021/22)

Identified Official with Authority

Name of official with authority to sign	Dr. Michael Dorner
Title	Vice President for Finance
Address	1282 Concordia Avenue
City, State and Zip code + 4	St. Paul, MN 55104-5479
Phone Number and Email	(651) 641-8811 dorner@csp.edu

Primary Program Contact

Name of program contact	Lonn D. Maly
Title	Dean, College of Education
Address	1282 Concordia Avenue
City, State and Zip code + 4	St. Paul, MN 55104-5479
Phone Number and Email	(651) 641-8203 maly@csp.edu
Secondary Contact	Dr. Sally A. Baas Professor and Director, Southeast Asian Teacher Program (SEAT) (651) 603-6188 baas@csp.edu

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The purpose of the Southeast Asian Teacher Licensure program (SEAT) at Concordia University, Saint Paul, is to recruit, prepare, graduate, and support teacher education candidates who are of color or who are Indigenous in order to develop a teaching corps for Minnesota that more closely reflects student demographics. The program offers three pathways to assist and support candidates in earning an initial teaching license: a Bachelor of Arts undergraduate program, a post-baccalaureate licensure-only program, and a Master of Arts in Teaching program. The SEAT program was started in 1998, includes 100% students of color/Indigenous, and has operated using funding from the Collaborative Urban Education (CUE) grants from the Minnesota Legislature. Until 2019, the program focused on individuals who were employed in schools as an indicator that they were committed to the education and the learning of Minnesota's children. Candidates have come from the ranks of paraprofessionals, non-licensed teachers, home school liaisons, translators, etc. The scope of the program was broadened with the 2019 Collaborative Urban and Greater Minnesota Educators of Color Grant (CUGMEC) application as the requirement that an applicant must be currently working in a school was dropped.

The SEAT program was originally focused on Hmong candidates and later Southeast Asian candidates. Over time, candidates were accepted from Miramar, the Philippines, China, Latin American and several African nations. Candidates from Hmong backgrounds are still the primary focus, however, and comprise at least 65% of the SEAT students at any given time. The recruiting focus is on those candidates who have a heart for teaching and the capacity to be effective educators. To date 188 candidates have been enrolled in the SEAT program at Concordia University and there were 19 candidates in the program who received funding in fall 2020. Candidates are seeking one of 15 different licenses and/or five endorsements across the PK-12 spectrum offered by Concordia University: early childhood (Birth through Grade 3), elementary (K-6), middle school, or content dependent licenses such as Secondary Communication Arts and Literature, Secondary Chemistry, Secondary Health, Secondary Mathematics, Secondary Life Science, Secondary Social Studies, K-12 English as a Second Language, K-12 Physical Education, or K-12 Visual Arts. Candidates are recruited from community colleges, school districts, traditional public schools, and public charter schools in the seven county metropolitan area and from the Concordia University Hmong Culture and Language Program (HCLP). Recruiting is done by the following: Admissions staff focused on Hmong and other Southeast Asian students, the Program Associate in the HCLP program, current students, program alumni, and the Program Director of the SEAT program. Concordia University bore all of the expense for recruiting for the current cycle – different from in the past. During this cycle, CUGMEC funding was not used for recruitment purposes as such was disallowed in the 2019 CUGMEC granting process.

Candidates often come from difficult circumstances many are in the undergraduate program for more than four years – because of part-time enrollment; because they are from immigrant or refugee families and face difficult financial situations so they often need to stop out of classes intermittently; because they often are not proficient in English and high stakes testing becomes a barrier to completion and/or licensure; because they are often balancing working in schools, family responsibilities, and/or ailing parents who have joined them in the United States, etc. High stakes testing has been the most difficult barrier for candidates to overcome over the 23 years of the program’s existence. As a result of the funding afforded these candidates through CUE and CUGMEC dollars and the personal support provided through the SEAT program, 18 candidates have completed a licensure program and 19 have earned a teaching license. (Sometimes candidates complete in one academic year and do not become licensed until the next year). To our knowledge, all are working in schools in their licensure area. A key aspect of the program is the community building that takes place among SEAT candidates. The cohort meets every Friday afternoon during the academic semesters for a SEAT Seminar on campus (during non-pandemic years). Candidates enjoy meals together, collaborate, and receive tutoring, academic advising, and personal support during the Seminar. Here are some additional numbers:

