



University of Colorado

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**Pre-Collegiate Development Program  
2016-17 Annual Report**

Prepared by the University of Colorado System Office of Institutional Research  
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## **FY 2016-17 Highlights**

- The University of Colorado Pre-Collegiate Development Program (PCDP) administers pre-collegiate student services at all four CU campuses and includes rural outreach to Roaring Fork, Summit and Lake Counties
- Program services include academic workshops, Saturday academies, scholarship assistance, basic study skills, communication skills development, career exploration, residential summer programs and many more
- These programs directly serve nearly 3,000 Colorado students at over 170 schools
- These programs serve over 57 middle schools and 101 high schools
- 62 percent of participating students are female
- 74 percent of participating students in campus programs are students of color
- 29 percent are enrolled in middle school (grades 6-8)
- 71 percent are enrolled in high school (grades 9-12)
- 82 percent of students are served by campus programs
- 18 percent of students are served by rural outreach programs
- At CU Boulder, 98 percent of CU Boulder participants indicated an intent to attend a postsecondary institution with 51 percent intending on enrolling on a CU campus
- At UCCS, 100 percent of the UCCS participants indicated an intent to attend a postsecondary institution with 48 percent intending on enrolling on a CU campus
- At CU Denver | Anschutz Medical Campus, 99 percent of CU Denver participants indicated an intent to attend a postsecondary institution with 41 percent intending on enrolling on a CU campus



## **University of Colorado Boulder Pre-Collegiate Development Program**

The Pre-Collegiate Development Program (PCDP) at the University of Colorado Boulder is an institutionally funded academic enhancement program for targeted middle and high school students and has recently completed its 34th year of operation on the Boulder campus. This highly successful program is the cornerstone of the Office of Pre-College Outreach and Engagement and the model upon which it was developed has been effectively duplicated in other outreach efforts conducted by the University of Colorado in communities across the state. PCDP is designed to prepare and motivate first generation students in their goal of pursuing a postsecondary education. Program activities and offerings are structured to enhance the participants' exposure to academic and personal resources to enable students to become academically and socially prepared to enroll and achieve success at the University of Colorado Boulder or any choice postsecondary institution. In addition, participating parents are provided with the information and resources to better understand the educational system in which their children are participating. Special support activities are provided to assist the parents in understanding the different transitions and transformations that occur, as the students move from one level to another (i.e., elementary to secondary to postsecondary).

### **Purpose/Goals of the PCDP Program**

- Provide academic enhancement strategies and opportunities;
- Facilitate college/career exploration opportunities;
- Provide leadership development opportunities for both students and parents;
- Establish collaborative networks among parents, school personnel (Directors, Counselors, Coaches, Principals) and their respective communities; and,
- Provide parents with tools/information to assist their students in achieving their educational goals.

### **PCDP Program Benefits**

- Opportunities for students to acquire and/or develop better academic study skills;
- Tools and strategies to improve interpersonal and leadership skills;
- Strategic insight and assistance in preparing for the SAT exam;
- College-prep advising based on CU-Boulder's Minimum Academic Preparation Standards (MAPS);
- On-going review of student academic progress on a semester-by-semester basis;
- Assistance with the college transition process including help with:
  - Completion of college applications;
  - Completion of Free Application for Federal Student Aid (FAFSA); and,
  - Strengthening admission and scholarship essays;
- Academically intense Summer Residential Program provided for rising high school seniors;
- Summer college courses (Expository Writing and Journalism) for eligible students;

- Scholarships for students who complete the summer residential program, enroll at CU-Boulder and participate in a LEAD Alliance Program;
- Referrals to community and campus resources;
- Referrals to services at other Colorado college campuses via professional networks such as the Colorado Educational Services and Development Association (CESDA);
- Career exploration;
- Development of support groups for both students and parents via community building academies and activities; and,
- Cost free service to both students/parents.

### **Eligibility Requirements**

- Attend a target high school (18) or middle school (26);
- Be a potential first generation college student (parents have not earned a four-year college degree);
- Minimum of 2.5 Grade Point Average in middle school and must have a 2.75 GPA to transition to and continue participating in the high school program; and minimum of a 3.0 GPA to attend the summer program.
- Parents must attend Saturday Academies along with their students as program participants/partners;
- Recruited students may also meet one of the following criteria:
  - member of a single-parent family,
  - eldest child in the family and/or,
  - have a strong desire to pursue higher education.

It is important to note, that the Pre-Collegiate Development Program (PCDP) will never dismiss a student who transfers out of his or her target school. The program continues to serve students and their families who move out of the target school(s) area and honor its' commitment to provide academic support and access to higher education for these first generation students and their families. PCDP will continue to invest its' resources in these stakeholders, as long as the students and their families continue to honor their educational commitment and be full participants in the program. These students are considered to be attending "*affiliated*" schools (47 high schools and 8 middle schools) and the Pre-Collegiate Development Program works with the independent schools' registrars to access student transcripts for the purposes of reviewing student academic progress.

### **Schools/Program Student Participants**

Although the Program only "*actively*" recruits from the 26 middle and 18 high schools it targets, it does, on rare occasions, consider student applicants from independent middle schools and high schools who are referred to the program by community members and school officials. In addition to meeting the above requirements, these students must be highly qualified. These individuals are offered an opportunity to participate in the program, *only if* there is space

available and their participation will *not* deny an opportunity to participate to students at the “targeted” middle and high schools.

During the Fall of 2016, the CU-Boulder Pre-Collegiate Development Programs recruited 228 (7<sup>th</sup> & 8<sup>th</sup> Grade) middle school students and 1 high school student (the PCDP High School program is at capacity). With these additional students, PCDP now serves a total of 1,263 families. The current middle school program enrollment is at 448 students and the high school program enrollment is at 787 students. Because the Program requires that *at least* one parent actively participate alongside the student during all academic year programmatic activities, and often times both parents attend the regularly scheduled Saturday Academies, it is estimated that the Program provided services to approximately 3,600 individuals (1,263 middle/high school students and 2,337 parent participants) during the 2016-2017 Academic Year.

### **PCDP Academic Year Component**

- **Required Monthly Saturday Academies** held on one of the University of Colorado System Campuses. One academy per semester (Fall and Spring) is held for each grade level (7<sup>th</sup> – 12<sup>th</sup> Grades), with the exception of the 11<sup>th</sup> graders who attend three Saturday Academies during the Spring Semester to prepare for their upcoming participation in the Summer Residential Program.

Subject areas that are presented during the Saturday Academies include:

1. **Basic Study Skills** (e.g., effective note taking, budgeting of time, effective listening, how to take essay/objective-type exams, etc.);
  2. **Communication Skills Development** (e.g., how to better communicate with parents, peers, siblings, and teachers, effectively dealing with stress, etc.);
  3. **College Entrance Exam Preparation and Registration** (e.g., test anxiety, mental/physical preparation, including an explanation of student's test results, etc.);
  4. **Career Exploration** introduces the students to various careers and career fields and how to best prepare themselves in high school and college for their desired career.
- **Additional Assistance Available to PCDP Students**
    1. **Scholarship Assistance.** During the Summer Residential Program students are taught to do scholarship searches, they must produce a scholarship essay that is read, edited and given back to the student for feedback purposes;
    2. **Assistance with Applications for College Entrance Exams, Admissions and Financial Aid** and referral to CU as well as the students’ other choice postsecondary institutions (including a pro-active follow-up on applications submitted through the PCDP office);

3. **Bridge Program Saturday Academies.** PCDP provides its' high school seniors with several Spring Semester academies that will assist them in transitioning to their choice college.
4. **Parent Partnership Workshops** designed to assist parents in areas such as navigating their student's school system, development of effective parenting skills, early financial planning for college, surviving with "blended families" parental support to their student, helping parents assist their students with transitioning from middle school to high school and from high school to college, etc.

### **CU-Boulder PCDP Summer Residential Program Component**

The Pre-Collegiate Development Program provides its' rising seniors with an intensive academically focused Summer Residential Program on the CU-Boulder campus. In addition to providing academic enhancement opportunities, the summer residential program exposes the students to college life by providing them an opportunity to live in the residence halls, access to classroom and laboratory resources and, interaction with university faculty and staff. The PCDP students take course work in the following content areas: Mathematics (College Algebra I and II, Trigonometry, Pre-Calculus, Calculus); Expository Writing (one section of this course is offered to qualifying students for college credit), Journalism (for college credit); and a College Prep Seminar. The students must also take one elective course during the Summer Residential Program. During the summer of 2016, the students were offered the following courses: Anatomy, Introduction to Engineering, Introduction to Business, Fine Arts, History/Leadership, and Introduction to Design Appreciation (ENVD 1001).

Students are awarded letter grades (A – F) in their summer courses; the transcripts are sent to the students' high school registrars for placement on the students' high school transcript. Some target high schools award elective credit to PCDP students who complete the summer program.

The CU-Boulder Pre-Collegiate Development Program is extremely limited in the amount of courses that it is able to offer for college credit, due to the fact that it is a summer residential program. More than one-third of the Program's Operational Budget (**\$203,014.24**) was used to cover Summer Student and Staff Housing costs for fiscal year 2015-2016.

During the Summer Residential Program, the students meet with CU Admissions and Financial Aid Representatives to discuss and gain insight into the many academic and financial intricacies of transitioning to university life. PCDP, along with its partners, offers extensive academic advising, tutoring, and academic enrichment activities to its' student participants, in order to encourage and support them in succeeding academically and preparing them to successfully gain admission to CU-Boulder or another choice university.



The Pre-Collegiate Development Program hired an Assistant Director who is a Bridge Coordinator/Senior Advisor who continues to enhance the work accomplished during the summer program and helps facilitate the students' transition into their senior year in high school. The position is an investment in the program's on-going success by the CU Boulder administration and a much needed addition to the staff. This individual is responsible for maintaining an increased level of contact with the students as they progress through their all-important final year in high school. The position provides an increased number of opportunities for the seniors and their parents to discuss topics that are critical to a student's transition to university life, but are rarely addressed. Detailed introduction to topics such as utilizing Career Services and Counseling and Psychological Services, individual student financial aid advising, identifying and selecting appropriate housing accommodations, and identifying and taking advantage of retention programs that will serve to augment the students' transition to their choice college and inform parents of the many details that are involved in that transition.

PCDP continued offering the **2016 Summer Bridge Program** for CU Boulder Freshmen (former Pre-Collegiate Development Program Students); thus, the Bridge Coordinator was responsible for planning and successfully implementing the Bridge Program effort.

### **2016 Summer Highlights**

The Summer Residential Program continues to be very intensive and the program administrators spent many hours in the planning, preparing, and the execution of program operations and delivery of services to its' student clientele. The program's new and continuing partnerships were strengthened throughout the five-week period. The student employee staff (many of whom are PCDP graduates) worked tirelessly with the summer participants to ensure that the program's students earned competitive grades in all of their classes. More than one third of the summer students earned college credit, and all students developed a solid college support system for themselves.

The 2016 Pre-Collegiate Summer Residential Program was successful, as the overall earned student GPA was 3.526 for the four-week Summer Class of 2016. Of the 107 students who began the four-week summer program, 99 (93%) successfully completed the program. 42% of the 2016 Summer Students earned college credit. A few students were placed on probation, after the summer program, for not earning the required 3.00 GPA.

Due to the historical success of PCDP in preparing students to pursue a post-secondary education, the CU-Boulder Office of Admissions has agreed to consider the PCDP students for early admission should they successfully complete the Program's Summer residential experience. At the end of the Summer Residential Program on July 8, 2016, and prior to the beginning of their senior year in high school, approximately 86% (84 out of 99 students) of the participants of the 2016 Pre-Collegiate Summer Residential Program were admitted to the University of Colorado Boulder. This early admission to the University is a significant indicator of the hard work and dedication that PCDP students apply towards their academic

preparation, and it is a clear validation of the partnership developed between the PCDP staff and families they serve.

In addition, nine of the 2016 PCDP Summer students were admitted to the College of Engineering and Applied Science's Gold Shirt Program for Fall 2017, seven students were admitted the CU Boulder McNeill Academic Program for Fall 2017, and eight students were admitted to the CU Boulder Business Excel Program for Fall 2017.

PCDP continues to work with the students who were not initially admitted into CU-Boulder during the summer program, as these students are awaiting seventh semester transcripts to be submitted to the UCB Office of Admissions for admission consideration. As of February 20, 2017, ninety (90 out of 99 students who completed the 2016 Summer Residential Program) have been admitted to UCB.

In addition, the program's Junior Students and Parents attended a college fair hosted by our sister program at UCD. Although we strongly encourage our student participants to consider the University of Colorado Boulder and our sister campuses, as their primary postsecondary institutions of choice, we realize that they have many options to choose from and it is our desire to expose them to as many of those options as possible so that the students may select the college/university that best suits their academic interests.

The Pre-Collegiate Development Program(s) acknowledges the participation of the students, parents, and partners in a successful summer academic venture. A special acknowledgement of thanks and recognition goes to the Program's administrative staff, whose dedicated work allows the program to operate efficiently, ODECE, the program's parent division, for its' support and to the peer counseling and instructional staff who worked so very hard to make the program viable and successful.

### **FY 2015-2016-2017 Continued Successful Efforts and Planned Program Modifications**

The program administrators survey all students, staff, and instructors on an on-going basis during the academic year and again at the end of each summer program to ascertain what program policies /activities, etc. were effective; thus, this exercise in program evaluation, assists the administrators in making changes or adjustments to future program operations. The following is a list of efforts to be continued and possible modifications for FY 2016-2017.

#### **Academic Year/Summer:**

- Continue collaborating with other University of Colorado system PCDP Programs to offer programming to students, as part of the Academic Year Saturday Academies and continue sharing best practices in outreach efforts.
- Continued recruitment at PCDP's target schools (26 middle schools, 18 high schools).
- Have a graduation event during Spring Semester for graduating seniors.

- Partner with Ethnic Living & Learning Community Leadership Studies Program to offer academic year Saturday Academy and Summer Leadership Presentations to the program's students and parents.
- Partner with Engineering-Bold Center to offer academic year Saturday Academy and Summer Presentations to the program's students and parents.
- Continue partnerships with the Program in Environmental Design (ENVD), College of Media, Communication and Information as well as other Program partners.
- Continue the recruitment of a limited number of students from independent schools, as the Pre-Collegiate Development Program has an extensive waiting list of schools that would like to become program target sites for recruitment purposes.
- Continue to offer math, science, business and engineering courses during the summer program.
- Utilize summer instructors, as workshop presenters during the academic year.
- Have College Prep Instructors meet with Admissions and Financial Aid representatives to further discuss scholarship essays, personal statements, etc.
- Attend the 2017 Summer Pre-Collegiate Olympiad at the Anschutz Health Science Center.
- Consider having more organized peer group activities for students.
- Have an outing or field trip for the entire PCDP group.
- Continue the CU Admissions recognition event for admitted students.
- Confer with CU University Risk Management regarding the procedures that PCDP must follow regarding summer student medications, etc.
- Implement the Student Summer Application Process in order for students to attend the summer program; this will occur should the student numbers be over 110 students.
- Continue to participate in the federal Summer Food Service Program.
- PCDP 2017 Summer Program is scheduled to be five weeks in duration.

