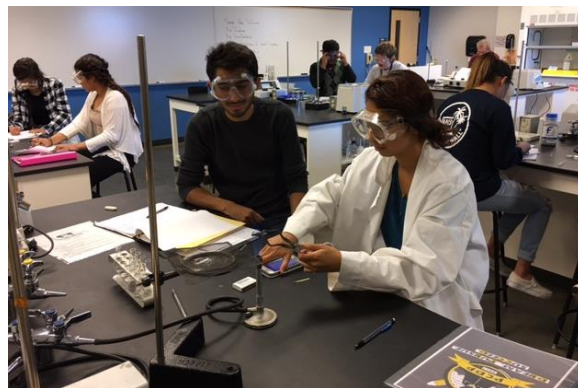




University of Colorado

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## Pre-Collegiate Development Program



## 2017-2018 Annual Report

August 2018

## Table of Contents

CU System Pre-Collegiate Development Program	
2017-18 Program Highlights.....	4
Enrollment Summary .....	5
University of Colorado Boulder .....	7
Pre-Collegiate Development Program Overview .....	8
2017-18 Program Enrollment .....	17
2017-18 Program Enrollment by School .....	18
High School Graduation and College Admission .....	20
University of Colorado Colorado Springs.....	21
Pre-Collegiate Development Program Overview .....	22
2017-18 Program Enrollment .....	31
2017-18 Program Enrollment by School .....	32
High School Graduation and College Admission .....	34
University of Colorado Denver .....	35
Pre-Collegiate Development Program Overview .....	36
2017-18 Program Enrollment .....	42
2017-18 Program Enrollment by School .....	43
High School Graduation and College Admission .....	45
Anschutz Medical Campus Pre-Health Scholars Program .....	46
2017-18 Program Enrollment .....	50
2017-18 Program Enrollment by School .....	51
High School Graduation and College Admission .....	52
Roaring Fork School District .....	53
2017-18 Program Enrollment .....	54
Summit County School District.....	55
2017-18 Program Enrollment .....	56
Lake County School District.....	57
2017-18 Program Enrollment .....	58
Appendix: Student Characteristics of Target Schools .....	59



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## **CU Pre-Collegiate Development Program Summary**

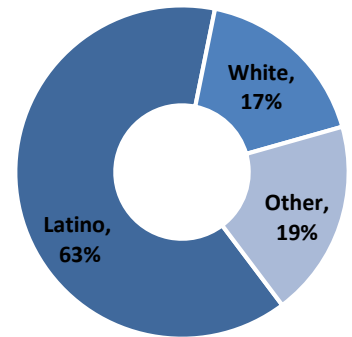
Summary prepared by the University of Colorado System Office of Institutional Research  
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Pre-Collegiate Development Programs  
CU Boulder, Office of Diversity, Equity and Community Engagement  
UCCS Pre-Collegiate Support and Success Center  
University of Colorado Denver Center for Pre-Collegiate and Academic Outreach Programs