Academic Year	Enrolled	Completers	Licensed	Employed in Licensure Field
2017/18	19	8	9	9
2018/19	9	7	5	5
2019/20	16	3	5	5
2020/21	19	NA	NA	NA

Of the 19 students in the 2017-2018 cohort, 8 completed the program and 9 of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%. During 2018-2019, 7 of the 9 SEAT candidates completed their academic program and 5 earned teaching licenses and have been inducted into the teaching profession. Two returned for the 2019-2020 academic year and both completed their programs. 12 of the 13 candidates from 2019-2020 that did not graduate, returned to the program in fall 2020.

Concordia University follows the practice of using funding from the previous year to pay expenses in the current year in order to be able to “promise” candidates two years of funding. For example, since funding for the 2019-2020 CUGMEC grant was unknown in spring 2019 and awarded dollars would not be available until October 2019, Concordia University “escrowed” \$195,644 of previous CUE grant dollars if you will, to be used during the 2019-2020 academic year. This allowed scholarship grants to be made to current SEAT candidates and the students being recruited. During the 2020-2021 academic year, the university is awarding the \$152,300 of CUGMEC funds granted in spring 2019 for tuition scholarships (50% of cost), stipends during Student Teaching (\$3,000 each), textbooks (100% of cost), and testing fees (100% of cost). The \$100,000 CUGMEC grant awarded

to Concordia University in spring 2020 will be used in the 2021-2022 academic year to support candidates in the same way. The approved budget and spending for the 2019 CUGMEC award are included at the end of this report.

The pandemic has wreaked havoc for candidates in the SEAT program and the angst of candidates was intensified with the racial issues of the summer of 2020. During the spring semester of 2020, face-to-face classes were replaced with classes delivered virtually and the SEAT Seminar moved from an important time to gather in a space on campus to a virtual gathering. Crucial personal connections became much more difficult. Candidates who were in Practicum or Student Teaching placements faced major disruptions as schools went virtual. Many candidates faced health issues themselves or in their families while trying to balance working in schools virtually as part of their job or student placement and families needed more support. Candidates and family members lost jobs and income and some faced deaths in the family. The year 2020 became a year filled with conversations about sustaining strength while in dire circumstances. Personal difficult experiences with racism and inequities were common among the candidates and required extra energy to sort out the emotions of fear, anger, and sadness. 2020 has been a difficult year for our candidates, our educators, our Cooperating Teachers and the K-12 children they have served. Emotional and financial needs have certainly escalated.

However, we look forward with optimism to a new year. To that end, we have established these goals for the SEAT program:

Goals/Activity Description and Purpose	Past Implementation	Current / Continuing Implementation	Future Implementation
	During the 2019-20 year	During the 2020-21 year	In the future
Goal #1: Recruit and enroll 10 new candidates each year into the SEAT program Purpose: recruitment	a. Recruited from the following by way of personal visits and digital communication: community colleges, school districts, traditional public schools, and charter schools in the seven county metropolitan area (Admissions, Program faculty and staff) b. Recruited employees, parents, and students from the CSP HCLP	a. We no longer require school employment as a criterion for program eligibility b. We have expand eligibility to include initial licensure master's degree students (MAT) c. We planned to convene a SEAT Alumni Council during FY 2019-2020 but due to the pandemic have postponed this a year.	The strategies will be continued and we will continue to seek additional funding in order to prepare more candidates from underrepresented populations.
Goal #2: The SEAT program will produce five fully-licensed completers each academic year Purpose: program completion	Candidates were provided with financial support for the following: a. up to half of their tuition b. stipends during the Student Teaching semester c. all textbooks d. all required testing fees Candidates were also provided the following	a. We plan to continue the support done in the 2019-20 academic year. b. We are distributing funds to the SEAT candidates from other grants as well (scholarships, stipends during the Student Teaching semester)	Stipends for Student Teaching will be continued into the future and we will explore increasing the amount and the number of stipends available.

