
















Michigan Educator Workforce **Recruitment and Retention Initiatives Overview**









	Brief Description		Key Message(s)	
	<p>Welcome Back PME Phase 1: educators with expired certificates who are not teaching</p> <p>The Welcome Back Proud Michigan Educators (PME) campaign encourages educators who are formerly certified or certified but not teaching to seek full-time employment by partnering with a school district. The Michigan Department of Education (MDE) has created a process to reduce or eliminate barriers to recertification and to facilitate re-entry into the profession.</p>		<ul style="list-style-type: none">→ Professional learning is important, but best situated when on-the-job.→ Districts are well-positioned to support educators with foundational preparation in returning to the profession.→ Educators who are not actively employed have difficulty accessing relevant professional learning for recertification.	
	Lesson(s) Learned			
	<p>Michigan is a large state. Many educators were not willing to work across a region – we had to break down areas of interest into smaller chunks.</p>			
Investment			Success	Target Audience
 low	 low	 \$100,000		<div><input type="checkbox"/> High School Students</div> <div><input type="checkbox"/> School Employees</div> <div><input type="checkbox"/> Post Bacc. Career Changers</div> <div><input checked="" type="checkbox"/> Returners</div> <div><input type="checkbox"/> Re-locaters</div>
				




	Brief Description		Key Message(s)	
	<p>Welcome Back PME Phase 2: educators with valid certificates who are not teaching</p> <p>The Welcome Back Proud Michigan Educators (PME) campaign encourages educators who are formerly certified or certified but not teaching to seek full-time employment by partnering with a school district. MDE directly emailed educators who had valid teaching certificates but who were not reported in the employment system. MDE facilitated the sharing of contact information between the educators and the districts via a survey.</p>		<p>→ Our students need educators like you in our classrooms.</p> <p>→ Districts are ready to welcome you back.</p> <p>→ Every educator is valued for the role they choose in our great profession, and every role is essential to our educational system.</p>	
	Lesson(s) Learned			
<p>Michigan’s employment system is public school focused – it is difficult to separate out non-public teachers. Our recruitment communications should have acknowledged this. The goal of the project was NOT to recruit teachers from private schools into public schools.</p>				
Investment			Success	Target Audience
 low	 low	 \$100,000		<div><input type="checkbox"/> High School Students</div> <div><input type="checkbox"/> School Employees</div> <div><input type="checkbox"/> Post Bacc. Career Changers</div> <div><input checked="" type="checkbox"/> Returners</div> <div><input type="checkbox"/> Re-locaters</div>
				



Brief Description		Key Message(s)	
<p>Welcome Back PME Phase 3: educators with expired certificates who have logged professional learning.</p> <p>The Welcome Back Proud Michigan Educators (PME) campaign encourages educators who are formerly certified or certified but not teaching to seek full-time employment by partnering with a school district. After receiving a state appropriation, MDE was able to offer a reimbursement of certificate application evaluation fees for educators who had earned the required amount of professional learning for certificate renewal but who had not yet renewed.</p>		<p>→ Michigan would like to welcome you back to the teaching profession.</p> <p>→ Did you know you may already have enough professional learning to renew your expired certificate?</p> <p>→ You may also be eligible for a refund of your certificate evaluation fee.</p>	
Lesson(s) Learned			
<ul style="list-style-type: none">◆ Michigan’s online educator certification system (MOECS) does not allow for a waiver of fees, so we had to develop a process for reimbursement.◆ The concept would have been much easier to implement if fees could have been waived outright.			
Success		Target Audience	
<div> \$280,000</div> <div></div>		<div><div><input type="checkbox"/> High School Students</div><div><input type="checkbox"/> School Employees</div><div><input type="checkbox"/> Post Bacc. Career Changers</div></div> <div><div><input checked="" type="checkbox"/> Returners</div><div><input type="checkbox"/> Re-locaters</div></div>	
<div></div>			