### **Service to the Community**

The Pre-Collegiate Development Program (PCDP) has had an on-going partnership with the College 4 Y.O.U. Pre-Collegiate Program that is operated out of Skinner Middle School in Denver, Colorado and is directed by Ron Gallegos. The College 4 Y.O.U. Pre-Collegiate Program is dedicated to providing academic and higher education access to first generation urban middle school students. This particular program works with students who attend Skinner and Lake Middle Schools and that are within the Denver Public School System. Each fall PCDP, in cooperation with its' campus and community partners, hosts a Saturday Academy on the CU-Boulder campus for these students and provides them an opportunity to participate in science workshops that are presented by the CU Biological Science Initiative, Wardenburg Health Center, and Fiske Planetarium. In addition, the students are given a tour of the CU-Boulder Campus, and provided an opportunity to interact and ask questions of the program's staff and college peer counselors. The PCDP staff coordinates all the activities for this particular Saturday Academy.

As a result of this long-standing partnership, Skinner Middle School is now a PCDP Target Middle School. In addition, the program has included North High School as one of its' target schools in order to continue services to the students that are recruited from Skinner Middle School.

During the 2014 recruitment period, the UCB PCDP recruited students who belong to the I Have a Dream Program attached to Casey Middle School in Boulder, CO. ODECE now has a Pre-Collegiate I Have A Dream Program at UCB.

In addition, the PCDP staff makes a multitude of presentations (topics: college preparation, higher education student access, parent involvement, etc.) throughout the year to several of its' target schools, educational agencies and institutions, CU Board of Regents, CU Advocate Groups; including presentations to students groups brought to campus by the Office of Diversity, Equity and Community Engagement. The PCDP staff also participates in reading scholarship essays for the CU-Boulder Office of Financial Aid, as well as for the Colorado Educational Services and Development Association, Inc.

### **Pre-Collegiate Partnership with the UCB School of Education**

With the assistance of the Office of Diversity, Equity and Community Engagement (ODECE), the Pre-Collegiate Development Program (PCDP) is partnering with the University of Colorado Boulder's School of Education and Dr. Michele S. Moses to provide an opportunity for a graduate student to become more intimately involved and knowledgeable about the Program and its' populations. The Program was able to choose Erik Dutilly, who is a Ph.D. Candidate in the School of Education and whose advisor is Dr. Moses, to work for and assist the program in operational service delivery and curriculum development. Mr. Dutilly has been instrumental in assisting PCDP as follows:

- Presenting several PowerPoint Presentations to our Spanish Speaking parents at several Fall and Spring Saturday Academies.
- Mr. Dutilly is will train several of the PCDP Students Employees to present the SAT materials to PCDP's 11<sup>th</sup> Grade Students, during a Spring Semester Saturday Academy, in preparation for the upcoming Colorado State mandated ACT Exam which will be administered in the month of April 2017.

### **Pre-Collegiate Partnership with the UCB College of Media, Communication & Information (formerly known as the School of Journalism and Mass Communication)**

PCDP has partnered with the UCB School of Journalism and Mass Communication for several years, as the school has provided an instructor (gratis) and classroom for PCDP's Summer Course 1871 Fundamentals of Journalism for many years. The course is taught for college credit.

### **Pre-Collegiate Partnership with the UCB College of Environmental Design (formerly the College of Architecture & Planning)**

PCDP has partnered with the UCB College of Environmental Design, as the college has provided an instructor (gratis) and classroom for the past few years and taught ENVD 1010 Introduction to Design Appreciation for the PCDP Summer Residential Program.

### **Pre-Collegiate Partnership with the UCB Office of Admissions**

PCDP has partnered with the UCB Office of Admissions for many years, as this entity is very proactive in processing the admission applications of the Program's high school rising seniors during the Pre-Collegiate Summer Residential Programs. Thus, the students are the first cohort in the entire State of Colorado to be admitted to a university before the start of their senior year in high school.

### **2016 PCDP Summer Residential Bridge Program:**

In addition to assisting with the 2016 Pre-Collegiate Summer Residential Program, Maria Castro Barajas (PCDP Assistant Director) was in charge of coordinating our 2016 Summer Residential Bridge Program. The three-week (July 10, 2016-July 29, 2016) Bridge Program hosted several students; these students participated in three courses (English, Math, Leadership) and a CU 101 course that is similar to our College Prep Course but on a college level.

These students matriculated to UCB in 2016 Fall and are majoring in the following areas: Open Option, Computer Science, Technology/Arts, Biochemistry, Biology, Environmental Engineering, Chemical & Biological Engineering, Mathematics, Physiology, Neuroscience, Engineering, Architectural Engineering, and Astronomy. The students are also participating in the following LEAD Programs in 2016-2017 Fall/Spring: Designers Without Borders, BOLD, and the McNeill Academic Program.

The Summer Residential Bridge Program is designed to assist students with their acclimation to the university environment. The program's goals are to give PCDP students a head start towards a successful college experience and the opportunity to begin building community with other students, staff and faculty.

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**University of Colorado Boulder**  
**2016-17 Pre-Collegiate Development Program Enrollment <sup>1</sup>**

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	8	7	15	7	4	8	8	27	42	3%
Male	3	1	4	1	1	2	5	9	13	1%
Female	5	6	11	6	3	6	3	18	29	2%
Latino	146	172	318	163	183	128	81	555	873	71%
Male	53	54	107	60	67	88	27	242	349	28%
Female	93	118	211	103	116	40	54	313	524	42%
Asian/Pacific Islander	15	9	24	7	13	9	6	35	59	5%
Male	11	1	12	4	4	5	4	17	29	2%
Female	4	8	12	3	9	4	2	18	30	2%
American Indian	3	3	6	5	-	1	2	8	14	1%
Male	1	1	2	1	-	-	1	2	4	0%
Female	2	2	4	4	-	1	1	6	10	1%
White/Other	13	11	24	37	33	35	10	115	139	11%
Male	9	5	14	13	8	15	3	39	53	4%
Female	4	6	10	24	25	20	7	76	86	7%
More than One Race	34	27	61	11	11	20	5	47	108	9%
Male	15	9	24	5	2	7	1	15	39	3%
Female	19	18	37	6	9	13	4	32	69	6%
<b>Total</b>	<b>219</b>	<b>229</b>	<b>448</b>	<b>230</b>	<b>244</b>	<b>201</b>	<b>112</b>	<b>787</b>	<b>1,235</b>	<b>100%</b>
Male	92	71	163	84	82	117	41	324	487	
Female	127	158	285	146	162	84	71	463	748	
	42%	31%	36%	37%	34%	58%	37%	41%	39%	
	58%	69%	64%	63%	66%	42%	63%	59%	61%	

<sup>1</sup> Enrollment as of February 2017

## University of Colorado Boulder

### 2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>

Middle Schools by District	7th Grade	8th Grade	Total	
Adams 12 Five Star Schools	61	56	117	26%
STEM Launch	9	9	18	4%
Northglenn Middle School	16	18	34	8%
Shadow Ridge Middle School	15	13	28	6%
Silver Hills Middle School	12	8	20	4%
Thornton Middle School	9	8	17	4%
Adams County 14	15	12	27	6%
Adams City Middle School	7	6	13	3%
Kearney Middle School	8	6	14	3%
Adams 50	7	19	26	6%
Scott Carpenter Middle School	4	8	12	3%
Shaw Heights Middle School	3	11	14	3%
Adams-Arapahoe 28J	15	14	29	6%
North Middle School	7	6	13	3%
South Middle School	8	8	16	4%
Boulder Valley RE 2	32	12	44	10%
Angevine Middle School	8	6	14	3%
Broomfield Heights Middle School	24	6	30	7%
Brighton 27J	3	11	14	3%
Walter L. Vikan Middle School	3	11	14	3%
Denver Public Schools	-	-	-	0%
Skinner Middle School	-	-	-	0%
Mapleton 1	60	70	130	29%
Achieve Academy at Bertha Heid	12	10	22	5%
Clayton Partnership School	6	9	15	3%
Mapleton Expeditionary	-	9	9	2%
Meadow Community School	10	9	19	4%
Monterey Community School	5	9	14	3%
Valley View Middle School	7	10	17	4%
Global	5	8	13	3%
York International	15	6	21	5%
St. Vrain Valley RE 1J	6	10	16	4%
Timberline Middle School	6	10	16	4%
Weld County S/D RE-8	8	10	18	4%
Fort Lupton Middle School	8	10	18	4%
Other middle schools*	12	15	27	6%
<b>Total</b>	<b>219</b>	<b>229</b>	<b>448</b>	<b>100%</b>

\* Middle schools where students have transferred from target schools. There is no recruitment of students at these schools.

<sup>1</sup> Enrollment as of February 2017



**University of Colorado Boulder**  
**2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

High Schools by District	9th Grade	10th Grade	11th Grade	12th Grade	Total	
Adams 12 Five Star Schools	36	56	46	18	156	20%
Northglenn High School	20	24	18	6	68	9%
Thornton High School	16	32	28	12	88	11%
Adams County 14	12	16	9	7	44	6%
Adams City High School	12	16	9	7	44	6%
Adams 50	13	25	18	8	64	8%
Westminster High School	13	25	18	8	64	8%
Adams-Arapahoe 28J	-	4	6	5	15	2%
Aurora Central High School	-	4	6	5	15	2%
William C. Hinkley High School (inactive)					-	0%
Boulder Valley RE 2	17	8	7	4	36	5%
Broomfield High School (inactive)					-	0%
Centaurus High School	17	8	7	4	36	5%
Brighton 27J	11	4	7	1	23	3%
Brighton High School	11	4	7	1	23	3%
Denver County 1	3	2	7	9	21	3%
Denver School of Science & Technology	1	1	3	8	13	2%
East High School	2	1	4	1	8	1%
Montbello High School (inactive)					-	0%
Mapleton 1	46	51	40	20	157	20%
Mapleton Early College/Skyview	16	10	9	-	35	4%
Global Leadership/Skyview	5	8	6	1	20	3%
MESA/Skyview	7	5	3	3	18	2%
Skyview Academy/Skyview	4	12	10	8	34	4%
York International/Skyview	14	16	12	8	50	6%
St. Vrain Valley RE 1J	9	6	5	5	25	3%
Skyline High School	9	6	5	5	25	3%
Weld County S/D RE-8	1	4	3	-	8	1%
Fort Lupton High School	1	4	3	-	8	1%
Other high schools*	82	68	53	35	238	30%
<b>Total</b>	<b>230</b>	<b>244</b>	<b>201</b>	<b>112</b>	<b>787</b>	<b>100%</b>

(inactive)= High School where students are allowed to transfer to and still remain in the program, even though it is not a target high school. There is no recruitment of students at inactive high schools.

\* High schools where students have transferred from target schools or transitioned from middle schools (grandfathered into program). There is no recruitment of students at these high schools.

**University of Colorado Boulder  
High School Graduation and College Admission**

Graduating Class	Pre-Collegiate/ High School Graduates	Applying to Host Campus	Admitted to Host Campus	Matriculated to Host Campus	Matriculated to CU System	Percent of Graduates Matriculated to CU System*	Graduates Planning to Attend a Postsecondary Institution	Percent of Graduates Planning to Attend a Postsecondary Institution*	Planning to Attend a Four- Year Institution	Planning to Attend a Two- Year Institution	Planning to Attend a Vocational School	Planning on Stopping Out	Unknown (no information on postsecondary matriculation or future plans)
1999-00	62	62	50	30	34	55%	59	95%	55	6	3	3	-
2000-01	65	58	48	26	30	46%	55	85%	52	5	-	8	-
2001-02	67	55	44	26	29	43%	56	84%	46	5	-	7	-
2002-03	63	57	50	23	24	38%	62	98%	53	9	-	1	-
2003-04	50	48	44	29	29	58%	46	92%	40	4	1	1	-
2004-05	52	52	43	28	31	60%	52	100%	48	14	1	1	-
2005-06	55	52	43	20	28	51%	54	98%	41	13	-	1	-
2006-07	43	43	40	19	21	49%	42	98%	38	4	-	1	-
2007-08	65	65	64	33	45	69%	65	100%	65	-	-	-	-
2008-09	66	66	53	23	23	35%	65	98%	60	4	-	1	-
2009-10	53	53	46	25	27	51%	48	91%	46	2	-	3	-
2010-11	71	71	59	29	37	54%	62	91%	54	8	-	6	3
2011-12	96	96	78	22	33	38%	85	97%	72	12	1	3	8
2012-13	87	87	74	24	31	36%	85	100%	72	12	1	-	2
2013-14	93	92	81	31	58	64%	91	100%	80	10	1	-	2
2014-15	111	111	99	41	53	49%	108	100%	97	9	2	-	3
2015-16	126	126	109	48	64	51%	123	98%	108	12	3	-	1
Cummulative Total	1,225	1,194	1,025	477	597	50%	1,158	96%	1,027	129	13	36	19

\* Percentage is calculated based on the total number of pre-collegiate program/high school graduates with information available on postsecondary matriculation or future plans. Data are based on students' reports of their intentions.

The year indicates when the students completed the pre-collegiate program and graduated high school. Plans for postsecondary enrollment refer to plans for the following fall term (the next academic year). Those who "stop out" include some who indicated that they plan to enlist in the military.

Note: Information is based on student self-reported data collected through surveys. For some years, all information is not available for all pre-collegiate program graduates. Some students may not have completed the survey or may not have completed all items. For example, students might have indicated that they plan to attend a postsecondary institution but did not indicate whether they planned to attend a two-year, four-year, or vocational institution. There are also cases in which students selected multiple response options (e.g. if they plan to attend a two-year college and then transfer to a four-year institution, they may have selected both). These issues are reflected in the subtotals and totals and may affect the percentages who matriculate to CU and who plan to attend a postsecondary institution.



# **University of Colorado Colorado Springs Pre-Collegiate Development Program**

## **Mission**

The Pre-Collegiate Development Program (PCDP) at the University of Colorado Colorado Springs (UCCS), is a system-wide, institutionally funded academic program for college-bound high school and middle school students. It is designed to motivate and prepare first generation students in pursuit of their higher educational goals. PCDP is structured to ensure that students are academically prepared to enroll in, and be successful at UCCS, the University of Colorado system or any other postsecondary institution of the students' choice.