	<p>primarily through participation at the required weekly SEAT Seminar:</p> <ul style="list-style-type: none"> a. academic support b. cultural support c. tutoring and mentoring 		
<p>Goal #3: SEAT program completers demonstrate competence in teaching in urban and multicultural educational settings</p>	<p>Multiple opportunities afforded candidates to become more competent.</p>	<p>The Student Teaching Final Evaluation will be reviewed for all SEAT students to ensure that completers demonstrate competence in teaching in urban and multicultural educational settings.</p>	<p>Based on the results of the Student Teacher Final Evaluation, the strategies will be continued or modified.</p>
<p>Goal #4: Completers demonstrate cultural humility in the context of teaching</p>	<p>Not specifically articulated or measured.</p>	<p>The Student Teaching Final Evaluation form completed by Cooperating Teachers and the University Supervisors will reflect an adequate level of cultural humility. This item will be included in the Student Teaching evaluation process for all SEAT students beginning with fall 2019.</p>	<p>This process focusing on cultural humility will be extended to all student teachers in the unit.</p>
<p>Goal #5: Candidates find employment as an educator within one year of completion and realize successful induction in the first year of teaching</p>	<p>This goal has been in place for the duration of the SEAT program and completers have been afforded support during their first year of teaching through Circle of Support activities.</p>	<p>Circle of Support activities will be enhanced to include mentoring and face-to-face communication for SEAT completers who are in their first and second years of teaching.</p>	<p>Circle of Support activities will continue into the third year of employment. Some of the expense will be offset with other institutional grants.</p>

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1: Number of candidates of color and American Indian candidates

NOTE: Students are “admitted to the licensure program” in a number of ways over time and depending on the program and whether or not the program is an undergraduate program or a graduate program. Thus, we consider “recruited to the institution” and “newly admitted to the licensure program” to be the same.

On some occasions, candidates are licensed a semester or two after graduation/completion or newly employed a semester or two after graduation/completion so the number licensed in a given year or newly employed in a given year might exceed the number who graduated/completed.

Year: 2017-2018							
Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed (data not available for this year)	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native			3	1			1
Asian	11	11	35	4	3		5
Black, not of Hispanic Origin	6	6	29	3	2		3
Hawaiian or Pacific Islander							
Hispanic	3	3	14	3	3		6
Multiple Categories	5	5	14	2	4		
White, not of Hispanic Origin	101	101	321	57	86		78
No Race/Ethnicity Provided	4	4	15	3	3		

Total	130	130	431	73	101		93
Year: 2018-2019							
Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	1	1	3	1	1		1
Asian	11	11	33	9	8	2	9
Black, not of Hispanic Origin	9	9	23	6	9	7	6
Hawaiian or Pacific Islander							
Hispanic	4	4	10	4	7	1	5
Multiple Categories	3	3	13	3	3	2	
White, not of Hispanic Origin	89	89	277	74	116	54	52
No Race/Ethnicity Provided			8	3	3		
Total	117	117	367	100	147	66	73
Year: 2019-2020							
Total number of teacher candidates of color, disaggregated		Newly admitted to			Graduated	Licensed	Newly employed as Minnesota

by race or ethnic group	Recruited to the institution	the licensure program	Enrolled in the licensure program	Completed student teaching			teachers in their licensure field
American Indian or Alaskan Native			1				
Asian	16	16	33	5	8	8	7
Black, not of Hispanic Origin	7	7	15	1	1	6	5
Hawaiian or Pacific Islander	1	1	1				
Hispanic	6	6	11			5	6
Multiple Categories	4	4	10		2	1	
White, not of Hispanic Origin	90	90	239	49	64	128	123
No Race/Ethnicity Provided	6	6	10	3	2	3	
Total	130	130	320	58	77	151	141

**Year: 2020-2021
Fall 2020 and Enrollment for Spring 2021**

NOTE: December graduates are atypical and those who did complete in December 2020 have had no opportunity to become licensed or employed as of January 15, 2021 – the date of this report; thus, these cells are marked as not applicable (NA).