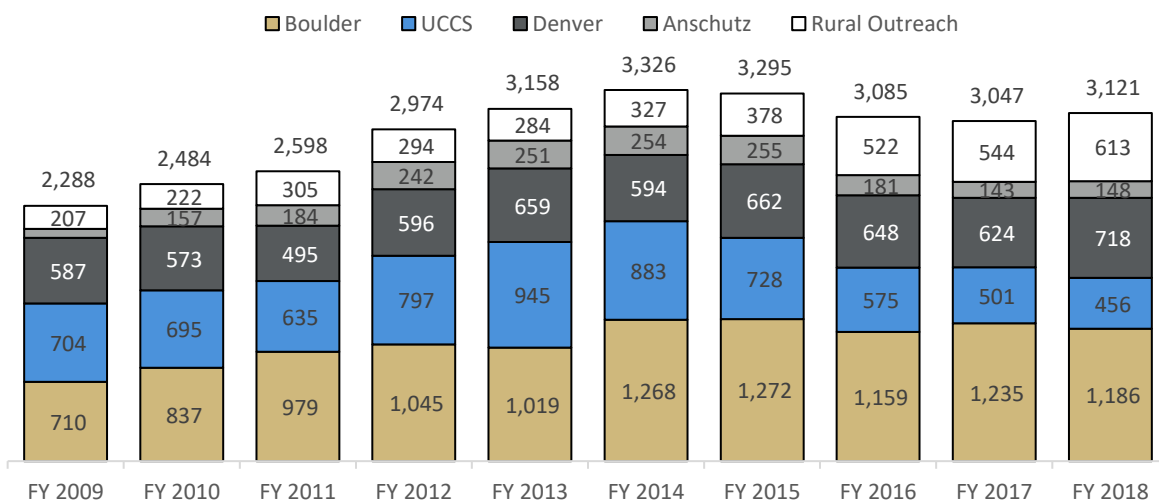
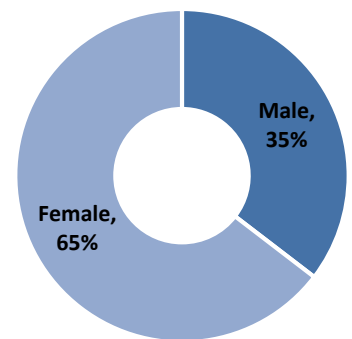
## 2017-18 Highlights

- 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 over 3,100 Colorado students at over 160 schools
- These programs serve over 55 middle schools and 102 high schools
- 65 percent of participating students are female
- 83 percent of participating students in campus programs are students of color
- 23 percent are enrolled in middle school (grades 6-8)
- 77 percent are enrolled in high school (grades 9-12)
- 80 percent of students are served by campus programs
- 20 percent of students are served by rural outreach programs
- At CU Boulder, 96 percent of CU Boulder participants indicated an intent to attend a postsecondary institution with 49 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 44 percent intending on enrolling on a CU campus
- At CU Denver | Anschutz Medical Campus, 98 percent of CU Denver participants indicated an intent to attend a postsecondary institution with 47 percent intending on enrolling on a CU campus

Enrollment by Race/Ethnicity



Enrollment by Gender



**CU Pre-Collegiate Development Program  
2017-18 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	24	19	43	7%	33	53	22	25	133	7%	176	7%
Male	7	7	14		9	13	6	9	37		51	2%
Female	17	12	29		24	40	16	16	96		125	5%
Latino	171	202	373	63%	330	348	302	142	1,122	58%	1,495	60%
Male	60	80	140		113	125	93	45	376		516	21%
Female	111	122	233		217	223	209	97	746		979	39%
Asian/Pacific Islander	12	18	30	5%	42	38	47	33	160	8%	190	8%
Male	3	12	15		11	12	18	16	57		72	3%
Female	9	6	15		31	26	29	17	103		118	5%
American Indian	3	3	6	1%	5	6	3	1	15	1%	21	1%
Male	1	-	1		3	1	1	1	6		7	0%
Female	2	3	5		2	5	2	-	9		14	1%
White/Other	33	59	92	16%	102	96	87	50	335	17%	427	17%
Male	13	23	36		36	40	28	16	120		156	6%
Female	20	36	56		66	56	59	34	215		271	11%
More than One Race	21	18	39	7%	47	48	32	26	153	8%	192	8%
Male	7	9	16		14	22	12	9	57		73	3%
Female	14	9	23		33	26	20	17	96		119	5%
Unspecified	6	1	7								7	0%
<b>Total from Campuses</b>	<b>270</b>	<b>320</b>	<b>590</b>	<b>76%</b>	<b>559</b>	<b>589</b>	<b>493</b>	<b>277</b>	<b>1,918</b>	<b>82%</b>	<b>2,508</b>	<b>80%</b>
Unspecified	6	1	7		-	-	-	-	-		7	
Male	91	131	222		186	213	158	96	653		875	
34%	41%	38%		33%	36%	32%	35%	34%			35%	
Female	173	188	361		373	376	335	181	1,265		1,626	
64%	59%	61%		67%	64%	68%	65%	66%			65%	
<b>Total from Outreach</b>	<b>75</b>	<b>99</b>	<b>185</b>	<b>24%</b>	<b>82</b>	<b>104</b>	<b>108</b>	<b>134</b>	<b>428</b>	<b>18%</b>	<b>613</b>	<b>20%</b>
Male	24	33	62		25	41	48	54	168		230	
32%	33%	34%		30%	39%	44%	40%	39%			38%	
Female	51	66	123		57	63	60	80	260		383	
68%	67%	66%		70%	61%	56%	60%	61%			62%	
<b>Grand Total</b>	<b>345</b>	<b>419</b>	<b>775</b>	<b>100%</b>	<b>641</b>	<b>693</b>	<b>601</b>	<b>411</b>	<b>2,346</b>	<b>100%</b>	<b>3,121</b>	<b>100%</b>
Unspecified	6	1	7		-	-	-	-	-		7	
Male	115	164	284		211	254	206	150	821		1,105	
33%	39%	37%		33%	37%	34%	36%	35%			35%	
Female	230	255	491		430	439	395	261	1,525		2,016	
67%	61%	63%		67%	63%	66%	64%	65%			65%	

