

SDS PR FYXX data template part 2

Complete all the questions for the discipline identified below.

Allopathic Medicine

1. Funding information:

A. Total Federal Funds Authorized for this Funding Period	
B. Total Amount of line 1A Disbursed	
C. Unused Balance of Federal Funds (Line 1A minus line 1B)	
D. Check to indicate zero disbursements	

SDSPR-2: Graduate Information

Complete all the questions for the discipline identified below.

2. Graduate Information:

A. Total number of full-time Allopathic Medicine graduates at your school during the current reporting period	
B. Total number of underrepresented minorities (URM) Allopathic Medicine graduates at your school during the current reporting period	
C. Total number of full-time Allopathic Medicine graduates from rural background during the current reporting period	
D. Total number of Allopathic Medicine students that received SDS funds who graduated during XX/XX/20XX – XX/XX/20XX (for discipline 10, and 20), or XX/XX/20XX – XX/XX/20XX (for the others).	

3. Medically Underserved Communities (MUC) details

A. Number of SDS Allopathic Medicine graduates during this reporting period that indicate an intention to serve in medically underserved community	
B. Of the graduates in question 2D, enter the total number of full-time Allopathic Medicine students that received SDS funds and served in medically underserved community during XX/XX/20XX – XX/XX/20XX	

4. Primary Care (PC) details

A. Number of SDS Allopathic Medicine recipients during this reporting period that indicate an intention to practice in primary care	
B. Of the graduates in question 2D, enter the total number of full-time Allopathic Medicine students that received SDS funds and practiced in primary care during 7/1/2012 – 6/30/2013	

5. Graduates That Entered Field of Study

Enter the number of <discipline name> SDS students who graduated during XX/XX/20XX – XX/XX/20XX (for discipline 10, and 20), or XX/XX/20XX – XX/XX/20XX (for the others) that subsequently entered the field for which they received their degree.	
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6. Enrollment and Attrition

A. Enter the total full-time Nursing - Baccalaureate student enrollment at your school during XX/XX/20XX-XX/XX/20XX	
B. Of those students enrolled above, enter the number of full-time <discipline name> students that dropped out during 7/1/2012-6/30/2013	
C. Of those students who dropped out during XX/XX/20XX-XX/XX/20XX (in 6B above), how many received SDS funds?	

7. SDS Recipients Receiving Pipeline Training from Other HRSA Diversity/Pipeline Programs.

Are there SDS recipients, during this reporting period, who received or are receiving pipeline training from other HRSA diversity/pipeline programs	
A. Area Health Education Center (AHEC)	
B. Centers of Excellence (COE)	
C. Health Careers Opportunity Program	
D. Nursing Workforce Diversity	
E. Other, Specify	

8. Community College Question

Is your school a community college?	S77
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9. Scholarship usage

How were the SDS funds used?

<input type="checkbox"/> Tuition	
<input type="checkbox"/> Fees and other reasonable educational expenses	
<input type="checkbox"/> Reasonable living expenses	

10. RECRUITMENT INFORMATION		
High School Recruitment		
General	<input type="checkbox"/> College Fairs	
	<input type="checkbox"/> Summer camps/programs for high school students to receive information about programs offered	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Specifically Targeting/Recruiting Disadvantaged Students	<input type="checkbox"/> Attending college fairs in areas with high percentages of disadvantaged students locally or on a broader scale	
	<input type="checkbox"/> Training recruiters specifically to answer questions and provide information to disadvantaged students	
	<input type="checkbox"/> Providing specifically designed information packets on programs and accommodations your school offers for disadvantaged students	
	<input type="checkbox"/> Prep Courses for disadvantaged high school students interested in careers in the health professions	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
College level Recruitment		
General	<input type="checkbox"/> Recruitment from community colleges in disadvantaged areas	
	<input type="checkbox"/> Community College joint admissions programs for disadvantaged students	
	<input type="checkbox"/> Other :	
	<input type="checkbox"/> N/A	
Specifically Targeting/Recruiting Disadvantaged Students	<input type="checkbox"/> Attending college fairs in areas with high percentages of disadvantaged students locally or on a broader scale	