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated ONLY Fall 2020	Licensed	Newly employed as Minnesota teachers in their

							licensure field
American Indian or Alaskan Native						1	NA
Asian	12	12	34	3	2	5	NA
Black, not of Hispanic Origin	4	4	13	1	1	1	NA
Hawaiian or Pacific Islander			1				NA
Hispanic	8	8	18	1	1		NA
Multiple Categories	3	3	10	2	2		NA
White, not of Hispanic Origin	83	83	242	36	24	51	NA
No Race/Ethnicity Provided	5	5	13			2	NA
Total	115	115	331	43	30	60	NA

Table 2: Percentage of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking the same licensure at the institution

Year: 2017-2018							
Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed (data not available for this year)	Newly employed as Minnesota teachers in their licensure field

American Indian or Alaskan Native			0.23%	1.37%			1.08%
Asian	8.46%	8.46%	0.93%	5.48%	2.97%		5.38%
Black, not of Hispanic Origin	4.62%	4.62%	0.70%	4.11%	1.98%		3.23%
Hawaiian or Pacific Islander							
Hispanic	2.31%	2.31%	0.70%	4.11%	2.97%		6.45%
Multiple Categories	3.85%	3.85%	0.46%	2.74%	3.96%		
White, not of Hispanic Origin	77.69%	77.69%	13.23%	78.08%	85.15%		83.87%
No Race/Ethnicity Provided	3.08%	3.08%	0.70%	4.11%	2.97%		
Total	130	130	431	73	101		93

Year: 2018-2019

Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0.85%	0.85%	0.82%	1.00%	0.68%		1.37%
Asian	9.40%	9.40%	8.99%	9.00%	5.44%	3.03%	12.33%
Black, not of Hispanic Origin	7.69%	7.69%	6.27%	6.00%	6.12%	10.61%	8.22%

Hawaiian or Pacific Islander							
Hispanic	3.42%	3.42%	2.72%	4.00%	4.76%	1.52%	6.85%
Multiple Categories	2.56%	2.56%	3.54%	3.00%	2.04%	3.03%	
White, not of Hispanic Origin	76.07%	76.07%	75.48%	74.00%	78.91%	81.82%	71.23%
No Race/Ethnicity Provided			2.18%	3.00%	2.04%		
Total	117	117	367	100	147	66	73

Year: 2019-2020

Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native			0.31%				
Asian	12.31%	12.31%	10.31%	8.62%	10.39%	5.30%	4.96%
Black, not of Hispanic Origin	5.38%	5.38%	4.69%	1.72%	1.30%	3.97%	3.55%
Hawaiian or Pacific Islander	0.77%	0.77%	0.31%				
Hispanic	4.62%	4.62%	3.44%			3.31%	4.76%
Multiple Categories	3.08%	3.08%	3.13%		2.60%	0.66%	

White, not of Hispanic Origin	69.23%	69.23%	74.69%	84.48%	83.12%	84.77%	87.23%
No Race/Ethnicity Provided	4.62%	4.62%	3.13%	5.17%	2.60%	1.99%	
Total	130	130	320	58	77	151	141

**Year: 2020-2021
Fall 2020 and Enrollment for Spring 2021**

NOTE: December graduates are atypical and those who did complete in December 2020 have had no opportunity to become licensed or employed as of January 15, 2021 – the date of this report; thus, these cells are marked as not applicable (NA).

Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated ONLY Fall 2020	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native						1.67%	NA
Asian	10.43%	10.43%	10.27%	6.98%	6.67%	8.33%	NA
Black, not of Hispanic Origin	3.48%	3.48%	3.93%	2.33%	3.33%	1.67%	NA
Hawaiian or Pacific Islander			0.30%				NA
Hispanic	6.96%	6.96%	5.44%	2.33%	3.33%		NA
Multiple Categories	2.61%	2.61%	3.02%	4.65%	6.67%		NA
White, not of Hispanic Origin	72.17%	72.17%	73.11%	83.72%	80.00%	85.00%	NA

No Race/Ethnicity Provided	4.35%	4.35%	3.93%			3.33%	NA
Total	115	115	331	43	30	60	NA

Analysis of Data

Over the past three and one-half years (fall 2017 through fall 2020), Concordia University has had an average enrollment in its initial licensure teacher education programs of 362 at any given point in time. During this time, Concordia University has recruited 492 new students for its initial licensure teacher education programs. Of that number, 129 are candidates of color/Indigenous – this represents approximately 26% of all new teacher education students. In comparison, approximately 47% of traditional undergraduate students at the university are students of color/Indigenous. In sum, Concordia University is blessed with a diverse undergraduate student body but the percentage of students of color/Indigenous makes up a smaller percentage of those seeking to be teachers than other professions. We find this interesting and will be looking for opportunities to make some sense of this finding in the coming year.

As noted, 26% of new “recruits” for teacher education are candidates of color/Indigenous. This is the same percentage of the total enrollment in all initial licensure teacher education programs at the university. However, of those completing Student Teaching, only 21% are candidates of color/Indigenous. Further, candidates of color/Indigenous make up only 18% of those who are considered graduates or completers and only 16% of those who become licensed. These findings warrant further study in order to determine what might be occurring between candidate admission to the university and licensing. Over the past three and one-half years (fall 2017 through fall 2020),

After reviewing the data, we see another question that needs to be addressed – how do the completion and licensing rates of SEAT students compare with candidates of color/Indigenous who are not in the SEAT program? We believe the financial support, the mentoring, and personal support are critical for the success of candidates but at this point, we have no empirical data to attest to this. In a recent study by an external evaluator, it was found that former candidates did indeed treasure the academic and personal support but they did indicate that the financial support was “the most impactful aspect of the program”. The same study noted that cultural celebrations were “a hallmark of the program” and that the SEAT program “provides a welcoming, supportive community” and addressed the “personal and emotional needs of students, along with academic and cultural supports”.

From our work with the SEAT program and the candidates involved, we have come to understand that the number one barrier for candidates of color/Indigenous to become teachers is the cost of higher education. This is

followed closely by the necessity that many must quit their jobs in order to be successful during the semester-long Student Teaching experience. The average financial award for a SEAT candidate during fall 2020 was \$2,894 per semester that only covers half of the tuition expense. Concordia University does what it can to cover the rest with additional grant funds and institutional dollars. Another important barrier for the SEAT candidates is that many come from cultural backgrounds where English is not the primary language and so they must navigate the challenging road of higher education while learning a foreign language. These are the matters that we at Concordia University will continue to address.

Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Table 3: Grant Funds Expenditure

As noted in the narrative NO FUNDS from the CUGMEC grant of 2020-2021 have yet to be expended. Concordia University is using CUGMEC grant money awarded for 2019-2020 and following (\$153,300) to fund the SEAT program in academic year 2020-2021 and will be using CUGMEC grant money awarded for 2020-2021 (\$100,000) for funding the SEAT program in 2021-2022.

2019-2020

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$125,000	Student Tuition (up to 50% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	\$68,315 spent so far in 2020/21
\$9,000	Student Textbooks	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	\$529 spent so far in 2020/21
\$3,300	Student Testing Fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	\$0 spent so far in 2020/21
\$15,000	Student Teaching Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	\$12,000 spent so far in 2020/21

2020-2021

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$75,000	Student Tuition (up to 50% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent
\$5,000	Student Textbooks	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent
\$1,500	Student Testing Fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent
\$10,000	Student Teaching Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent
\$3,500	Program Expenses for Recruiting Candidates	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent
\$5,000	Program Expenses for Supporting Candidates (e.g., tutoring)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	\$0 spent