<sup>1</sup> Enrollment as of February 2018

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## **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 35th 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 (**25**);
- 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 (**46 high schools and 9 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 25 middle schools 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 2017, the CU-Boulder Pre-Collegiate Development Programs recruited **220** (7<sup>th</sup> & 8<sup>th</sup> Grade) middle school students and **no** high school students (the PCDP High School program is at capacity). With these additional students, PCDP now serves a total of **1,186** families. The current middle school program enrollment is at **402** students and the high school program enrollment is at **784** 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 **3,353** individuals (**1,186** middle/high school students and **2,167** parent participants) during the 2017-2018 Academic Year.

## PCDP Academic Year Component

- **Required 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 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 2017, the students were offered the following courses: Anatomy, Introduction to Engineering, Introduction to Business, History/Leadership, Introduction to Design Appreciation (ENVD 1001), and STEM Exploration.

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 (**\$168,652.65**) was used to cover Summer Student and Staff Housing costs for fiscal year 2017-2018.

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's Academic Services Assistant Director, who is a Bridge Coordinator/Senior Advisor, 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 **2017 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.

## 2017 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 2017 Pre-Collegiate Summer Residential Program was successful, as the overall earned student GPA was **3.576** for the five-week Summer Class of 2017. Of the 94 students who began the five-week summer program, 93 (99%) successfully completed the program. **Thirty-seven percent of the 2017 Summer Students earned college credit.** Several students were excused to attend other academic programs, but the students still completed their UCB Admissions Applications; thus, the reason we had 100 applications submitted to the UCB Office of Admissions.

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 14, 2017, and prior to the beginning of their senior year in high school, approximately 82% (76 out of 94 students) of the participants of the 2017 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, **two** of the 2017 PCDP Summer students were admitted to the College of Engineering and Applied Science's Gold Shirt Program for 2018 Fall, **sixteen** students were admitted the CU Boulder McNeill Academic Program for 2018 Fall, and **one** student was invited to interview with the CU Boulder Business Excel Program for 2018 Fall.

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 23, 2018, eighty out of 100 students who completed the 2017 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. The 2017 Summer Students also participated in CU System Academic Olympiad on the CU Anschutz Campus. 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 2017-2018 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 2017-2018.

#### **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 (25 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 2018 Summer Pre-Collegiate Olympiad at UCB; the Assistant Director for the Middle School will coordinate this effort.
- 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 2018 Summer Program is scheduled to be five weeks in duration.