<div><h1>WELCOME HOME</h1></div>			Brief Description		Key Message(s)	
			<p><u>Welcome Home PME:</u> educators with expired certificates who hold valid certificates in other states.</p> <p>The Welcome Home Proud Michigan Educators (PME) campaign provides educators who are formerly Michigan certified and hold a valid certificate in another state a one-time renewal of their Michigan certificate.</p>		<p>→ We would like to welcome you home to an euducation career in Michigan.</p> <p>→ We recognize your dedication to the profession and the maintenance of your out-of-state certificate indicates you’ve completed professional learning to renew your expired Michigan certificate.</p> <p>→ Our goal is to remove barriers for you.</p>	
			Lesson(s) Learned			
			<ul style="list-style-type: none">◆ There are misconceptions about the requirements to renew a lapsed Michigan teaching certificate.◆ There is a misconception that educators cannot hold valid certificates in more than one state at a time.◆ Educators do not keep contact information up-to-date after relocating.			
Investment			Success		Target Audience	
 low	 low	 \$0			<div><div><input type="checkbox"/> High School Students</div><div><input type="checkbox"/> School Employees</div><div><input type="checkbox"/> Post Bacc. Career Changers</div></div> <div><div><input checked="" type="checkbox"/> Returners</div><div><input checked="" type="checkbox"/> Re-locaters</div></div>	
						



Brief Description		Key Message(s)	
<p>Future PME: Explore</p> <p>Expand access to future teacher programs for students in grades 6-12. Reduce barriers and incentivize implementation by offsetting development costs, maximizing student interest, and adjusting models of staffing and instruction. Provide school districts with development resources: equity focused curriculum aligned to state preparation standards, open access instructional materials, administrative and recruitment guidance, free professional development for educators, and annual grant competition.</p>		<p>→ Tomorrow’s teachers take root in today’s classrooms: current educators are a source of inspiration for a larger and more diverse future workforce.</p> <p>→ Explore programming can be flexibly implemented as a broad introduction to educator strategies, systems and professions.</p> <p>→ Explore students analyze teaching and learning practices with certified teachers in their classroom and through clinical experiences.</p> <p>→ Partnerships between districts and educator preparation programs can establish and strengthen Grow Your Own (GYO) educator recruitment efforts.</p>	
Lesson(s) Learned			
<ul style="list-style-type: none">◆ Front end technical assistance supports for both administrators (staffing, grant application and budget) and instructors (curriculum planning, instructional practice, fund expenditures) is critical to the program’s success.◆ Grant funding is most valuable when available during the entire academic year. Encouraging grant applicants to communicate with their budget office makes grant management clear and less labor intensive.◆ Educators want to collaborate at the county, district and instructor level to design Explore initiatives, programs and courses. State Education Agencies can help to facilitate and support that collaboration.			
Success		Target Audience	
 \$1,100,000		<div><input checked="" type="checkbox"/> High School Students</div> <div><input type="checkbox"/> School Employees</div> <div><input type="checkbox"/> Post Bacc. Career Changers</div>	<div><input type="checkbox"/> Returners</div> <div><input type="checkbox"/> Re-locaters</div>
			

GYO GRANT

Future Proud
Michigan
Educator

Brief Description

Future PME: Grow Your Own (GYO)

A grant opportunity for districts, in partnership with educator preparation providers (EPPs), to support non-certificated individuals working in schools while earning teacher certification.

Key Message(s)

- Non-certificated individuals working in schools – including paraprofessionals, substitute teachers, student teachers, bus drivers and custodians – have valueable, established relationships with the school community and demonstrated committment.
- This commitment to the school community is an important reason to support growth into teaching.
- Often, the pool of non-certified individuals is more diverse than certified, providing an important opporutnity to increase the diversity of instructional staff.