## **Vision**

All Pre-Collegiate academically motivated students will be prepared for the challenges of higher education degree attainment.

## ***Program Benefits***

- Academic and Transitional Advising throughout high school to better prepare for college.
- Opportunities to learn about new subjects and acquire better study skills.
- Tools to improve interpersonal communication and leadership skills.
- Registration assistance for the ACT or SAT college exam.
- Assistance with college admissions, scholarships, and financial aid applications.
- Access and referrals to community and campus resources.
- Opportunities to experience different college majors and develop career identity.

## ***Program Goals***

- Prepare students for post-secondary achievement through college admissions advising and scholarship/financial aid seminars
- Challenge students to explore career opportunities beginning in middle school and continuing through high school and beyond
- Develop leadership skills through the Pre-Collegiate Leadership Development program
- Provide comprehensive monitoring, evaluation, and college preparation
- Facilitate career exploration, Higher Education opportunities, and Leadership Development
- Establish a bridge program to Higher Education.

## ***Criteria for Selection***

- Be a first generation college student (neither parent has attained a 4-year degree)
- Active military duty (within 10 years).
- Have a minimum 2.5 grade point average
- Have the desire to continue in education beyond high school

## **Broadening the Model of Pre-Collegiate in 2016**

In 2016, the Pre-Collegiate Development Program broadened its scope of services and offerings by restructuring under the umbrella of the Pre-Collegiate Support and Success Center at UCCS. As part of the broadened model, Pre-Collegiate students now have the opportunity to take up to 30 college credits through concurrent enrollment, while also taking part in skill building and support workshops traditionally offered as Saturday Academies. The goals for the restructured program are:

1. To continue and grow the support of first generation, college students in preparing for success at a collegiate level
2. To create a balanced recruiting model of first-generation students who are on a college-ready pathway with students who are not yet on that pathway
3. To create a mixed model of programs hosted on the UCCS campus and in partner school districts
4. To increase the academic rigor of the concurrent enrollment courses offered by incorporating STEM subject support
5. To prepare students for the academic rigors of typical “gate-keeper” courses (i.e. calc 1, anatomy/physiology, chemistry)
6. To effectively engage parents and families in the support of students toward college readiness

This model alters the recruitment strategy as concurrent enrollment is dependent upon cooperative agreements between UCCS and each partnering school district. Cooperative agreements provide better school-district buy-in as well as address many of the barriers to access, such as transportation and tuition. As such, the program has been redesigned to eliminate the need for academic and social remediation in college. These efforts are approached through career exploration workshops, a summer institute that prepares students to focus on a career pathway, a career-focused concurrent enrollment program, as well as ongoing support to monitor and advise students as they transition through high school into the college major of their choice.

## **Academic Year Programming**

*As we continue to develop cooperative agreements with each school district, the program will continue to offer the traditional services and programs, as well as in-district services and programs. This report will outline the “traditional model” programs as well as the “district model” programs being offered for high school students.*

## **Middle School Component – Academic Year Activities**

- **Saturday Academy Workshops**
  - On Your Way to Great Grades
    - Learning styles, time management, study strategies
  - STEM Academy
    - Mindquest: Learning to solve future problems with science and math
  - Pre-Collegiate Leadership Development
    - Stage 2: History of Leadership, How are you a Leader?

- Middle School to High School Transition
  - Making the best of your freshman year, understanding transcripts, expectations in high school, time management, and study strategies for more rigorous courses.

***Traditional High School Component – Academic Year Activities***

- Saturday Academy Workshops
  - College Fair at CU Denver (12<sup>th</sup> grade students and parents)
  - High School Survival (9<sup>th</sup> Grade Parents)
    - Starting strong, getting involved, study strategies
  - Pre-Collegiate Leadership Development
    - 9<sup>th</sup> Grade: Self-Leadership
    - 10<sup>th</sup> Grade: Leading Others
    - 11<sup>th</sup> Grade: Making a Difference
  - College Survival (12<sup>th</sup> Grade)
    - College expectations
    - Navigating the college process
    - Resources available on college campuses
  - Financial Aid (12<sup>th</sup> Grade)
    - FAFSA workshop and FAFSA Bowl Sunday (with parents)
  - SAT Prep (11<sup>th</sup> Grade required; 12<sup>th</sup> Grade optional)
  - Becoming a Professional Student (11<sup>th</sup> Grade)
    - Professional Communication and Etiquette
    - College classroom etiquette
    - Making a good first impression
  - Making High School Work For You (10<sup>th</sup> Grade)
    - Becoming a well-rounded student
    - Critical thinking
    - Resilience
  - Career Exploration (9<sup>th</sup> Grade)
    - Exploring different postsecondary options
    - Career inventories
  - College Transition Conference (9<sup>th</sup> and 10<sup>th</sup> Grade, Parents optional)
    - Financial Aid: Paying for College
    - Personal Finances and Financing College presented by Ent Credit Union
    - Professional Presentation and Mock Interviews
    - Parent Support Roundtables
  - Transition Coach Sessions (12<sup>th</sup> Grade)
    - As seniors prepare to graduate, these sessions provide students a chance to ask current college students questions about applying to college, and things to be thinking about as they prepare to transition out of high school.
  - Career Workshop (9-12<sup>th</sup> Grade; Parents encouraged, but not required to attend)

- Values Card Sort: Matching your values to a career
- StrengthsQuest and debrief
- Super's Career Rainbow: Mapping your different roles throughout life

***In-District High School Component – Academic Year Activities***

• ***Fall 2016***

*During the Fall semester of 2016, we worked across two school districts to provide concurrent enrollment courses to students in Grades 10-12. The courses are outlined below:*

- ID 1030: Fundamentals of Oral and Written Communication (WI)
  - Fundamentals of written and oral communication is necessary for undergraduate academic success. The course focuses on three related components: strategies for writing expository essays; basic conventions of standard written English; and an oral communication competency. The in-district model of this course is flagged as a writing intensive, as students participated in 12 writing workshops throughout the semester.
- GPS 1110: Academic Fitness
  - This course is designed to facilitate thinking and discussions toward a variety of career pathways. Using career interest, personality, and strengths' assessments, students will walk away from the experience with a better understanding of the career choices that best align with their goals and motivations. In addition, this course provides students with a hands-on experience in one of five different career pathways (Engineering, Health Professions, Education, Human Services, and Business). In addition, students will study goal-setting, time management, note-taking, test-taking, critical thinking, and oral and written communication. They will develop academic success strategies and apply them to this course and other courses.

• ***Spring 2017***

*During the Spring semester of 2017, we worked across two school districts to provide concurrent enrollment courses to students in Grades 10-12. The courses are outlined below:*

- GPS 1110: Academic Fitness
  - This course is designed to facilitate thinking and discussions toward a variety of career pathways. Using career interest, personality, and strengths' assessments, students will walk away from the experience with a better understanding of the career choices that best align with their goals and motivations. In addition, this course provides students with a hands-on experience in one of five different career pathways (Engineering, Health Professions, Education, Human Services, and Business). In addition, students will study goal-setting, time

management, note-taking, test-taking, critical thinking, and oral and written communication. They will develop academic success strategies and apply them to this course and other courses.

- ID 1050: Quantitative and Qualitative Reasoning
  - This course is designed to bring incoming students up to a minimum competency in quantitative and qualitative skills. It includes such topics as logic arithmetic, graphing, statistics, problem solving skills, and algebraic skills. The course is one of the means to satisfy the Qualitative and Quantitative Reasoning requirement.
- SOC 1600: Introduction to the Sociology of Culture
  - This course serves as an introduction to culture, popular culture and the sociological theories used to best understand these topics.

- **In-District Workshops and Support Services**

*We know that it is important for high school students to experience college-level courses, but also recognize a need to provide intentional support mechanisms as the content is more rigorous than traditional high school courses. In the broadened model, the traditional “Saturday Academies” are programmed directly into the concurrent courses. Current undergraduate students serve as Transition Coaches, who are utilized as peer mentors and as peer educators. Transition Coaches facilitated the following workshops and support services at each partner high school:*

- Time Management
- Working effectively in groups and valuing diversity
  - Strategies for successful groups, defining diversity, valuing different perspectives
- Critical and Creative Thinking
  - Logical fallacies, scholarly sources, effective questioning
- Resilience
  - Problem solving, overcoming challenges
- Personal Branding
  - Professional communication, first impressions, setting goals
- Your Learning Process
  - Learning styles, metacognition, study strategies
- Effective Reading
  - How to approach journal articles, note-taking, SQ6R
- 8 Competences of Public Speaking
  - Preparing and delivering professional presentations
- Writing Workshops
  - Conventions of written organization, thesis and paragraph building, peer reviews
- SAT Prep
  - How to prepare, test-taking strategies



- Weekly Math SAT
- Getting Involved and Becoming a Well-Rounded Student
  - Importance of club involvement, community service, and opportunities for leadership development in high school.
- Resume Writing
  - Layout, transferrable skills, volunteer and part-time work, awards
- High School Symposium sponsored by the Colorado Springs World Affairs Council
  - Civic engagement, political debates, and understanding foreign affairs and how you are affected locally.
- Writing and math tutoring on an as-needed basis
- Transition Coaching
  - Peer mentoring sessions for undergraduate students and high school students to connect and talk about college expectations, preparation, etc.

### **High School Summer Program – Summer Academic Institute (SAI)**

Keeping with the mission of the Pre-Collegiate Development Program at UCCS, students have the opportunity to earn college credit while still attending high school, including during the summer. In 2016, the Summer Academic Institute offered students from the traditional model and the district model their first chance to come together as one program. The Rising Sophomores participated in the new, broadened model of the program, while the Rising Juniors and Seniors took courses and participated in the traditional model of the program. As we continue to work toward the new model, courses will vary and begin to align with students' career and major decisions. The following is what each grade level was offered:

- **Rising Sophomore Program (Optional for traditional students; required for district students)**

*The rising sophomore class included 45 students from around the Colorado Springs and Pueblo area. The 10th grade experience is centered on building career identity and is accomplished through a career exploration course and experiences with various academic departments on campus. Rising sophomores all take GPS 1110: Academic Fitness for 1 credit during the summer. The bullets below provide a brief description of the pathway options offered during our Summer Academic Institute.*

- Business Experience Week provides an interactive, interesting, and fun way to experience business. Students had an opportunity to explore marketing, operations, personal budgeting, professionalism in business, thinking like an entrepreneur, and how to become a business professional. All participants built their own business plan by the end of the week.
- Education Experience Track is designed for students interested in elementary, middle school, or high school education. Students interacted with teachers from the UCCS Teach program and will explore opportunities related to a career as a

teacher. Students had the opportunity to design and teach lesson plans to elementary school students at the UCCS Family Development Center.

- Engineering Experience Track is for students interested in computer science, mechanical or electrical engineering. Students will be taught by UCCS engineering faculty as well as professional engineers from the Air Force Academy. Students will be involved in a hands-on engineering project throughout the summer program.
- Health Sciences Track is for students interested in a career in healthcare, and will be conducted by nursing educators at UCCS's College of Nursing and Health Sciences. Students interacted in patient scenarios, research and develop care plans, and participate in a healthcare skills lab. In addition, students will interact in patient care through real-life healthcare simulations.
- Human Services Track is for students interested in fields such as therapy, counseling, criminal justice, and social work. Students had an opportunity to interact with professionals in this field and learn about the options and careers available in human services. Students also had the opportunity to engage in field trips and volunteer their time at local organizations. This option was also recommended for undecided students.

- **Rising Junior Program (Optional for traditional students; required for district students)**

*The Rising Junior class included 52 students. In their rising junior summer, students take one 3-credit college course that allows them to continue developing skills we know to be important for college students. This summer, rising juniors had the opportunity to take:*

- COMM 2010: Oral Communication in the Workplace
  - This course is designed to develop and enhance oral communication skills in business and professional settings. The course includes four components: a) basics of business communication, including emphasis on diversity; b) interpersonal skills, including listening and job interviewing; c) working in groups, including problem solving and effective meetings; and d) preparing and delivering effective business presentations.

- **Rising Seniors (Mandatory for all students to successfully complete the Pre-Collegiate program)**

*The Rising Senior class consisted of 52 students. During their time on campus, students also apply to UCCS. Students who participated were required to take two courses:*

- COMM 1020: Interpersonal Communication
  - This course takes a lecture-discussion approach to communication theory and its applications in everyday communication. It is intended to

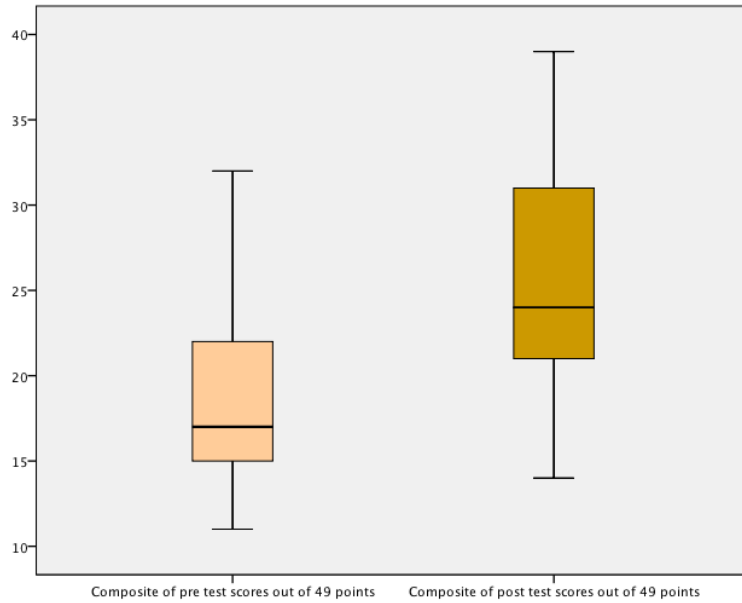
give students a point of view and certain basic knowledge that will help them become better communicators regardless of their fields of specialization.

- ID 1030: Fundamentals of Oral and Written Communication (Course completed by traditional PCDP scholars)
  - Fundamentals of written and oral communication is necessary for undergraduate academic success. The course focuses on three related components: strategies for writing expository essays; basic conventions of standard written English; and an oral communication competency.