- Continue visitation to target schools, by the program's Assistant Directors, to maintain outreach goals.
- Continue to utilize graduate student to present workshops, both in English and Spanish, at the Program's Saturday Academies.
- Continue offering the PCDP Bridge Program to all CU System PCDP Students.
- PCDP will offer Student Mental Health Training to its' entire 2018 Student Employee Summer Staff.

### **Service to the Community**

As a result of a previous partnership with Skinner Middle School, North High School if now a UCB Pre-Collegiate target high 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.

In addition, the staff of the UCB PCDP assists the Mapleton Schools with their senior interviews, etc.

The PCDP Staff also volunteers to read scholarship essays every year.

### **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 is partnering with the University of Colorado Boulder's School of Education and 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.

### **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.

### **2017 PCDP Summer Residential Bridge Program:**

In addition to assisting with the 2017 Pre-Collegiate Summer Residential Program, Maria Castro Barajas (PCDP Assistant Director) was in charge of managing our 2017 Summer Residential Bridge Program. The three-week (July 9, 2017-July 28, 2017) 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 2017 Fall and are majoring in the following areas: Open Option, Biochemistry, Ecology, Aerospace Engineering, Film Studies, Biology, Computer Engineering, Integrative Physiology, Psychology, Business, Engineering, Education, Mechanical Engineering, Material Chemistry, and Neuroscience. The students are also participating in the following LEAD Programs in 2017-2018 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**  
**2017-18 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	9	11	20	5	7	4	4	20	40	3%
Male	3	3	6	1	1	1	1	4	10	1%
Female	6	8	14	4	6	3	3	16	30	3%
Latino	124	139	263	160	163	183	69	575	838	71%
Male	45	56	101	55	60	67	22	204	305	26%
Female	79	83	162	105	103	116	47	371	533	45%
Asian/Pacific Islander	8	15	23	8	7	13	8	36	59	5%
Male	2	11	13	-	3	4	3	10	23	2%
Female	6	4	10	8	4	9	5	26	36	3%
American Indian	2	3	5	2	5	-	-	7	12	1%
Male	-	-	-	-	1	-	-	1	1	0%
Female	2	3	5	2	4	-	-	6	11	1%
White/Other	21	35	56	26	37	31	11	105	161	14%
Male	10	13	23	12	13	7	5	37	60	5%
Female	11	22	33	14	24	24	6	68	101	9%
More than One Race	15	13	28	9	11	11	10	41	69	6%
Male	5	8	13	3	6	2	5	16	29	2%
Female	10	5	15	6	5	9	5	25	40	3%
No Identity	6	1	7	-	-	-	-	-	7	1%
<b>Total</b>	<b>185</b>	<b>217</b>	<b>402</b>	<b>210</b>	<b>230</b>	<b>242</b>	<b>102</b>	<b>784</b>	<b>1,186</b>	<b>100%</b>
Male	65	91	156	71	84	81	36	272	428	
	35%	42%	39%	34%	37%	33%	35%	35%	36%	
Female	114	125	239	139	146	161	66	512	751	
	62%	58%	59%	66%	63%	67%	65%	65%	63%	