Lesson(s) Learned

- ◆ A dedicated funding stream, sustained over multiple years with lengthier grant expenditure periods than a single fiscal year, is essential to guarantee support through completion of certification (and degree) requirements.
- ◆ Streamlining the application and disbursement process to provide funds directly to candidates and providers is essential to support districts' capacity to engage in a GYO partnership.
- ◆ Strong formal partnerships that enumerate shared responsibilities between EPPs and districts for candidate support are essential to minimizing attrition.
- ◆ Districts had concerns about the optics of utilizing non-certified staff if a certified individual could be hired.

Investment



high



medium



\$7,00,000+



Success

Target Audience

- ☐ High School Students
- ☒ School Employees
- ☐ Post Bacc. Career Changers

- ☐ Returners
- ☐ Re-locaters





Brief Description

[Strategic Research Partnerships](#)

In partnership, Regional Educational Laboratory Midwest and the Michigan Department of Education collected research findings and recommendations from the field and translated them into practitioner-focused resources that school leaders can use to support their teacher recruitment and retention initiatives.

Key Messages

- Districts can support their recruitment efforts by clear communication of the [Educator Total Compensation Plan](#) offered to prospective employees.
- [Supports Associated with Teacher Retention in Michigan: An Interactive Practitioner's Guide](#) offers specific actions districts can take to improve teacher retention.
- [Define, Identify, and Fund Nontraditional Pathways into the Teaching Profession: A Resource for Michigan Districts](#) is an introduction to nontraditional pathways into the teaching profession for school district leaders and teams.

Lesson(s) Learned

An excellent addition to research recommendations is local examples of high-quality implementation and results. It can be difficult to identify where excellent programming is currently taking place, an active process to engage stakeholders to showcase exemplars would support future projects.

Investment



medium



medium



\$20,000

Success

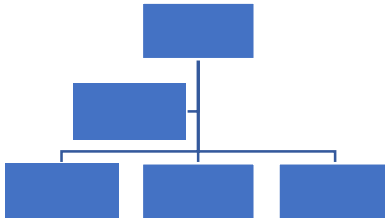














Target Audience








- ☐ High School Students
- ☒ School Employees
- ☐ Post Bacc. Career Changers





- ☐ Returners
- ☐ Re-locaters



	Brief Description		Key Message(s)		
	<p>State Agency Structural Change</p> <p>The Michigan Department of Education quickly realized that large-scale statewide initiatives require structured project management supports. A new unit and set of tools were created to allow for efficient and strategic implementation of efforts.</p>		<p>→ Centralizing services introduces efficiency and reduces burden on staff.</p> <p>→ Large-scale projects require branding and excellent communications to be effective. Graphic design and social media content are important elements.</p> <p>→ New and innovative ideas are excellent. A go-to” group of individuals to seek out best practices and research information for implementation is essential.</p> <p>→ Clear, up-front visioning, direction, timelines and project outcomes are critically important and must be revisited during implementation. A point-person for this responsibility ensures the project remains on-track.</p>		
	Lesson(s) Learned				
	<ul style="list-style-type: none">◆ Many people don’t like project management and will engage in avoidance.◆ The expectations, timelines and deliverables must be revisited often, and someone needs to ensure it happens, or the project goes astray.◆ This transition can be a very slow process requiring many layers of approvals and multiple requests for funding from all available sources.				
Investment			Success	Target Audience	
 medium	 high	 \$0		<input type="checkbox"/> High School Students <input type="checkbox"/> School Employees <input type="checkbox"/> Post Bacc. Career Changers	<input type="checkbox"/> Returners <input checked="" type="checkbox"/> Re-locaters
					