Rising seniors also had the option to enroll in two additional courses if they desired:

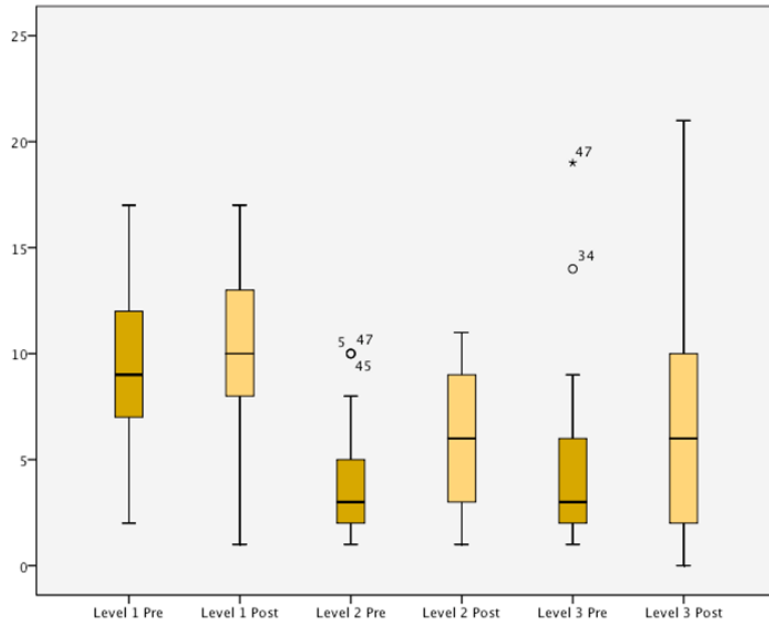
- Math 1040: College Algebra
  - This course is an in-depth study of algebraic equations and inequalities. Comprehension of the underlying algebraic structure are stressed as well as appropriate algebraic skills. The study will include polynomials, rational, exponential, and logarithmic equations as well as systems of equations/inequalities.
- COMM 2010: Oral Communication in the Workplace
  - This course is designed to develop and enhance oral communication skills in business and professional settings. The course includes four components: a) basics of business communication, including emphasis on diversity; b) interpersonal skills, including listening and job interviewing; c) working in groups, including problem solving and effective meetings; and d) preparing and delivering effective business presentations.
- *Due to the success of Pre-Collegiate students, the admissions office at UCCS works with the program to ensure that all rising seniors have either (a) been accepted to UCCS by the end of the Summer Academic Institute or (b) been given the necessary steps to obtain admission after graduation. By the end of SAI 2016, 43 students had been accepted to UCCS.*
- **Math Bridge (Required for all students, unless placed into Math 1040)**  
*Developed by a team of grade 6-16 math educators from around the city of Colorado Springs, this summer's Math Bridge afforded students the opportunity to move ahead by one unit in Math. Students took a hand-written assessment designed to determine their needs around core college-ready math concepts (fractions, exponentials, and quadratics). Students participated in 30 hours of math work in their identified area of need. Through a pre/post design, we were able to measure student math growth across all levels.*

Across all 3 levels of concepts, students showed statistically significant growth from pre to post test (see below). Effect sizes were also calculated. All effects observed were medium in magnitude for educational interventions. This is particularly noteworthy given the brevity of the intervention. Generally 2-week treatments produce at best a small effect (less than 0.2) on math performance where Math Bridge produced a 0.44 effect across the three levels.



### Effect Size and Mean Growth for Math Bridge Levels

Level	Mean difference	Standard deviation (pre/post)	Effect size
Level 1 - Fractions	+0.95	4.1/4.0	0.24
Level 2 - Exponentials	+1.27	2.4/3.4	0.43
Level 3 - Quadratics	+1.54	3.7/5.0	0.35
Composite Score	+4.22	8.7/10.5	0.44



## **Parent Alliance Component**

At the heart of the Pre-Collegiate program is the notion that support from a parent is perhaps the single greatest contributor to the success and achievement of students. The Parent Alliance component of the program strives to support PCDP parents in their efforts to assist their student to pursue higher educational goals. The Parent Alliance meetings serve as a space for parents to ask questions, learn about program updates and changes, as well as provide suggestions. Because we know that parents are such a vital aspect of student success, many of the Saturday Academies have parent components.

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Pre-Collegiate Support  
and Success Center

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

University of Colorado Colorado Springs  
 2016-17 Pre-Collegiate Development Program Enrollment <sup>1</sup>

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	-	4	4	11	13	9	2	35	39	9%
Male	-	3	3	6	4	4	1	15	18	4%
Female	-	1	1	5	9	5	1	20	21	5%
Latino	1	29	30	20	25	29	17	91	121	29%
Male	1	10	11	9	10	10	2	31	42	10%
Female	-	19	19	11	15	19	15	60	79	19%
Asian/Pacific Islander	-	3	3	4	2	1	1	8	11	3%
Male	-	-	-	1	1	1	-	3	3	1%
Female	-	3	3	3	1	-	1	5	8	2%
American Indian	-	3	3	1	-	-	-	1	4	1%
Male	-	3	3	-	-	-	-	-	3	1%
Female	-	-	-	1	-	-	-	1	1	0%
White/Other/Unknown	-	30	30	42	38	31	21	132	162	39%
Male	-	14	14	17	15	6	6	44	58	14%
Female	-	16	16	25	23	25	15	88	104	25%
More than One Race	-	18	18	21	14	12	11	58	76	18%
Male	-	7	7	8	6	6	1	21	28	7%
Female	-	11	11	13	8	6	10	37	48	12%
<b>Total</b>	<b>1</b>	<b>87</b>	<b>88</b>	<b>99</b>	<b>92</b>	<b>82</b>	<b>52</b>	<b>325</b>	<b>413</b>	<b>100%</b>
Male	1	37	38	41	36	27	10	114	152	
Female	-	50	50	58	56	55	42	211	261	
	100%	43%	43%	41%	39%	33%	19%	35%	37%	
	0%	57%	57%	59%	61%	67%	81%	65%	63%	

<sup>1</sup> Enrollment as of February 2017

**University of Colorado Colorado Springs**  
**2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

<b>Elementary and Middle Schools by District</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Total</b>	
Academy 20	-	2	2	2%
The Classical Academy	-	2	2	2%
Colorado Springs 11	-	1	1	1%
Holmes Middle School	-	1	1	1%
West Middle School	-	-	-	0%
Falcon 49	-	3	3	3%
Horizon Middle School	-	1	1	1%
Imagine Indeigo Ranch	-	1	1	1%
Skyview Middle School	-	1	1	1%
Falcon Middle School	-	-	-	0%
Harrison 2	-	24	24	27%
Atlas Preparatory School	-	7	7	8%
Carmel Middle School	-	3	3	3%
Fox Meadow Middle School	-	3	3	3%
Jack Swigert Aerospace Academy	-	1	1	1%
James Irwin Charter Middle School	-	7	7	8%
Panorama Middle School	-	3	3	3%
Pueblo City Schools 60	-	7	7	8%
Heaton Middle School	-	6	6	7%
Risley International Academy of Innovation	-	1	1	1%
Pueblo County 70	-	4	4	5%
Liberty Point International School	-	1	1	1%
Pleasant View Middle School	-	3	3	3%
Widefield 3	1	45	46	52%
Janitell Junior High School	-	4	4	5%
Sproul Junior High School	-	37	37	42%
Watson Junior High School	1	4	5	6%
Other Elementary/Middle Schools*	-	1	1	1%
<b>Total</b>	<b>1</b>	<b>87</b>	<b>88</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2017

\* Middle schools where students have transferred from target schools. There is no recruitment of students at these schools.



**University of Colorado Colorado Springs**  
**2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

High Schools by District	9th Grade	10th Grade	11th Grade	12th Grade	Total	
Academy 20	27	-	-	-	27	8%
Air Academy High School	1	-	-	-	1	0%
Aspen Valley High School	4	-	-	-	4	1%
Discovery Canyon Campus	1	-	-	-	1	0%
Liberty High School	8	-	-	-	8	2%
Pine Creek High School	6	-	-	-	6	2%
Rampart High School	7	-	-	-	7	2%
Colorado Springs 11	7	11	12	6	36	11%
Coronado High School	1	-	3	2	6	2%
Doherty High School	2	2	3	1	8	2%
Early College High School	1	1	-	-	2	1%
Mitchell High School	1	3	-	2	6	2%
Palmer High School	2	5	6	1	14	4%
Falcon 49	-	9	9	2	20	6%
Falcon High School	-	2	-	-	2	1%
Sand Creek High School	-	1	4	1	6	2%
Springs Studio for Academic Excellence	-	5	5	-	10	3%
Vista Ridge High School	-	1	-	1	2	1%
Fountain 8	-	-	1	2	3	1%
Fountain Fort Carson High School	-	-	1	2	3	1%
Harrison 2	11	35	33	15	94	29%
Atlas Preparatory School	3	-	-	-	3	1%
Harrison High School	2	13	11	5	31	10%
Sierra High School	3	16	12	3	34	10%
James Irwin High School	3	6	10	7	26	8%
Pueblo City 60	5	2	4	6	17	5%
Pueblo Central High School	-	-	1	-	1	0%
Pueblo Centennial High School	2	1	1	1	5	2%
Pueblo East High School	3	-	2	3	8	2%
Pueblo South High School	-	-	-	-	-	0%
Dolores Huerta	-	1	-	2	3	1%
Pueblo County	3	1	3	1	8	2%
70 Online School	-	-	-	1	1	0%
Pueblo County High School	3	1	3	-	7	2%
Widefield 3	44	31	18	15	108	33%
Mesa Ridge High School	8	9	9	5	31	10%
Widefield High School	36	22	9	10	77	24%
Other high schools*	2	3	2	5	12	4%
<b>Total</b>	<b>99</b>	<b>92</b>	<b>82</b>	<b>52</b>	<b>325</b>	<b>100%</b>

\* High schools where students have transferred from target schools. There is no recruitment of students at these high schools.

**University of Colorado Colorado Springs  
High School Graduation and College Admission**

Graduating Class	Pre-Collegiate/ High School Graduates	Applying to Host Campus	Admitted to Host Campus	Matriculated to Host Campus	Matriculated to CU System	Percent of Graduates Matriculated to CU System*	Graduates Planning to Attend a Postsecondary Institution	Percent of Graduates Planning to Attend a Postsecondary Institution*	Planning to Attend a Four- Year Institution	Planning to Attend a Two- Year Institution	Planning to Attend a Vocational School	Planning on Stopping Out	Unknown (no information on postsecondary matriculation or future plans)
1999-2000	35	35	28	17	17	49%	35	100%	30	5	-	-	-
2000-2001	44	40	33	16	21	48%	44	100%	34	3	-	-	-
2001-2002	53	53	37	20	21	40%	53	100%	42	1	-	-	-
2002-2003	52	52	36	16	19	37%	52	100%	33	6	-	-	-
2003-2004	50	47	42	22	25	50%	50	100%	48	2	-	-	-
2004-2005	41	41	38	15	19	46%	41	100%	37	4	-	-	-
2005-2006	78	78	60	31	40	51%	78	100%	68	1	-	-	-
2006-2007	61	61	40	13	14	23%	61	100%	58	3	-	-	-
2007-2008	80	80	63	23	25	31%	80	100%	80	-	-	-	-
2008-2009	83	83	68	20	34	41%	83	100%	83	-	-	-	-
2009-2010	77	74	57	30	34	44%	77	100%	77	-	-	-	-
2010-2011	49	49	49	22	26	53%	49	100%	49	-	-	-	-
2011-2012	70	70	70	19	24	34%	67	100%	67	-	-	-	-
2012-2013	68	68	60	23	26	38%	68	100%	66	2	-	-	-
2013-2014	70	70	66	38	41	59%	70	100%	54	6	1	-	-
2014-2015	68	68	55	23	20	29%	52	100%	45	7	-	-	16
2015-2016	40	40	39	18	19	48%	32	100%	27	4	1	-	8
Cummulative Total	1,019	1,009	841	366	425	43%	992	100%	898	44	2	-	24

\* Percentage is calculated based on the total number of pre-collegiate program/high school graduates with information available on postsecondary matriculation or future plans.

The year indicates when the students completed the pre-collegiate program and graduated high school. Plans for postsecondary enrollment refer to plans for the following fall term (the next academic year). Those who "stop out" include some who indicated that they plan to enlist in the military.

Note: Information is based on student self-reported data collected through surveys. For some years, all information is not available for all pre-collegiate program graduates. Some students may not have completed the survey or may not have completed all items. For example, students might have indicated that they plan to attend a postsecondary institution but did not indicate whether they planned to attend a two-year, four-year, or vocational institution. There are also cases in which students selected multiple response options (e.g. if they plan to attend a two-year college and then transfer to a four-year institution, they may have selected both). These issues are reflected in the subtotals and totals and may affect the percentages who matriculate to CU and who plan to attend a postsecondary institution.



University of Colorado  
Denver | Anschutz Medical Campus

## **University of Colorado Denver Center for Pre-Collegiate and Academic Outreach Programs**

### **Mission**

The mission of the Center for Pre-Collegiate and Academic Outreach Programs at the University of Colorado Denver (CU Denver) is to administer pre-college and pipeline programs. These programs are designed to educate, motivate, and prepare first-generation students to be successful in secondary and post-secondary education with the ultimate goal of obtaining a higher educational degree.

### **Pre-Collegiate Middle School Academic Program**

The Pre-Collegiate Middle School Academic Program (PCMSAP) at the University of Colorado Denver is an academic enhancement program. This program is designed to adequately prepare first-generation students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) in grades seven and eight to successfully complete their pre-secondary school career, and then enroll in a college preparatory high school curriculum. The ultimate goal is that they enroll in a college/university of their choice with the necessary skills and academic preparation to succeed at and graduate from that institution.

The Pre-Collegiate Middle School Academic Program serves as a precursor to the Pre-Collegiate Development Program when they start their high school career. Students who successfully complete the Program with a cumulative GPA of 2.75 or better will then be admitted to the high school program at the end of their 8<sup>th</sup> grade year.

The Program will offer students the opportunity to engage in a wide range of Pre-Collegiate activities throughout the academic year. The academic year component will offer students monthly Saturday Academies consisting of basic study skills (e.g., effective note taking, test preparation, time management, effective listening, organization, etc.). Students will also be exposed to supplemental academic instruction, communication skills development, career exploration, high school transition preparation, parent partnership workshops and a variety of cultural enrichment experiences.

In addition, 8<sup>th</sup> grade students will participate in a two-week intensive summer academic program. During this experience, students will be exposed to various academic courses, which are designed to enhance and augment their high school requirements once they enter their host high school for their freshmen year.

### **2016-17 FY Accomplishment Highlights**

- Successfully recruited 86 new students into the program.
- Successfully delivered Saturday Academy workshops to program students and parents.
- Successfully administered a two-week summer academic program for 53 students.
- Successfully worked in collaboration with the CU Denver School of Architecture in hosting a 1-Week summer program for Skinner Middle School students.
- Matriculated 60 students to the Pre-Collegiate High School Program.
- Successfully implemented the Summer Food Service Program through the Colorado Department of Education (CDE).