<sup>1</sup> Enrollment as of February 2018

**University of Colorado Boulder**  
**2017-18 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

<b>Middle Schools by District</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Total</b>	
Adams 12 Five Star Schools	47	60	107	27%
STEM Launch	13	10	23	6%
Northglenn Middle School	13	15	28	7%
Shadow Ridge Middle School	12	16	28	7%
Silver Hills Middle School	4	10	14	3%
Thornton Middle School	5	9	14	3%
Adams County 14	8	13	21	5%
Adams City Middle School	2	6	8	2%
Kearney Middle School	6	7	13	3%
Adams 50	12	19	31	8%
Ricardo Flores Magon Middle	10	7	17	4%
Scott Carpenter Middle School	-	6	6	1%
Shaw Heights Middle School	2	6	8	2%
Adams-Arapahoe 28J	17	15	32	8%
North Middle School	1	6	7	2%
South Middle School	16	9	25	6%
Boulder Valley RE 2	18	29	47	12%
Angevine Middle School	11	7	18	4%
Broomfield Heights Middle School	7	22	29	7%
Brighton 27J	7	3	10	2%
Walter L. Vikan Middle School	7	3	10	2%
Mapleton 1	55	59	114	28%
Achieve Academy at Bertha Heid	6	11	17	4%
Clayton Partnership School	7	7	14	3%
Mapleton Expeditionary Middle	3	-	3	1%
Meadow Community School	7	10	17	4%
Monterey Community School	8	6	14	3%
Valley View Middle School	5	7	12	3%
Global Campus Middle School	7	4	11	3%
York International Middle School	12	14	26	6%
St. Vrain Valley RE 1J	9	4	13	3%
Timberline Middle School	9	4	13	3%
Weld County S/D RE-8	4	8	12	3%
Fort Lupton Middle School	4	8	12	3%
Other middle schools*	8	7	15	4%
<b>Total</b>	<b>185</b>	<b>217</b>	<b>402</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 2018

**University of Colorado Boulder**  
**2017-18 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	35	32	19	122	16%
Northglenn High School	21	18		6	45	6%
Thornton High School	15	17	32	13	77	10%
Adams County 14	10	12	16	4	42	5%
Adams City High School	10	12	16	4	42	5%
Adams 50	14	13	25	11	63	8%
Westminster High School	14	13	25	11	63	8%
Adams-Arapahoe 28J	5	5	12	6	28	4%
Aurora Central High School	2	-	4	4	10	1%
William C. Hinkley High School (inactive)	3	5	8	2	18	2%
Boulder Valley RE 2	11	29	15	8	63	8%
Broomfield High School (inactive)	6	12	7	4	29	4%
Centaurus High School	5	17	8	4	34	4%
Brighton 27J	5	11	5	-	21	3%
Brighton High School	5	11	5	-	21	3%
Denver County 1	2	3	2	6	13	2%
Denver School of Science & Technology	1	1	1	1	4	1%
East High School	1	2	1	2	6	1%
North High School		-	-	3	3	0%
Mapleton 1	49	43	50	16	158	20%
Mapleton Early College/Skyview	5	12	10	5	32	4%
Global Leadership/Skyview	6	6	8	1	21	3%
MESA/Skyview	10	7	4	2	23	3%
Skyview Academy/Skyview	20	4	12	-	36	5%
York International/Skyview	8	14	16	8	46	6%
St. Vrain Valley RE 1J	7	10	6	3	26	3%
Skyline High School	7	10	6	3	26	3%
Weld County S/D RE-8	7	1	4	2	14	2%
Fort Lupton High School	7	1	4	2	14	2%
Other high schools*	64	68	75	27	234	30%
<b>Total</b>	<b>210</b>	<b>230</b>	<b>242</b>	<b>102</b>	<b>784</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
2016-17	112	112	93	35	44	39%	107	96%	93	14	-	-	-
Cumulative Total	1,337	1,306	1,118	512	641	49%	1,265	96%	1,120	143	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

## **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.
- Opportunities to earn college credit through concurrent enrollment courses.
- Career pathway and major exploration through courses and student success workshops.

### **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
- Provide comprehensive monitoring, evaluation, and college preparation
- Facilitate career exploration, Higher Education opportunities, and Leadership Development
- Establish a bridge program to Higher Education.
- Provide students with the skills necessary to enroll in, and persist to graduation at the institution of their choice.

### **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

### **Academic Year Programming**

*Currently, Pre-Collegiate has two tracks: traditional and in-district. Students in the traditional track attend Student Success Conferences throughout the Academic Year and have the option to participate in the Summer Academic Institute. Students who are a part of the in-district model participate in concurrent enrollment during the academic year, and attend the Student Success Conferences. Both tracks also benefit from transition coaching.*

*To provide consistent programming for students, regardless of the school district they attend, Pre-Collegiate adopted a new model of Saturday Academies. Students in grades 10-12 participated in five Student Success Conferences that each had specific objectives and outcomes, with curriculum that increases in rigor and depth each year. Students in the 9<sup>th</sup> grade had unique programming to provide a better orientation and foundation to the program.*

## **High School Component**

### **1) Student Success Conferences**

The Student Success Conferences were held five times throughout the fall and spring semesters. Each grade level had two sessions per conference to attend as well as a plenary session during lunch.