<div></div> <div></div>	Brief Description		Key Messages	
	Certification for Tribal Educators			
	Build pathways for tribal educators to earn Michigan teaching certification, establish programs for teachers to earn an Anishinaabemowin Language and Culture endorsement, and recruit speakers of Anishinaabemowin into teaching.		<div>→ Michigan law allows districts to partner with federally-recognized tribes to employ non-certificated individuals to teach native languages. However, without a certificate, these individuals are frequently designated as substitute or guest teachers and unable to enjoy salaries or benefits of certified teachers.</div> <div>→ Creating multiple pathways for tribal educators to be able to earn Michigan teaching certificates with Anishinaabemowin Language and Culture endorsements honors educators’ funds of knowledge and promotes equity within the education workforce.</div>	
	Lessons Learned			
		<div>◆ Respect for tribal sovereignty throughout is paramount to promote buy-in from all partners.</div> <div>◆ Continuity of personnel involved in supporting partnership development over long-term is essential for building trust.</div>		
Investment		Success	Target Audience	
<div></div> <div>high</div>	<div></div> <div>low</div>	<div></div> <div>\$5,000</div>	<div></div>	<div><div><input checked="" type="checkbox"/> High School Students</div><div><input checked="" type="checkbox"/> School Employees</div><div><input type="checkbox"/> Post Bacc. Career Changers</div></div> <div><div><input type="checkbox"/> Returners</div><div><input type="checkbox"/> Re-locaters</div></div>
<div></div>				

 	Brief Description		Key Message(s)	
	<p>Innovative Preparation Models: Muskegon Heights</p> <p>Residency program partnership between an urban district and regional university to support non-certified school employees with degree completion and teacher certification.</p>		<p>→ Non-certificated individuals working in schools possess valuable funds of knowledge about children and school communities that can be leveraged effectively to support and increase the diversity of schools’ instructional staff.</p> <p>→ Residency programs collaboratively developed by districts and preparation providers are powerful pathways to support these individuals, as they reduce barriers to entry and support the needs of the individuals and districts.</p>	
	Lesson(s) Learned			
<ul style="list-style-type: none">◆ Sustained commitment from leadership of both partners is critical for developing a program that reduces barriers and meets the specific needs of the individuals.◆ Coordinated, wrap-around funding commitments from multiple sources – district, university, government, and philanthropic sources – are needed to reduce barriers for candidates.◆ The establishment of residency programs is probably the most SEA time-intensive strategy we implemented.				
Investment			Success	Target Audience
 high	 medium	 \$0		<div><input type="checkbox"/> High School Students</div> <div><input checked="" type="checkbox"/> School Employees</div> <div><input type="checkbox"/> Post Bacc. Career Changers</div> <div><input type="checkbox"/> Returners</div> <div><input type="checkbox"/> Re-locaters</div>
				

<div><div><div>ON THE</div><div>RISE</div><div>ACADEMY</div></div><div><div>NPFE</div><div>NEW PARADIGM FOR EDUCATION</div></div></div>	Brief Description		Key Message(s)	
	<div>District-Based Alternative Route Programs</div> <p>In 2021, Michigan approved its first two school district-based alternative routes to teacher certification, one run by Detroit Public Schools Community District and one run by New Paradigm for Education, a public charter school system located in Detroit. Both programs have a mission to recruit, prepare, and retain teachers in high need content areas and from historically underrepresented and marginalized populations to diversify the educator workforce in Michigan’s largest urban center.</p>		<div>→ Non-certificated individuals working in schools possess valuable funds of knowledge about children and school communities that can be leveraged effectively to support and increase the diversity of schools’ instructional staff.</div>	
	Lessons Learned			
<div><div>◆ There is not so much a generalized lack of interest in becoming a teacher as there is a lack of interest in traditional pathways.</div><div>◆ Preparation programs explicitly designed to address the needs of a local district can be more effective in removing barriers to entry, maintaining standards of quality of preparation, and delivering mentorship to promote retention in the workforce than programs designed for a general population.</div></div>				
Investment		Success	Target Audience	
<div><div></div><div>high</div></div>	<div><div></div><div>high</div></div>	<div><div></div><div>\$0</div></div>	<div><div></div></div>	<div><div><div><input type="checkbox"/> High School Students</div><div><input checked="" type="checkbox"/> School Employees</div><div><input checked="" type="checkbox"/> Post Bacc. Career Changers</div></div><div><div><input type="checkbox"/> Returners</div><div><input type="checkbox"/> Re-locaters</div></div></div>
<div><div><div>MICHIGAN</div><div>Department of Education</div></div></div>				



Brief Description

Legislative Outreach: Reciprocity

Partnership with the legislature to streamline reciprocity, modify requirements to be more in-line with in-state requirements and across certificate types. Additionally, Michigan narrowed the grade bands on certificates to both improve in-state preparation and facilitate an easier matching process with out-of-state educators.