### **2017-18 FY Future Plans**

- Coordinate and oversee the Pre-Collegiate Middle School Academic Program.
- Evaluate Saturday Academy workshops for students and parents and make the necessary changes.
- Evaluate recruitment strategies and incorporate necessary changes for the upcoming recruitment cycle.
  - Develop a strategy to recruit a more diverse student population.
  - Develop a strategy to recruit and increase the number of male participants.
  - Add three more middle schools to become target schools.
- Continue to maintain the on-going matriculation to the Pre-Collegiate high school program.
  - Conduct Summer Academic Programs to help strengthen the pipeline to continue matriculating middle school students into the high school program.
  - Expose students to summer academic courses designed to enhance and augment their high school requirements once they enter their host high school for their freshmen year.
  - Develop workshops that will continue to prepare students for a successful transition to their high school career.
- Continue to work in collaboration with CU Denver School of Architecture to maintain partnership with Skinner Middle School in hosting a 1-Week summer academic program.

### **Pre-Collegiate Development Program**

The Pre-Collegiate Development Program (PCDP), is an institutionally funded academic enhancement program for high school students. This program has been in existence on the Denver Campus since January 1988. The program's objective is to motivate and prepare first-generation college bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) who attend a Denver metro-area high school, to successfully complete

high school on a timely basis and develop the necessary skills to enter and graduate from a post-secondary institution.

The program offers students in grades 9 through 12 the opportunity to engage in a wide range of pre-college activities throughout the academic year. The academic year component provides students monthly Saturday Academies consisting of the college access process, financial aid, college fair, career fair, college entrance preparation/interpretation, leadership skills, interpersonal skills, and study skills workshops.

Sophomores prior to the junior year, participate in a two-week summer academic program at the University of Colorado Denver Downtown Campus. The two-week academic program includes ACT Math and English Preparation and ethnic literature with an emphasis in writing. In addition, juniors prior to their senior year, participate in a five-week summer academic program held at the University of Colorado Downtown Campus. This session consists of accelerated high school mathematics (Algebra 2 through Calculus), chemistry (chemistry and AP Prep chemistry), physics, and senior seminar along with college credit granting courses in the following areas: English Composition, English Workshop, Introduction to Urban Education, and Visual Culture: Ways of Seeing. Students are awarded letter grades (A-F) in their summer classes. Students' summer grades are sent to their high school registrars to be incorporated on their high school transcripts.

### **Summer Bridge Program**

The Summer Bridge Program was designed to offer Pre-Collegiate students from the CU system, who decided to attend the University of Colorado Denver (CU Denver) the opportunity to enroll in college classes prior to starting in the fall. Students enrolled in a three-college credit course in "Fundamental of Communications" along with a one-college credit course in "College Success." The "College Success" course was designed to help students with a smooth transition from high school to college and get them acclimated to CU Denver Campus as they start their college career. The Summer Bridge Program is a partnership between the Center for Pre-Collegiate and Academic Outreach Programs, the Educational Opportunity Programs, and First-Year Experiences Office of Undergraduate Experiences.

### **Partnership with the School of Education and Human Development**

During the Five-Week Pre-Collegiate Summer Academic Program, the Center partnered with the School of Education and Human Development to provide an "Introduction to Urban Education" course for students who have expressed an interest in pursuing a career in the education field. The course provided an overview on issues related to culture, diversity and social realities that students may encounter at their schools. Additionally, the course offered students the opportunity to examine educational issues that affect their lives, community, and in the classroom. Students received three-college credit for the course.

## **Partnership with the Office of Admissions**

Although the Office of Admissions has been working closely with Pre-Collegiate students in previous years, the 2016 summer was the first time Pre-Collegiate students have been granted admissions at the end of the Five-Week Summer Academic Program. Given that these students were admitted to the university prior to the start of their senior year, it allowed them to get a head start on their college decision.

## ***2016-17 FY Accomplishment Highlights***

- Successfully implemented and delivered the two and five-week summer programs.
- Successfully implemented and delivered Saturday Academies.
- Successfully hosted an annual Pre-Collegiate college fair for system juniors, seniors, and their parents.
- Successfully developed and managed program projected budget to anticipate and curtail budget expenses.
- Successfully evaluated Saturday Academy workshops for students and parents and made the necessary changes.
- Continued working on retention analysis of Pre-Collegiate students who matriculated to CU Denver during the past 4 years.
- Successfully provided professional development to staff to enhance their skills.
- Successfully implemented and delivered a five-week Summer Bridge Program.
- Successfully completed the college placement for the 2016 high school graduates:
  - Graduated May 2016: 71
  - Matriculated to 4-year institutions fall 2016: 66 (93%)
  - Matriculated to CU Denver fall 2016: 19 (27%)
  - Matriculated to CU System fall 2016: 28 (39%)

## ***2017-18 FY Future Plans***

- Coordinate and oversee Saturday Academies.
- Coordinate and oversee the summer academic programs.
- Coordinate and oversee recruitment of students into the program.
- Continue the partnership with the School of Education to offer a class during the 5-Week summer academic program.
- Coordinate and oversee Summer Bridge Program for Pre-Collegiate Scholars and provide additional support to students by working in collaboration with some of the student support services areas on campus.

- Evaluate and analyze Saturday Academy workshop topics and make the necessary changes.
- Manage program budget.
- Coordinate and provide training to staff.
- Coordinate and provide staff planning day.
- Monitor college placement for the 2017 PCDP graduating class.
  - Anticipated Graduates: 71
  - Anticipated to matriculate to 4-year institution: 68
  - Anticipated to matriculate to CU Denver: 26

**For more information, contact the Center for Pre-Collegiate and Academic Outreach Programs at CU Denver:** 303-556-2322 or [pcdp@ucdenver.edu](mailto:pcdp@ucdenver.edu)



**University of Colorado Denver|Anschutz Medical Campus  
2016-17 Pre-Collegiate Development Program Enrollment <sup>1</sup>**

**Denver Campus**

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	5	6	11	15	11	10	7	43	54	9%
Male	3	1	4	5	3	5	2	15	19	3%
Female	2	5	7	10	8	5	5	28	35	6%
Latino	44	69	113	106	86	55	42	289	402	64%
Male	17	31	48	43	24	20	13	100	148	24%
Female	27	38	65	63	62	35	29	189	254	41%
Asian/Pacific Islander	2	9	11	13	9	15	7	44	55	9%
Male	1	4	5	6	3	10	6	25	30	5%
Female	1	5	6	7	6	5	1	19	25	4%
American Indian	-	-	-	-	2	2	-	4	4	1%
Male	-	-	-	-	1	1	-	2	2	0%
Female	-	-	-	-	1	1	-	2	2	0%
White/Other	11	5	16	11	9	13	10	43	59	9%
Male	4	1	5	3	4	6	3	16	21	3%
Female	7	4	11	8	5	7	7	27	38	6%
More than One Race	3	9	12	13	10	10	5	38	50	8%
Male	-	2	2	5	5	2	1	13	15	2%
Female	3	7	10	8	5	8	4	25	35	6%
<b>Total</b>	<b>65</b>	<b>98</b>	<b>163</b>	<b>158</b>	<b>127</b>	<b>105</b>	<b>71</b>	<b>461</b>	<b>624</b>	<b>100%</b>
Male	25	39	64	62	40	44	25	171	235	
	38%	40%	39%	39%	31%	42%	35%	37%	38%	
Female	40	59	99	96	87	61	46	290	389	
	62%	60%	61%	61%	69%	58%	65%	63%	62%	

<sup>1</sup> Enrollment as of February 2017

**University of Colorado Denver|Anschutz Medical Campus  
2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

**Denver Campus**

<b>Middle Schools by District</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Total</b>	
Adams 12	5	-	5	3%
The International School at Thornton Middle	5	-	5	3%
Aurora Public School	17	25	42	26%
AXL Academy	1	-	1	1%
North Middle School	16	25	41	25%
Denver Public Schools	31	42	73	45%
Compass Academy	3	-	3	2%
Kunsmiller Creative Arts Academy	3	5	8	5%
Martin Luther King, Jr. Early College MS	18	11	29	18%
Morey Middle School	1	1	2	1%
Strive Prep-Federal	2	18	20	12%
Strive Prep-Westwood	4	7	11	7%
Sheridan 2	-	12	12	7%
Ft. Logan Northgate 3-8 School	-	12	12	7%
Westminster Public Schools	5	5	10	6%
Scott Carpenter Middle School	5	5	10	6%
Other middle schools*	7	14	21	13%
<b>Total</b>	<b>65</b>	<b>98</b>	<b>163</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2017

**University of Colorado Denver|Anschutz Medical Campus  
2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

**Denver Campus**

<b>High Schools by District</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>	<b>Total</b>	
Adams 12	3	1	12	-	16	3%
Northglenn High School	3	1	12	-	16	3%
Adams 50	6	8	9	7	30	7%
Westminster High School	6	8	9	7	30	7%
Aurora Public Schools	29	15	9	20	73	16%
Gateway High School	12	-	2	2	16	3%
Lotus School for Excellence	-	-	-	-	-	0%
Rangeview High School	10	11	6	12	39	9%
Vista Peak High School	-	1	1	4	6	1%
William Hinkley High School	7	3	-	2	12	3%
Cherry Creek 5	19	7	16	8	50	11%
Overland High School	7	-	5	4	16	3%
Smoky Hill High School	12	7	11	4	34	7%
Denver Public Schools	33	39	30	15	117	26%
Abraham Lincoln High School	1	3	3	1	8	2%
DSST: Stapleton	5	11	7	2	25	5%
George Washington High School	1	-	3	-	4	1%
High Tech Early College	4	1	1	1	7	2%
John F. Kennedy High School	4	3	5	2	14	3%
Martin Luther King Jr. Early College	16	15	4	6	41	9%
South High School	2	6	7	3	18	4%
Jefferson County R-1	18	2	5	6	31	7%
Alameda High School	13	2	4	2	21	5%
Lakewood High School	5	-	1	4	10	2%
Private Schools	11	16	6	3	36	8%
Arrupe Jesuit High School	11	16	6	3	36	8%
Other high schools*	39	38	16	12	105	23%
<b>Total</b>	<b>158</b>	<b>126</b>	<b>103</b>	<b>71</b>	<b>458</b>	<b>100%</b>

\* High schools where students have transferred from target schools. There is no recruitment of students at these high schools.

**University of Colorado Denver|Anschutz Medical Campus  
High School Graduation and College Admission**

**Denver Campus**

Graduating Class	Pre-Collegiate/ High School Graduates	Applying to Host Campus	Admitted to Host Campus	Matriculated to Host Campus	Matriculated to CU System	Percent of Graduates Matriculated to CU System*	Graduates Planning to Attend a Postsecondary Institution	Percent of Graduates Planning to Attend a Postsecondary Institution*	Planning to Attend a Four- Year Institution	Planning to Attend a Two- Year Institution	Planning to Attend a Vocational School	Planning on Stopping Out	Unknown (no information on postsecondary matriculation or future plans)
1999-00	73	73	70	32	39	53%	72	99%	69	3	-	1	-
2000-01	64	64	54	24	32	50%	59	92%	57	2	-	5	-
2001-02	48	48	45	22	31	65%	48	100%	45	3	-	-	-
2002-03	72	72	62	24	36	50%	69	96%	56	8	5	3	-
2003-04	77	77	70	16	24	31%	76	99%	65	11	-	1	-
2004-05	57	57	52	20	28	49%	56	98%	52	4	-	1	-
2005-06	71	71	65	27	37	52%	66	93%	63	1	2	5	-
2006-07	76	75	69	21	34	45%	75	99%	72	3	-	1	-
2007-08	76	74	69	29	32	42%	75	99%	68	7	-	1	-
2008-09	78	78	68	33	36	46%	77	99%	70	7	-	1	-
2009-10	75	75	71	25	34	45%	74	99%	70	4	-	1	-
2010-11	73	73	63	26	35	48%	73	100%	68	5	-	-	-
2011-12	73	73	66	34	42	58%	73	100%	69	4	-	-	-
2012-13	85	85	75	25	36	45%	80	100%	71	9	-	-	5
2013-14	73	73	66	25	34	47%	71	98%	63	6	1	1	-
2014-15	62	62	54	22	28	46%	61	100%	53	8	-	-	1
2015-16	71	71	64	19	28	41%	67	99%	66	1	-	1	3
Cumulative Total	1,204	1,201	1,083	424	566	47%	1,172	98%	1,077	86	8	22	9

\* Percentage is calculated based on the total number of pre-collegiate program/high school graduates with information available on postsecondary matriculation or future plans. Data are based on students' reports of their intentions.

The year indicates when the students completed the pre-collegiate program and graduated high school. Plans for postsecondary enrollment refer to plans for the following fall term (the next academic year). Those who "stop out" include some who indicated that they plan to enlist in the military.

Note: Information is based on student self-reported data collected through surveys. For some years, all information is not available for all pre-collegiate program graduates. Some students may not have completed the survey or may not have completed all items. For example, students might have indicated that they plan to attend a postsecondary institution but did not indicate whether they planned to attend a two-year, four-year, or vocational institution. There are also cases in which students selected multiple response options (e.g. if they plan to attend a two-year college and then transfer to a four-year institution, they may have selected both). These issues are reflected in the subtotals and totals and may affect the percentages who matriculate to CU and who plan to attend a postsecondary institution.



## Pre-Health Scholars Program

UNIVERSITY OF COLORADO **ANSCHUTZ MEDICAL CAMPUS**

## **University of Colorado Anschutz Medical Campus CU Pre-Health Scholars Program**

The goal of the CU Pre-Health Scholars Program at the University of Colorado Anschutz Medical Campus (CU Anschutz Medical Campus) is to create a seamless pipeline that is working in a coordinated fashion, and with a sustained commitment, to foster the engagement and retention of individuals who have traditionally been underrepresented in higher education. We know that by strengthening the ties between schools/institutions at all levels (e.g., through strategic partnerships that align the efforts of elementary, secondary and post-secondary institutions), a stronger network can be created to help ensure that no student falls through the cracks that might otherwise exist in the pipeline. Our program is designed to educate, motivate, and prepare students to be successful in secondary and post-secondary education with the ultimate goal of obtaining a higher educational degree and to help increase the number of traditionally underrepresented individuals within the health care professions.

With the merger of the Health Careers Pre-Collegiate Program into Office of Inclusion and Outreach in September 2014, we have included a 9th grade Scholars Program with the existing 10th-12th-grade component of the Pre-Collegiate program to form the brand new CU Pre-Health Scholars Program (CUPS).