	<input type="checkbox"/> Training recruiters specifically to answer questions and provide information to disadvantaged students	
	<input type="checkbox"/> Providing specifically designed information packets on programs and accommodations your school offers for disadvantaged students	
	<input type="checkbox"/> Prep Courses for disadvantaged high school students interested in careers in the health professions	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Application Services	<input type="checkbox"/> Online programs that waive or assist with application fees for disadvantaged students	
	<input type="checkbox"/> Other :	
	<input type="checkbox"/> N/A	
Open Houses	<input type="checkbox"/> Booths or presentations on resources for disadvantaged students	
	<input type="checkbox"/> Targeted advertisements for open houses or other programs in areas with high percentage of disadvantaged students	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	

11. RETENTION INFORMATION

Individual or Group Peer Mentor Program (Big Brother/Big Sister)	<input type="checkbox"/> Open to all	
	<input type="checkbox"/> Specifically designed for disadvantaged students	
	<input type="checkbox"/> Placing students in peer support or networks and groups	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Individual Staff/Advisor Mentor Program	<input type="checkbox"/> Open to all	

	<input type="checkbox"/> Specifically designed for disadvantaged students	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Specialized Pre-attendance Orientation for Disadvantaged Students	<input type="checkbox"/> Team and camaraderie building activities to help students feel included in the school	
	<input type="checkbox"/> Educate disadvantaged students on how to best use the accommodations and resources the school provides	
	<input type="checkbox"/> Introduce and build contacts between disadvantaged students and faculty/staff (ex: Heads of departments, Tutors, Financial aid and/or advisors)	
	<input type="checkbox"/> Specialized welcome packets for disadvantaged students with additional information on available resources and programs that will help them succeed	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
College Skills Development and Review Programs	<input type="checkbox"/> Summer or pre-matriculation sessions in a classroom setting teaching disadvantaged students skills that they will need to be successful (eg: study skills, note taking skills, test taking skills, and/or time management skills)	
	<input type="checkbox"/> Summer or pre-matriculation classes for disadvantaged students to review and strengthen prerequisite knowledge of the course work	

	<input type="checkbox"/> Individual assessment and profile of disadvantaged students strengths and weaknesses with advisor and plan for development of skills	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Early Identification for Students at Risk	<input type="checkbox"/> Identify students who are falling behind early and provide assistance for them in furthering their academic career	
	<input type="checkbox"/> Develop individualized plans for struggling disadvantaged students to ensure success/coordination support	
	<input type="checkbox"/> Provide learning specialists for disadvantaged students who can identify possible learning disabilities or assess strengths and weaknesses	
	<input type="checkbox"/> Seminars and lectures specifically for disadvantaged students	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Group or Individual Tutoring Services	<input type="checkbox"/> Provide faculty or peer tutors to disadvantaged students	
	<input type="checkbox"/> Tutors specifically trained to help students faced with difficulties and are from a disadvantaged background	
	<input type="checkbox"/> Financial mentoring/tutoring	
	<input type="checkbox"/> Other	
	<input type="checkbox"/> N/A	
Child Care Support	<input type="checkbox"/> Free	
	<input type="checkbox"/> Partially subsidized	
	<input type="checkbox"/> Other :	
	<input type="checkbox"/> N/A	
Professional Opportunities	<input type="checkbox"/> Shadowing health professional	
	<input type="checkbox"/> Interviewing health professional	

	[]Other	
	[]N/A	

<p>B. Provide a detailed description on your current and retention activities for students of disadvantaged backgrounds, including minority students who enter into the health professions. Also, if your school has plans to improve the performance of those recruitment and retention programs, please describe those plans.</p>	
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<p>C. Please share any success stories for SDS recipients below:</p>	
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