Key Messages

- Allowing everyone into Michigan without requirements isn't feasible based on the priorities that have been established elsewhere in law for in-state teachers.
- Making it easier for out-of-state candidates to enter the profession in Michigan than for in-state encourages candidates to take their money elsewhere for preparation (particularly to online programs).
- Noting that you recently gave us money for "x", we think it's important this provision remains in law.
- Student safety requirements are non-negotiable.

Lessons Learned

- ◆ Online programs are becoming increasingly prevalent, which results in an increase of "out-of-state candidates" that require reciprocity, who never set-foot outside of Michigan or intend to teach anywhere other than in Michigan.
- ◆ There are many misconceptions held by legislators based on a small vocal minority.
- ◆ Educators don't want to retest; retesting feels demeaning.

Investment



medium



medium



\$0

Success

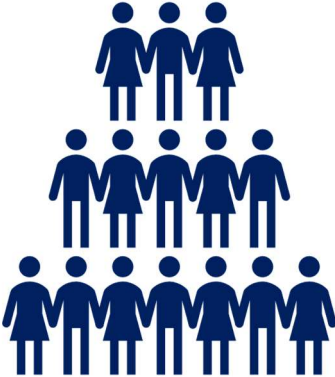







Target Audience

- ☐ High School Students
- ☒ School Employees
- ☒ Post Bacc. Career Changers

- ☐ Returners
- ☒ Re-locaters



	Brief Description		Key Message(s)		
	<p>Teacher Diversity Advisory Group</p> <p>The SEA convened a diverse group of individuals from across the state to discuss and make policy recommendations about topics impacting the recruitment and retention of a diverse educator workforce. The group created a report which details recommendations to support Michigan as a whole and the communities they represent, as well as current state and national initiatives/promising practices.</p>		<p>→ Education communities have acknowledged the need to diversify the educator workforce for the benefit of all students and communities.</p> <p>→ Collective insights and shared experiences are important for Michigan to not only improve the diversity of its teaching force but also serve as a model for the rest of the country.</p> <p>→ The SEA is invested in reviewing internal policies that are creating barriers.</p>		
	Lesson(s) Learned				
	<ul style="list-style-type: none">◆ Provide foundational information for the group to allow for informed recommendations.◆ Establish protocols for gathering recommendations and gaining consensus.◆ Clear support and deliverables for the facilitator are critical to stay on-scope.				
Investment			Success	Target Audience	
 low	 low	 \$80,000		<input type="checkbox"/> High School Students <input checked="" type="checkbox"/> School Employees <input type="checkbox"/> Post Bacc. Career Changers	<input type="checkbox"/> Returners <input type="checkbox"/> Re-locaters
					



*Transforming Education Through
Diversity, Equity and Inclusion*

Brief Description

[Communities of Practice Affinity Group Resources](#)

Support the creation of an educator of color affinity group to support staff of color across your institution, district, or region through social emotional support, mentoring, professional learning, and networking.

Key Messages

- Affinity groups provide community-building, resources and networking opportunities, leadership development, and tools to advocate for teachers and students of color.
- MDE recognizes the research that supports the utility of having a diverse educator workforce, and its impact on academic outcomes as well as the social-emotional development of young people across the state.
- Materials designed for local adaptation.

Lessons Learned

- ◆ Districts differ in capacity, knowledge, and work in this area. Recommend choosing a district already engaged in the work.
- ◆ Grant money is important for the district to offset its own costs.
- ◆ Establish protocols and timelines for work products.