Our objective is to provide formal and informal learning opportunities for high school students and their families to improved performance in science, an increased interest in Health Profession and STEM disciplines as career options, and ultimately improved matriculation and graduation from college. The main goal is to provide a seamless pathway to professional and graduate school admissions and competition. We explicitly involve parents, so they are able to experience what their children are experiencing.

### **CU Pre-Health Scholars Program**

The CU Pre-Health Scholars Program (CUPS) is an institutionally funded academic enhancement program for high school students. This program has been in existence on the CU Anschutz Medical Campus since 2004. The program's objective is to motivate and prepare first-generation college bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) who attend a Denver metro-area high school, to successfully complete high school on a timely basis and develop the necessary skills to enter and graduate from a post-secondary institution.

The program offers students in grades 9 through 12 the opportunity to engage in a wide range of pre-college activities throughout the academic year. The academic year component provides students monthly Saturday Academies consisting of the college access process, financial aid, college fair, career fair, college entrance preparation/interpretation, leadership skills, interpersonal skills, study skills workshops, professionalism, community services activities, and math/reading preparation.

During the 9th grade academic school year, parents/adult sponsors and participates are exposed to the Minimum Academic Preparation Standards (MAPS). Participants are involved in the health Professions opportunity days (hPod), Boys2Men, and other community networking programs. Programming will consist of quarterly Saturday workshops.

The summer between their freshman and sophomore year, students participate in a one-week summer research experience. The summer research experience's academic focus will be on Health Careers and Research. Students learn about and conduct research on educational and health inequalities. The academic focus is on math and research during the summer program.

Sophomores prior to the junior year, participate in a two-week summer academic program on the Downtown Campus. The two-week academic program includes SAT Math and English Preparation. During the summer program, students are exposed to the different health from the Colorado School of Public Health, College of Nursing, School of Medicine, School of Pharmacy, Graduate School and the School of Dental Medicine at the University of Colorado Anschutz Medical Campus. It combines traditional academics and experiential learning.

Juniors prior to their senior year, participate in a five-week summer academic program held on the CU Anschutz Medical Campus. This session consists of accelerated high school mathematics The summer session consist of accelerated high school mathematics (Pre-Calculus and Calculus), Human Anatomy, a three-credit English college course (either English 1010 or 1020), Health Disparities, Introduction to Research Techniques, CPR training, and Senior Seminar (which provides vital information/tools students should know and have when entering their senior year in high school).

During the Scholars' junior and senior year in high school, they have the opportunity to participate in either the Denver Student Training in Research Science (STaRS) programs, The Medical Center of Aurora – Volunteer EMS Concierge Program or another internship opportunity with partnering clinics and hospitals.

Seniors are involved in Saturday workshops that are designed to prepare them for college study and introduce them and their parents to the rigors of a college environment.

### **College Immersion – Core Courses**

We have been providing college level course for the CU Pre-Health Scholars participants on the CU Anschutz Medical Campus. These additional academic/educational tools has enhanced the program that we already offer and has provided students the opportunity to receive addition college credit in preparation for higher education during their sophomore, junior, and senior high school academic years. Research shows that high school students who take college credit courses during high school will earn a high school diploma, initially enroll in a four-year institution, enroll full-time and persist in college to a second semester. They also have significantly higher cumulative college GPAs three years after high school graduation than did their peers who did not participate, and they had earned more college credits (indicating

progress toward a degree) than non-participating peers (Redden 2007). Students are selected to take these courses based on certain prerequisite, including; current high school GPA, assessment tests, letters of support from high school teachers, and a signed commitment letter from student and parent. Courses have been offered on a hybrid schedule (weeknight, Saturday and online courses) on the Anschutz Medical Campus and taught by qualified CU Denver | Anschutz Medical Campus faculty. The courses that have been offered are transferable to other institutions of higher education.

### **2015-16 FY Accomplishment Highlights**

- Successfully implemented and delivered the two and five-week summer programs.
- Successfully implemented and delivered Saturday Academies.
- Successfully developed and managed program projected budget to anticipate and curtail budget expenses.
- Successfully evaluated Saturday Academy workshops and Summer Program for students and parents and made the necessary changes.
- Successfully implemented and offered college level courses for credit to our participants during the Fall semester.
- Successfully implemented a partnership with the Medical Center of Aurora to provide internship to our participants.

### **2016-17 FY Future Plans**

- Continue to strengthen our partnerships with the professional programs on the CU Anschutz Medical Campus.
- Seek additional internship opportunities and partnerships for our participants.
- Continue to develop college level course opportunities for our participants on the CU Anschutz Medical Campus.
- Collect and analyze Alumni data and current participant evaluations.
- Strengthen the parent/family programming and networking opportunities.
- Enhance Saturday workshops to include more academic preparation for our participants.



**For more information, contact the CU Pre-Health Scholars Program:**

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9<sup>th</sup> & 10<sup>th</sup> Grade Coordinator, CU Pre-Health Scholars Program (CUPS)

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Pre-Health Scholars Program

UNIVERSITY OF COLORADO **ANSCHUTZ MEDICAL CAMPUS**

**University of Colorado Denver|Anschutz Medical Campus  
2016-17 Pre-Collegiate Development Program Enrollment <sup>1</sup>**

**Anschutz Medical Campus - CU Pre-Health Scholars Program**

	High School				All	
	9th Grade	10th Grade	11th Grade	12th Grade		
African American	4	3	10	7	24	17%
Male			3	1	4	3%
Female	4	3	7	6	20	14%
Latino	12	13	16	20	61	43%
Male	3	3	3	4	13	9%
Female	9	10	13	16	48	34%
Asian/Pacific Islander	3	7	10	12	32	22%
Male	2	1	3	7	13	9%
Female	1	6	7	5	19	13%
American Indian	-	1	-	-	1	1%
Male					-	0.0%
Female		1			1	0.7%
White/Other	1	1	6	4	12	8%
Male			1		1	1%
Female	1	1	5	4	11	8%
More than One Race	1	2	6	4	13	9%
Male				2	2	1%
Female	1	2	6	2	11	7.7%
<b>Total</b>	<b>21</b>	<b>27</b>	<b>48</b>	<b>47</b>	<b>143</b>	<b>100%</b>
Male	5	4	10	14	33	
Female	16	23	38	33	110	
	24%	15%	21%	30%	23%	
	76%	85%	79%	70%	77%	

<sup>1</sup> Enrollment as of February 2017

**University of Colorado Denver|Anschutz Medical Campus  
2016-17 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

**Anschutz Medical Campus - CU Pre-Health Scholars Program**

High Schools by District	9th Grade	10th Grade	11th Grade	12th Grade	Total	
Adams 12 Five Star Schools	-	-	-	1	1	1%
Northglenn High School				1	1	1%
Adams 50	-	1	1	1	3	2%
Westminster High School		1	1	1	3	2%
Aurora Public Schools	6	5	13	12	36	25%
Gateway High School				1	1	1%
William Hinkley High School	6	3	4	1	14	10%
Lotus School for Excellence					-	0%
Rangeview High School		2	9	5	16	11%
Vista Peak Preparatory				5	5	3%
Cherry Creek 5	-	-	5	6	11	8%
Overland High School			5	6	11	8%
Denver Public Schools	7	3	22	12	44	31%
Abraham Lincoln High School			1		1	1%
Denver Center for International Studies					-	0%
Denver School of Science & Technology	2	2	6	5	15	10%
East High School					-	0%
George Washington High School			3		3	2%
High Tech Early College					-	0%
John F. Kennedy High School			6	1	7	5%
Martin Luther King Jr. Early College	5		6	3	14	10%
Montbello High School		1			1	1%
North High School					-	0%
South High School				3	3	2%
Thomas Jefferson High School					-	0%
West High School					-	0%
Jefferson County R-1	6	1	-	6	13	9%
Alameda High School					-	0%
Lakewood High School	6	1		6	13	9%
Standley Lake High School					-	0%
Private Schools	1	9	1	-	11	8%
Arrupe Jesuit High School	1	9	1		11	8%
Other high schools*	1	8	6	9	24	17%
Bishop Machebeuf		2		1	3	2%
Bear Creek High School		2		2	4	3%
Prospect Ridge Academy		1			1	1%
Peak to Peak Charter School				1	1	1%
Cherokee Trail High School			1		1	1%
Cherry Creek High School		1			1	1%
William Smith High School			1		1	1%
D'Evelyn Jr./Sr. High School				1	1	1%
Castle View High School			1	1	2	1%
Florence High School			1		1	1%
Arapahoe High School				1	1	1%
Regis Jesuit				1	1	1%
Girl's Athletic Leadership			1		1	1%
Grandview High School			1	1	2	1%
Northfield High School		2			2	1%
Strive-Rise	1				1	1%
<b>Total</b>	<b>21</b>	<b>27</b>	<b>48</b>	<b>47</b>	<b>143</b>	<b>100%</b>

\* High schools where students have transferred from target schools. There is no recruitment of students at these high schools.

<sup>1</sup> Enrollment as of February 2017

**University of Colorado Denver|Anschutz Medical Campus  
High School Graduation and College Admission**

**Anschutz Medical Campus - CU Pre-Health Scholars Program**

Graduating Class	Pre-Collegiate/ High School Graduates	Applying to Host Campus	Admitted to Host Campus	Matriculated to Host Campus	Matriculated to CU System	Percent of Graduates Matriculated to CU System	Graduates Planning to Attend a Postsecondary Institution	Percent of Graduates Planning to Attend a Postsecondary Institution	Planning to Attend a Four- Year Institution	Planning to Attend a Two- Year Institution	Planning to Attend a Vocational School	Planning on Stopping Out	Unknown (no information on postsecondary matriculation or future plans)
2006-07	26	26	24	7	13	50%	26	100%	24	-	2	-	-
2007-08	26	26	26	6	7	27%	26	100%	26	-	-	-	-
2008-09	29	26	23	7	12	41%	29	100%	26	2	1	-	-
2009-10	17	17	16	4	6	35%	17	100%	13	3	1	-	-
2010-11	51	51	43	12	20	39%	51	100%	25	5	-	-	-
2011-12	42	42	37	14	20	48%	41	98%	36	5	-	1	-
2012-13	59	59	58	22	30	51%	58	98%	57	2	-	1	-
2013-14	78	78	71	30	41	53%	74	95%	69	5	-	-	-
2014-15	64	64	59	31	39	67%	56	97%	53	3	-	1	6
<b>Cumulative Total</b>	<b>392</b>	<b>389</b>	<b>357</b>	<b>133</b>	<b>188</b>	<b>49%</b>	<b>378</b>	<b>98%</b>	<b>329</b>	<b>25</b>	<b>4</b>	<b>3</b>	<b>6</b>

The year indicates when the students completed the pre-collegiate program and graduated high school. Plans for postsecondary enrollment refer to plans for the following fall term (the next academic year).



Roaring Fork School District

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Pre-Collegiate Program Delivered in Partnership with CU-Boulder

**Roaring Fork School District  
Program Enrollment, 2016-17 <sup>1</sup>**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Basalt Middle School	Total	29	7	31	4	1	36	11%
	7	21	4	23	2	-	25	8%
	8	8	3	8	2	1	11	3%
Glenwood Springs Middle School	Total	22	7	19	10	-	29	9%
	7	9	3	6	6	-	12	4%
	8	13	4	13	4	-	17	5%
Carbondale Middle School	Total	30	17	44	3	-	47	15%
	7	15	9	23	1	-	24	7%
	8	15	8	21	2	-	23	7%
Glenwood Springs High School	Total	49	37	62	24	-	86	27%
	9	10	16	22	4	-	26	8%
	10	13	12	16	9	-	25	8%
	11	18	4	16	6	-	22	7%
	12	8	5	8	5	-	13	4%
Basalt High School	Total	45	27	63	9	-	72	22%
	9	14	8	19	3	-	22	7%
	10	10	5	13	2	-	15	5%
	11	12	10	20	2	-	22	7%
	12	9	4	11	2	-	13	4%
Roaring Fork High School	Total	31	21	45	6	1	52	16%
	9	13	7	18	2	-	20	6%
	10	7	4	10	1	-	11	3%
	11	6	5	8	2	1	11	3%
	12	5	5	9	1	-	10	3%
All Schools	Total	<b>206</b>	<b>116</b>	<b>264</b>	<b>56</b>	<b>2</b>	<b>322</b>	<b>100%</b>
		64%	36%	82%	17%	1%		
	7	45	16	52	9	-	61	19%
	8	36	15	42	8	1	51	16%
	9	37	31	59	9	-	68	21%
	10	30	21	39	12	-	51	16%
	11	36	19	44	10	1	55	17%
12	22	14	28	8	-	36	11%	

<sup>1</sup> Enrollment as of February 2017



Pre-Collegiate Program Delivered in Partnership with CU-Boulder

**Summit School District  
Program Enrollment, 2016-17<sup>1</sup>**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Summit Middle School	Total	18	16	32	2	-	34	23%
	6	6	7	13	0	0	13	9%
	7	7	4	11	0	0	11	7%
	8	5	5	8	2	0	10	7%
Summit High School	Total	70	44	79	25	10	114	77%
	9	15	5	15	4	1	20	14%
	10	17	11	22	3	3	28	19%
	11	23	10	18	11	4	33	22%
	12	15	18	24	7	2	33	22%
<b>Total</b>		<b>88</b>	<b>60</b>	<b>111</b>	<b>27</b>	<b>10</b>	<b>148</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2017



**Lake County School District**

<http://www.lakecountyschools.net/>  
Pre-Collegiate Program Delivered in Partnership with CU-Boulder

**Lake County School District  
Program Enrollment, 2016-17**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Lake County High School	Total	41	33	66	8	-	66	100%
	9	14	10	20	4		11	15%
	10	12	6	16	2		23	31%
	11	8	10	16	2		15	20%
	12	7	7	14	-		17	23%
<b>Total</b>		<b>41</b>	<b>33</b>	<b>66</b>	<b>8</b>	<b>-</b>	<b>74</b>	<b>100%</b>



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

## **All Campuses - Enrollment Summary**

**University of Colorado, All Campuses  
2016-17 Program Enrollment <sup>1</sup>**

	Middle School					High School						All	
	6th Grade	7th Grade	8th Grade	Total		9th Grade	10th Grade	11th Grade	12th Grade	Total			
African American	-	13	17	30	4%	37	31	37	24	129	8%	159	7%
Male	-	6	5	11		12	8	14	9	43		54	2%
Female	-	7	12	19		25	23	23	15	86		105	4%
Latino	-	191	270	461	66%	301	307	228	160	996	58%	1,457	60%
Male	-	71	95	166		115	104	121	46	386		552	23%
Female	-	120	175	295		186	203	107	114	610		905	37%
Asian/Pacific Islander	-	17	21	38	5%	27	31	35	26	119	7%	157	7%
Male	-	12	5	17		13	9	19	17	58		75	3%
Female	-	5	16	21		14	22	16	9	61		82	3%
American Indian	-	3	6	9	1%	6	3	3	2	14	1%	23	1%
Male	-	1	4	5		1	1	1	1	4		9	0%
Female	-	2	2	4		5	2	2	1	10		14	1%
White/Other	-	24	46	70	10%	91	81	85	45	302	18%	372	15%
Male	-	13	20	33		33	27	28	12	100		133	6%
Female	-	11	26	37		58	54	57	33	202		239	10%
More than One Race	-	37	54	91	13%	46	37	48	25	156	9%	247	10%
Male	-	15	18	33		18	13	15	5	51		84	3%
Female	-	22	36	58		28	24	33	20	105		163	7%
<b>Total from Campuses</b>	-	<b>285</b>	<b>414</b>	<b>699</b>	83%	<b>508</b>	<b>490</b>	<b>436</b>	<b>282</b>	<b>1,716</b>	81%	<b>2,415</b>	<b>82%</b>
Male	-	118	147	265		192	162	198	90	642		907	
0%	41%	36%	38%		38%	33%	45%	32%	37%		38%		
Female	-	167	267	434		316	328	238	192	1,074		1,508	
0%	59%	64%	62%		62%	67%	55%	68%	63%		62%		
<b>Total from Outreach</b>	<b>13</b>	<b>72</b>	<b>61</b>	<b>146</b>	17%	<b>112</b>	<b>97</b>	<b>106</b>	<b>83</b>	<b>398</b>	19%	<b>544</b>	<b>18%</b>
Male	7	20	20	47		46	38	39	39	162		209	
54%	28%	33%	32%		41%	39%	37%	47%	41%		38%		
Female	6	52	41	99		66	59	67	44	236		335	
46%	72%	67%	68%		59%	61%	63%	53%	59%		62%		
<b>Grand Total</b>	<b>13</b>	<b>357</b>	<b>475</b>	<b>845</b>	<b>100%</b>	<b>620</b>	<b>587</b>	<b>542</b>	<b>365</b>	<b>2,114</b>	<b>100%</b>	<b>2,959</b>	<b>100%</b>
Male	7	138	167	312		238	200	237	129	804		1,116	
54%	39%	35%	37%		38%	34%	44%	35%	38%		38%		
Female	6	219	308	533		382	387	305	236	1,310		1,843	
46%	61%	65%	63%		62%	66%	56%	65%	62%		62%		

<sup>1</sup> Enrollment as of February 2017



University of Colorado

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## **Pre-Collegiate Development Program Budget Information**

## CU Pre-Collegiate Development Program Budget Information, FY 2016-17

### **Boulder**

CU-Boulder	\$327,138	
CU-Boulder	\$78,000	(Continuing Funding)
CU System President's Office, Rural Outreach	\$175,000	
<b>Total</b>	<b>\$580,138</b>	

### **Colorado Springs**

UCCS	\$294,498
CU System President's Office	\$150,000
CCHE	\$25,000
<b>Total</b>	<b>\$469,498</b>

<b>Denver Anschutz Medical Campus</b>	High School Program	Middle School Program	Total
CU Denver	\$257,533	\$20,508	\$278,041
CU System President's Office	\$130,800	\$54,750	\$185,550
<b>Total</b>	<b>\$388,333</b>	<b>\$75,258</b>	<b>\$463,591</b>

### **Boulder -Rural Outreach (Roaring Fork, Summit, Lake County)**

CU-Boulder	\$100,000
CU System President's Office	\$75,000
<b>Total</b>	<b>\$175,000</b>

## **Appendix - Target School Characteristics**

Fall 2015

University of Colorado Boulder - Target Middle Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific Islander	Two or More Races
<b>ADAMS 12 FIVE STAR SCHOOLS</b>												
Northglenn Middle School	66.5%	13.4%	80.0%	44.0%	56.0%	1.0%	3.5%	4.0%	59.6%	30.1%	0.2%	1.7%
Shadow Ridge Middle School	29.1%	13.9%	43.0%	49.4%	50.6%	0.3%	5.1%	2.2%	39.3%	51.6%	0.1%	1.4%
Silver Hills Middle School	44.5%	11.5%	56.0%	47.7%	52.3%	0.9%	6.0%	2.2%	44.8%	44.4%	0.0%	1.6%
STEM Launch	61.3%	11.0%	72.3%	45.8%	54.2%	0.6%	3.6%	1.1%	69.6%	23.9%	0.0%	1.2%
Thornton Middle School	34.1%	6.5%	40.5%	49.5%	50.5%	0.8%	4.7%	3.8%	64.5%	25.0%	0.1%	1.0%
<b>ADAMS COUNTY 14</b>												
Adams City Middle School	76.6%	10.8%	87.3%	47.4%	52.6%	0.9%	0.6%	2.3%	81.5%	13.4%	0.1%	1.3%
Kearney Middle School	74.2%	11.0%	85.1%	47.5%	52.5%	0.5%	0.1%	3.0%	84.4%	11.4%	0.0%	0.5%
<b>ADAMS-ARAPAHOE 28J</b>												
North Middle School	78.9%	6.7%	85.5%	51.3%	48.7%	1.0%	2.3%	14.0%	72.2%	7.0%	0.5%	3.1%
South Middle School	74.2%	9.1%	83.3%	48.4%	51.6%	0.5%	2.4%	20.4%	65.0%	8.4%	0.3%	2.9%
<b>BOULDER VALLEY RE 2</b>												
Angevine Middle School	39.1%	8.3%	47.4%	43.3%	56.7%	0.3%	3.4%	1.1%	39.8%	52.3%	0.0%	3.0%
Broomfield Heights Middle School	23.8%	6.2%	30.0%	51.7%	48.3%	0.7%	3.5%	0.7%	22.9%	68.2%	0.2%	3.8%
<b>BRIGHTON 27J</b>												
Vikan Middle School	52.9%	11.5%	64.4%	45.6%	54.4%	1.2%	0.3%	1.0%	62.8%	32.8%	0.0%	1.9%
<b>DENVER COUNTY 1</b>												
Skinner Middle School	56.1%	9.9%	66.0%	48.0%	52.0%	1.6%	1.1%	5.4%	61.6%	26.8%	0.0%	3.4%
<b>MAPLETON 1</b>												
Achieve Academy	60.2%	7.3%	67.5%	48.5%	51.5%	0.2%	3.8%	0.4%	76.9%	17.1%	0.2%	1.3%
Clayton Partnership School	58.1%	11.4%	69.6%	49.9%	50.1%	0.2%	4.0%	2.3%	72.1%	18.0%	0.2%	3.2%
Global Leadership Academy	72.3%	8.2%	80.5%	47.2%	52.8%	0.5%	0.8%	1.2%	88.1%	9.1%	0.0%	0.3%
Mapleton Expeditionary School of the Arts	53.5%	10.5%	64.0%	48.8%	51.2%	0.8%	0.8%	2.5%	68.5%	25.4%	0.2%	2.0%
Meadow Community School	53.5%	13.6%	67.1%	51.2%	48.8%	1.0%	2.6%	2.4%	70.5%	22.0%	0.0%	1.6%
Monterey Community School	55.1%	14.5%	69.7%	48.8%	51.2%	0.2%	1.2%	1.2%	83.6%	12.5%	0.0%	1.2%
Valley View K-8	58.2%	17.0%	75.2%	52.2%	47.8%	0.9%	0.4%	0.2%	83.2%	13.1%	0.2%	2.0%
York International	51.8%	18.9%	70.7%	50.4%	49.6%	0.3%	3.4%	1.2%	77.0%	15.8%	0.0%	2.3%
<b>ST VRAIN VALLEY RE 1J</b>												
Timberline Middle School	77.9%	9.0%	86.9%	48.0%	52.0%	0.9%	0.7%	1.2%	82.6%	13.4%	0.2%	0.9%
<b>WELD COUNTY S/D RE-8</b>												
Fort Lupton Middle School	66.0%	11.6%	77.6%	48.0%	52.0%	0.4%	0.0%	0.0%	76.3%	23.0%	0.0%	0.2%
<b>WESTMINSTER 50</b>												
M. Scott Carpenter Middle School	83.9%	9.3%	93.2%	45.5%	54.5%	0.0%	4.0%	1.1%	86.0%	7.8%	0.0%	1.1%
Shaw Heights Middle School	71.5%	12.9%	84.5%	52.5%	47.5%	1.1%	6.2%	1.3%	67.3%	22.4%	0.0%	1.6%



University of Colorado Boulder - Target High Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>ADAMS 12 FIVE STAR SCHOOLS</b>												
Northglenn High School	29.8%	5.2%	35.0%	48.4%	51.6%	0.8%	4.3%	3.0%	60.6%	30.3%	0.1%	0.9%
Thornton High School	34.1%	6.5%	40.5%	49.5%	50.5%	0.8%	4.7%	3.8%	64.5%	25.0%	0.1%	1.0%
<b>ADAMS COUNTY 14</b>												
Adams City High School	69.8%	11.3%	81.1%	48.5%	51.5%	0.6%	0.2%	2.5%	83.7%	12.1%	0.1%	0.8%
<b>ADAMS-ARAPAHOE 28J</b>												
Aurora Central High School	63.0%	4.7%	67.6%	42.9%	57.1%	0.6%	9.8%	15.8%	66.8%	4.5%	0.5%	2.1%
<b>BOULDER VALLEY RE 2</b>												
Centaurus High School	28.8%	5.5%	34.3%	46.8%	53.2%	0.5%	2.6%	1.1%	31.4%	59.5%	0.1%	4.9%
<b>BRIGHTON 27J</b>												
Brighton High School	30.1%	6.4%	36.6%	46.6%	53.4%	0.7%	1.2%	0.9%	52.5%	41.9%	0.3%	2.5%
<b>DENVER COUNTY 1</b>												
Denver School of Science & Technology - Stapleton	52.0%	8.5%	60.5%	48.9%	51.1%	0.8%	3.6%	24.7%	35.9%	29.3%	0.0%	5.7%
East High School	29.8%	4.7%	34.5%	52.4%	47.6%	0.5%	2.3%	20.1%	23.5%	45.7%	0.1%	7.8%
<b>MAPLETON 1</b>												
Academy High School	50.2%	13.6%	63.9%	44.3%	55.7%	1.2%	1.2%	1.7%	79.0%	14.6%	0.5%	1.7%
Global Leadership Academy	72.3%	8.2%	80.5%	47.2%	52.8%	0.5%	0.8%	1.2%	88.1%	9.1%	0.0%	0.3%
Mapleton Early College	52.7%	12.8%	65.6%	50.9%	49.1%	0.7%	0.7%	1.8%	70.3%	22.7%	0.0%	3.7%
Mapleton Expeditionary School of the Arts	53.5%	10.5%	64.0%	48.8%	51.2%	0.8%	0.8%	2.5%	68.5%	25.4%	0.2%	2.0%
York International	51.8%	18.9%	70.7%	50.4%	49.6%	0.3%	3.4%	1.2%	77.0%	15.8%	0.0%	2.3%
<b>ST. VRAIN VALLEY RE 1J</b>												
Skyline High School	42.8%	8.6%	51.4%	47.0%	53.0%	0.9%	2.0%	1.2%	55.6%	39.3%	0.4%	0.7%
<b>WELD COUNTY S/D RE-8</b>												
Fort Lupton High School	62.2%	10.0%	72.2%	47.6%	52.4%	0.3%	0.3%	0.7%	76.4%	21.1%	0.2%	1.0%
<b>WESTMINSTER 50</b>												
Westminster High School	68.5%	9.8%	78.3%	47.6%	52.4%	0.5%	5.5%	1.2%	75.7%	15.7%	0.2%	1.2%

University of Colorado Colorado Springs - Target Middle Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>COLORADO SPRINGS 11</b>												
Jack Swigert Aerospace Academy	83.4%	7.4%	90.8%	46.4%	53.6%	1.7%	1.9%	11.3%	54.8%	23.3%	0.2%	6.7%
McAuliffe Elementary School	39.0%	19.0%	57.9%	45.4%	54.6%	0.2%	1.6%	14.6%	27.0%	46.4%	0.7%	9.6%
Russell Middle School	47.2%	14.7%	61.9%	53.1%	46.9%	0.9%	1.2%	7.3%	27.8%	52.4%	0.7%	9.8%
West Middle School	61.8%	10.0%	71.8%	47.5%	52.5%	0.8%	1.5%	3.5%	30.9%	56.8%	1.2%	5.4%
<b>FALCON 49</b>												
Evans Elementary School	41.7%	6.7%	48.4%	47.7%	52.3%	1.2%	2.0%	8.0%	24.9%	50.1%	0.3%	13.5%
Falcon Middle School	15.1%	7.2%	22.3%	45.4%	54.6%	0.3%	2.0%	3.4%	12.9%	75.4%	0.3%	5.6%
Horizon Middle School	39.4%	7.5%	46.9%	47.5%	52.5%	0.2%	3.1%	8.8%	26.5%	52.9%	0.5%	8.2%
Remington Elementary School	29.0%	8.3%	37.2%	45.2%	54.8%	0.3%	3.4%	3.6%	27.1%	54.5%	0.9%	10.2%
Stetson Elementary School	22.9%	5.6%	28.5%	46.3%	53.7%	0.2%	3.0%	7.7%	18.5%	61.8%	0.2%	8.6%
<b>HARRISON 2</b>												
Carmel Middle School	72.0%	7.7%	79.7%	47.0%	53.0%	1.1%	1.8%	20.5%	51.7%	18.7%	0.5%	5.6%
Fox Meadow Middle School	62.1%	8.9%	71.0%	46.3%	53.7%	1.4%	2.7%	15.3%	41.7%	28.6%	1.9%	8.4%
James Irwin Elementary School	30.0%	9.1%	39.1%	50.2%	49.8%	0.9%	1.7%	4.8%	43.3%	39.1%	1.1%	9.1%
James Irwin Middle School	31.9%	10.7%	42.6%	51.6%	48.4%	1.6%	6.3%	10.9%	41.1%	36.6%	1.1%	2.5%
Mountain Vista Community School	59.4%	12.0%	71.4%	48.9%	51.1%	0.5%	2.3%	12.6%	57.8%	20.0%	0.8%	5.9%
Otero Elementary School	50.8%	16.3%	67.1%	44.2%	55.8%	1.6%	2.4%	10.5%	32.1%	41.8%	2.4%	9.2%
Panorama Middle School	67.0%	8.0%	75.1%	47.6%	52.4%	2.1%	4.5%	20.2%	47.0%	21.6%	1.0%	3.5%
Soaring Eagles Elementary School	50.4%	12.4%	62.8%	52.0%	48.0%	0.2%	1.8%	14.0%	43.9%	29.1%	1.1%	9.9%
<b>PUEBLO CITY 60</b>												
Belmont Elementary School	60.0%	9.0%	69.0%	47.2%	52.8%	0.2%	1.1%	2.4%	71.6%	24.0%	0.0%	0.7%
Minnequa Elementary School	83.2%	2.2%	85.3%	46.6%	53.4%	1.5%	0.0%	2.4%	75.9%	19.2%	0.2%	0.9%
Roncalli Middle School	73.8%	7.7%	81.4%	43.7%	56.3%	1.4%	0.0%	2.2%	76.0%	19.4%	0.0%	1.1%
W.H. Heaton Middle School	65.3%	9.8%	75.1%	46.2%	53.8%	0.7%	1.1%	1.6%	74.8%	20.6%	0.1%	1.1%
<b>WIDEFIELD 3</b>												
French Elementary School	41.1%	15.1%	56.1%	51.1%	48.9%	0.2%	1.6%	9.5%	30.1%	46.6%	2.1%	9.8%
Janitell Junior High School	31.6%	15.1%	46.8%	44.7%	55.3%	0.7%	1.4%	13.1%	28.5%	46.2%	1.1%	9.1%
Sproul Junior High School	45.4%	14.0%	59.5%	46.5%	53.5%	0.5%	0.4%	9.3%	33.9%	45.4%	1.1%	9.5%
Venetucci Elementary School	39.3%	16.8%	56.1%	46.7%	53.3%	0.4%	0.6%	8.5%	32.1%	47.1%	1.3%	10.0%
Watson Junior High School	39.9%	13.7%	53.6%	51.1%	48.9%	0.9%	1.6%	8.0%	27.1%	49.9%	1.7%	10.8%
Webster Elementary School	33.8%	17.4%	51.3%	45.5%	54.5%	0.4%	1.2%	9.4%	28.9%	47.4%	1.6%	11.0%
Widefield Elementary School	43.4%	12.0%	55.4%	49.6%	50.4%	0.0%	1.5%	4.0%	20.4%	65.1%	1.0%	8.0%