Investment



low



low



\$65,000

Success









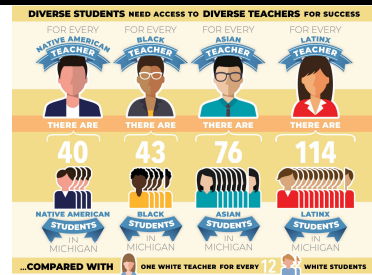
Target Audience




- ☐ High School Students
- ☒ School Employees
- ☐ Post Bacc. Career Changers

- ☐ Returners
- ☐ Re-locaters



	Brief Description		Key Message(s)	
	<p>Diversifying Michigan's Educator Workforce Strategic Plan</p> <p>Maintaining a volume of teachers that represents a diverse, robust education workforce requires a comprehensive set of initiatives by committed partners: the Michigan Department of Education (MDE), Local Education Agencies (LEAs), Educator Preparation Providers (EPPs), professional education organizations, foundations, and the communities and families they serve.</p>		<p>→ A strategic plan focusing on diversifying Michigan's educator workforce must span the educator ecosystem, including recruitment into the profession, preparation & certification, and staffing & retention.</p> <p>→ Strategies include establishing a diverse educator advisory workgroup to examine systems barriers, creating resources to support districts in recruiting and retaining diverse educators, and developing innovative teacher preparation models.</p>	
	Lesson(s) Learned			
	<p>It is important to use research and proven practices to demonstrate credibility of strategies.</p>			
Investment			Success	Target Audience
 low	 low	 \$0		<div><input type="checkbox"/> High School Students</div> <div><input checked="" type="checkbox"/> School Employees</div> <div><input type="checkbox"/> Post Bacc. Career Changers</div> <div><input type="checkbox"/> Returners</div> <div><input type="checkbox"/> Re-locaters</div>
				



Brief Description		Key Message(s)	
<p>Data Monitoring of Diversity Indicators</p> <p>To truly understand the state of the Michigan educator workforce, as well as see impact of initiatives, routine monitoring of diversity indicators needs to take place. The SEA and partners developed several reports to examine educator diversity data and trends.</p> <p>Strategic Plan Goal 7 Legislative Shortage Report</p>		<p>→ Representation matters.</p> <p>→ We are preparing children for an increasingly diverse world. We should begin to do so now, so that our children are more comfortable around diversity than many of us are.</p>	
Lessons Learned			
<ul style="list-style-type: none">◆ The SEA needs to improve race/ethnicity data collections for a better examination of diversity.◆ Student/teacher diversity ratios are meaningful at the district level.			
Success		Target Audience	
 \$0		<div><input checked="" type="checkbox"/> High School Students</div> <div><input checked="" type="checkbox"/> School Employees</div> <div><input checked="" type="checkbox"/> Post Bacc. Career Changers</div>	<div><input checked="" type="checkbox"/> Returners</div> <div><input checked="" type="checkbox"/> Re-locaters</div>
			



Brief Description

[Millions](#) and [Billions](#)

The SEA put forward a multi-million-dollar budget ask to the legislature to incentivize recruitment and retention in the profession. It was followed by a strategic communications effort to the media, educational organizations, key legislators, teachers, etc. The result was a budget proposal from the Governor for BILLIONS.

Key Messages

- State and national educator shortage requires a significant investment.
- Everyone is a partner and shares the responsibility of reaching out to the legislature.

Lessons Learned

- ◆ In-service teachers felt there was a hyper-focus on recruitment and shared that concern.
- ◆ More collaboration from diverse stakeholders when developing budget proposals is better than less.

Investment



medium



high



\$0

Success

TBD

Target Audience

- ☒ High School Students
- ☒ School Employees
- ☒ Post Bacc. Career Changers

- ☒ Returners
- ☒ Re-locaters





Brief Description

[Educator Staffing Strategic Plan](#)

Maintaining a volume of teachers that represents a healthy education workforce requires a comprehensive set of initiatives by committed partners: the Michigan Department of Education (MDE), school districts, Educator Preparation Providers (EPPs), professional teaching organizations, and the communities and families they serve. Those initiatives must span the educator pipeline continuum: recruitment into the profession, preparation & certification and staffing & retention.