University of Colorado Colorado Springs - Target High Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>COLORADO SPRINGS 11</b>												
Coronado High School	36.0%	8.4%	44.5%	46.4%	53.6%	1.0%	2.2%	4.6%	25.1%	61.8%	0.1%	5.2%
Doherty High School	30.0%	9.1%	39.1%	44.9%	55.1%	0.6%	2.5%	7.3%	22.9%	58.8%	0.4%	7.4%
Mitchell High School	60.2%	10.5%	70.7%	44.0%	56.0%	1.4%	1.5%	14.4%	38.3%	38.4%	0.5%	5.6%
Palmer High School	42.4%	9.4%	51.8%	52.6%	47.4%	1.1%	1.8%	7.9%	31.1%	49.1%	0.4%	8.6%
<b>FALCON 49</b>												
Falcon High School	11.6%	5.2%	16.7%	46.8%	53.2%	0.6%	2.2%	4.7%	16.5%	70.2%	0.2%	5.7%
Vista Ridge High School	17.5%	5.6%	23.1%	48.3%	51.7%	0.3%	3.4%	7.6%	21.2%	59.8%	0.7%	7.1%
<b>FOUNTAIN 8</b>												
Fountain - Fort Carson High School	31.3%	15.5%	46.8%	47.3%	52.7%	0.9%	1.7%	12.9%	26.7%	47.4%	1.7%	8.7%
<b>HARRISON 2</b>												
Harrison High School	47.3%	3.9%	51.2%	48.4%	51.6%	0.9%	2.6%	18.5%	48.7%	23.3%	1.0%	4.9%
James Irwin High School	28.2%	7.3%	35.5%	54.7%	45.3%	0.9%	5.9%	9.2%	39.1%	40.0%	0.5%	4.3%
Sierra High School	59.5%	7.1%	66.6%	48.8%	51.2%	1.4%	3.0%	30.1%	40.7%	18.9%	1.4%	4.4%
<b>PUEBLO CITY 60</b>												
Dolores Huerta	53.1%	2.5%	55.7%	48.8%	51.2%	0.7%	0.3%	0.9%	85.3%	12.1%	0.6%	0.2%
Pueblo Centennial High School	42.1%	5.0%	47.2%	51.7%	48.3%	0.3%	1.5%	2.1%	58.4%	36.3%	0.2%	1.1%
Pueblo Central High School	63.7%	4.9%	68.6%	48.3%	51.7%	0.3%	0.1%	1.7%	77.4%	19.3%	0.0%	1.2%
Pueblo East High School	56.4%	5.2%	61.6%	47.3%	52.7%	0.3%	0.7%	1.0%	74.0%	22.3%	0.1%	1.6%
Pueblo South High School	44.7%	5.0%	49.7%	46.4%	53.6%	0.5%	0.5%	2.0%	62.3%	33.1%	0.0%	1.5%
<b>PUEBLO COUNTY</b>												
Pueblo County High School	42.0%	7.2%	49.1%	49.5%	50.5%	0.3%	0.5%	0.2%	42.7%	53.4%	0.2%	2.7%
<b>WIDEFIELD 3</b>												
Mesa Ridge High School	32.0%	12.1%	44.1%	46.9%	53.1%	1.1%	1.7%	12.8%	26.1%	49.2%	1.3%	8.0%
Widefield High School	30.5%	12.9%	43.4%	50.7%	49.3%	0.8%	1.1%	9.5%	26.8%	50.2%	1.8%	9.8%

University of Colorado Denver - Target Middle Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>ADAMS-ARAPAHOE 28J/AURORAL PUBLIC SCHOOLS</b>												
AXL Academy	50.8%	8.3%	59.1%	49.0%	51.0%	0.7%	1.1%	32.7%	35.5%	23.0%	0.5%	6.5%
North Middle School	78.9%	6.7%	85.5%	51.3%	48.7%	1.0%	2.3%	14.0%	72.2%	7.0%	0.5%	3.1%
<b>DENVER COUNTY 1</b>												
Cesar Chavez Academy	69.8%	12.6%	82.4%	47.5%	52.5%	0.3%	0.0%	1.0%	91.3%	6.0%	0.5%	0.8%
DSST: Green Valley Ranch Middle School	57.4%	19.8%	77.1%	47.5%	52.5%	0.4%	8.1%	26.8%	52.7%	6.6%	0.4%	4.8%
Girls Athletic Leadership Middle School	46.5%	5.7%	52.2%	100.0%	0.0%	1.2%	0.8%	7.8%	42.4%	44.9%	0.0%	2.9%
Henry World School	75.9%	10.6%	86.5%	51.1%	48.9%	0.9%	6.5%	4.4%	75.7%	10.3%	0.2%	2.0%
Kepner Middle School	88.8%	7.0%	95.8%	41.4%	58.6%	1.1%	2.1%	2.5%	89.0%	3.6%	0.2%	1.5%
KIPP Sunshine Peak Academy	88.3%	9.2%	97.5%	46.3%	53.7%	0.0%	1.0%	0.0%	97.2%	1.5%	0.3%	0.0%
Kunsmiller Creative Arts Academy	72.1%	9.7%	81.8%	54.6%	45.4%	0.7%	4.1%	2.2%	79.7%	11.6%	0.1%	1.6%
Lake International School	89.4%	5.2%	94.5%	41.6%	58.4%	2.1%	0.3%	10.0%	78.1%	7.3%	0.0%	2.1%
Martin Luther King, Jr. Early College	68.6%	12.3%	80.9%	49.3%	50.7%	0.2%	3.1%	21.9%	66.7%	4.6%	1.1%	2.4%
Strive Prep-Federal	81.1%	10.0%	91.1%	48.5%	51.5%	0.3%	0.0%	0.3%	98.3%	0.6%	0.0%	0.6%
Strive Prep-Sunnyside	79.0%	10.4%	89.3%	50.0%	50.0%	0.6%	0.3%	3.4%	92.4%	2.7%	0.0%	0.6%
Strive Prep-Westwood	83.6%	8.8%	92.3%	47.1%	52.9%	0.8%	1.1%	0.5%	96.2%	1.4%	0.0%	0.0%
<b>SHERIDAN 2</b>												
Sheridan Middle School	85.2%	8.4%	93.5%									

University of Colorado Denver | Anschutz Medical Campus - Target High Schools, Fall 2015 Student Characteristics

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>ADAMS 12 FIVE STAR SCHOOLS</b>												
Northglenn High School	29.8%	5.2%	35.0%	48.4%	51.6%	0.8%	4.3%	3.0%	60.6%	30.3%	0.1%	0.9%
<b>ADAMS-ARAPAHOE 28J/AURORAL PUBLIC SCHOOLS</b>												
Gateway High School	50.2%	8.8%	59.0%	47.0%	53.0%	1.0%	3.0%	25.7%	50.5%	14.9%	0.9%	4.0%
Lotus School for Excellence	59.2%	7.7%	67.0%	51.1%	48.9%	0.5%	2.6%	38.7%	38.0%	19.1%	0.2%	0.8%
Rangeview High School	36.3%	8.7%	45.0%	48.9%	51.1%	0.9%	5.4%	23.8%	36.6%	27.0%	0.8%	5.4%
Vista Peak Preparatory	36.2%	9.2%	45.3%	46.5%	53.5%	1.3%	4.5%	16.5%	44.7%	26.8%	0.8%	5.5%
William Hinkley High School	62.3%	8.3%	70.6%	49.4%	50.6%	0.6%	3.6%	15.4%	68.1%	8.6%	1.1%	2.8%
<b>CHERRY CREEK 5</b>												
Overland High School	52.7%	11.7%	64.3%	48.1%	51.9%	0.9%	5.4%	30.9%	33.3%	24.0%	0.4%	5.2%
<b>DENVER COUNTY 1</b>												
Abraham Lincoln High School	83.1%	8.7%	91.7%	45.8%	54.2%	1.1%	3.3%	2.5%	90.5%	2.3%	0.0%	0.4%
Denver Center for International Studies	47.2%	8.1%	55.3%	58.6%	41.4%	2.4%	6.9%	4.5%	54.8%	25.8%	0.3%	5.3%
Denver School of Science & Technology												
East High School	29.8%	4.7%	34.5%	52.4%	47.6%	0.5%	2.3%	20.1%	23.5%	45.7%	0.1%	7.8%
George Washington High School	48.7%	7.8%	56.5%	49.2%	50.8%	0.6%	4.9%	27.2%	32.9%	28.3%	0.2%	5.8%
High Tech Early College*	67.5%	6.4%	73.9%	45.6%	54.4%	0.2%	2.3%	17.0%	72.0%	4.7%	1.3%	2.5%
John F. Kennedy High School	63.1%	12.0%	75.1%	46.9%	53.1%	0.9%	8.8%	2.5%	73.7%	12.2%	0.4%	1.4%
Martin Luther King Early College	68.6%	12.3%	80.9%	49.3%	50.7%	0.2%	3.1%	21.9%	66.7%	4.6%	1.1%	2.4%
Montbello High School*												
North High School*	72.6%	10.0%	82.5%	46.6%	53.4%	1.2%	0.5%	7.1%	79.7%	9.9%	0.1%	1.5%
South High School	59.2%	8.0%	67.2%	52.4%	47.6%	1.2%	11.2%	23.2%	34.1%	26.7%	0.2%	3.5%
Thomas Jefferson High School*	42.8%	8.6%	51.4%	42.6%	57.4%	1.2%	2.7%	22.1%	29.7%	38.7%	0.1%	5.5%
West High School	86.7%	8.7%	95.4%	47.5%	52.5%	0.3%	1.3%	4.8%	90.1%	2.5%	0.4%	0.6%
<b>JEFFERSON COUNTY R-1</b>												
Alameda High School	72.1%	11.5%	83.6%	48.7%	51.3%	0.5%	4.4%	1.4%	76.7%	14.7%	0.0%	2.4%
Lakewood High School	23.9%	6.4%	30.3%	51.4%	48.6%	0.9%	4.8%	2.0%	29.6%	58.2%	0.3%	4.1%
Standley Lake High School	20.5%	8.7%	29.2%	48.6%	51.4%	0.5%	6.1%	1.7%	19.1%	68.8%	0.0%	3.8%
<b>WESTMINSTER 50</b>												
Westminster High School	68.5%	9.8%	78.3%	47.6%	52.4%	0.5%	5.5%	1.2%	75.7%	15.7%	0.2%	1.2%

\* Target school for Health Careers Program only.

**Roaring Fork School District - Target Schools, Fall 2015 Student Characteristics**

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>ROARING FORK RE-1</b>												
Basalt High School	24.6%	10.4%	35.0%	44.2%	55.8%	0.0%	1.7%	0.0%	64.5%	31.8%	0.2%	1.7%
Basalt Middle School	27.8%	10.9%	38.7%	54.0%	46.0%	0.0%	1.8%	0.0%	50.8%	46.2%	0.0%	1.2%
Carbondale Middle School	45.6%	12.0%	57.7%	43.8%	56.2%	0.3%	0.6%	0.0%	65.2%	32.4%	0.0%	1.5%
Glenwood Springs High School	16.9%	2.3%	19.2%	50.2%	49.8%	0.6%	1.0%	0.2%	42.7%	53.5%	0.0%	2.0%
Glenwood Springs Middle School	32.2%	7.7%	39.9%	49.4%	50.6%	0.2%	0.4%	0.0%	54.2%	44.1%	0.0%	1.1%
Roaring Fork High School	32.4%	11.3%	43.7%	47.3%	52.7%	0.8%	0.5%	0.0%	57.4%	39.8%	0.5%	0.8%

**Summit School District - Target Schools, Fall 2015 Student Characteristics**

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>SUMMIT RE-1</b>												
Summit Middle School	23.9%	8.6%	32.5%	46.0%	54.0%	0.3%	0.9%	0.5%	28.9%	66.7%	0.0%	2.7%
Summit High School	22.8%	11.4%	34.3%	50.6%	49.4%	0.2%	1.0%	1.3%	29.9%	63.6%	0.2%	3.7%

**Lake County School District - Target Schools, Fall 2015 Student Characteristics**

School District/School	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/other Pacific	Two or More Races
<b>LAKE COUNTY R-1</b>												
Lake County Intermediate School	57.4%	20.3%	77.7%	50.0%	50.0%	1.0%	0.0%	0.3%	71.3%	26.4%	0.0%	1.0%
Lake County High School	61.5%	13.4%	74.8%	47.2%	52.8%	0.5%	0.0%	0.0%	72.3%	25.9%	0.0%	1.4%