Key Message(s)

- The educator workforce is less a pipeline and more an ecosystem.
- We all need to work together, and everyone shares responsibility.
- Created as a response to local superintendents asking, “What are YOU doing about the teacher shortage SEA”?

Lessons Learned

- ◆ We should have done this earlier. It was a very handy tool to refocus the conversation when it turned accusatory.
- ◆ It was eye-opening to partners how much time and thought had been invested by the SEA.
- ◆ It’s important to keep the tool up-to-date.

Investment



low



low



low

Success

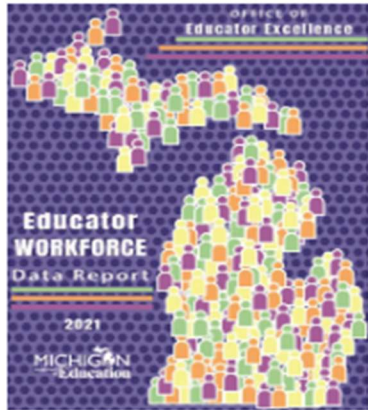


Target Audience

- ☒ High School Students
- ☒ School Employees
- ☒ Post Bacc. Career Changers

- ☒ Returners
- ☒ Re-locaters





Brief Description

[Educator Workforce Data Report](#)

This report is intended to provide a snapshot of some of the most requested data about the educator workforce in Michigan. From recruitment into teacher preparation programs, to professional learning and retention, through accountability and recognition, the metrics included in this report contribute to a portrait of all phases of the career paths of Michigan educators.

Key Message(s)

- Programming, policy, and investments need to be based on actual data.
- Those data need to be accessible and available in rapid turnaround.

Lesson(s) Learned

- ◆ It didn't really slow the requests for customized data pulls or customized tables/graphs using the data
- ◆ The more popular it became, the more people wanted to edit/screen/determine the contents which greatly slowed down production
- ◆ We are dropping back to just data tables – no narrative for the upcoming year

Investment



high



high



low

Success






Target Audience

- ☐ High School Students
- ☒ School Employees
- ☐ Post Bacc. Career Changers

- ☐ Returners
- ☐ Re-locaters
- ☒ Policy Makers





Brief Description		Key Messages	
<p>Recruitment of Military, Veteran, and Military Dependents</p> <p>Veterans with honorable discharges, active members of all branches of the United States Armed Forces, active members of the National Guard or Reserve, as well as spouses of active members of all branches of the United States Armed Forces may request to have their application fee(s) reimbursed.</p> <p>A member of a reserve component of the Armed Forces of the United States or National Guard who is called to active duty and who, at the time of deployment, holds a valid educator certificate in Michigan, is entitled to service credit for certificate renewal, provided the educator is honorably released from that active-duty service.</p>		<p>→ We value your interest in teaching and are eager to assist in the process of becoming certified.</p> <p>→ We recognize the challenges out-of-state certified educators (service members and their dependent’s) face when relocating and we look to ease that transition by refunding fees associated with the certification process.</p> <p>→ We value and honor certified educators who are called to duty while holding a valid Michigan educator certificate by offering a service credit of 150 professional learning hours to renew their certificate.</p>	
Lessons Learned			
<ul style="list-style-type: none">◆ There is a misconception that educators cannot hold valid certificates in more than one state at a time.◆ The cost and time it takes to complete the transfer of certification to Michigan is wildly overestimated and is perceived to be a significant barrier to military relocation.			
Success		Target Audience	
<div> \$5,000/yr.</div> <div></div>		<div><div><input type="checkbox"/> High School Students</div><div><input checked="" type="checkbox"/> School Employees</div><div><input checked="" type="checkbox"/> Post Bacc. Career Changers</div></div> <div><div><input checked="" type="checkbox"/> Returners</div><div><input checked="" type="checkbox"/> Re-locaters</div></div>	
		<div></div>	