- **Academic Skills Conference**
  - **Plenary Session:** Dr. Dominic Martinez, Grit and Determination in Pursuing a Degree
  - **10<sup>th</sup> Grade Sessions:** Study skills/Time Management and Research Basics (Google Hacking)
  - **11<sup>th</sup> Grade Sessions:** Time Management/Productivity and Critical Thinking Skills
  - **12<sup>th</sup> Grade Sessions:** College Essay Writing and Critical Reading Skills
- **College and Career Readiness Conference**
  - **Plenary Session:** Make It Stick: Strategies for Success with Gateway Program Seminar Students
  - **10<sup>th</sup> Grade Sessions:** Career Pathway Exploration and Resumes 101
  - **11<sup>th</sup> Grade Sessions:** SAT Prep and College “fit”/Major Research
  - **12<sup>th</sup> Grade Sessions:** Financial Aid and Mock Scholarship Interviews
- **Professionalism Conference**
  - **Plenary Session:** Etiquette Dinner
  - **10<sup>th</sup> Grade Sessions:** Personal Branding and Professional Cyber Identities
  - **11<sup>th</sup> Grade Sessions:** Professional Communication and Digital Citizenship
  - **12<sup>th</sup> Grade Sessions:** Professional Ethics and Resume Writing
- **Leadership Conference**
  - This year’s conference was about self-leadership and the impacts of technology on motivation, learning, and mental health. All students and parents attended a screening of the documentary “Screenagers”. Following the screening, parents and students were led in a discussion of the benefits and consequences regarding the amount of time we spend looking at different devices.
  - **Plenary Session:** Parents and students came back together over lunch for a guided round-table discussion.
- **Global Citizens Conference**
  - The High School Global Citizens Conference was a partnership with many campus and community organizations. The objective of the conference was to engage secondary students in and raise awareness of universal issues and topics to better prepare them to be global citizens. Students had the following sessions to choose from:
    - Cheating in Olympic Sports
    - DACA and the Current Political Climate
    - Foreign Affairs and Military Diplomacy
    - Intercultural Communication

- Intersection of Spirituality and Cultural
  - Social Media and Social Revolutions
  - Turkish American Culture
  - Catalanian Independence and Student Movements
  - Study Abroad
- **Plenary Session:** All students participated in a “World Fair”, where they were able to meet current UCCS student club leaders and community organization leaders representing different cultures, careers paths, and educational options.
- **9<sup>th</sup> Grade Workshops**
  - Goal Setting and Learning Styles
  - Group Communication and Team Building
  - Career Pathway Exploration and Preparing for Summer

## **2) Transition Coaching**

Transition Coaches are current undergraduate students representing a range of backgrounds, majors, and educational trajectories. Transition coaches serve as peer mentors, and are trained according to guidelines provided by the College Reading and Learning Associations’ International Peer Mentor Training Program.

- **Traditional Model Coaching**
  - Senior students who do not participate in concurrent enrollment are required to attend two transition coaching sessions per semester. Sessions are held multiple weeknights to provide options. During these sessions, coaches facilitate workshops/discussions on the following:
    - Finding the right college “fit”
    - Finding, applying for, and writing scholarship essays
    - Myths and Facts about college expectations
    - Registering for orientation and applying for college classes
- **In-District Model Coaching**
  - 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-district students from all grades meet with their transition coaches weekly in their high schools. Coaches facilitate workshops/discussions in the following areas:
    - Team Building
    - Time Management
    - Note Taking/Learning Styles
    - Learning to skim effectively
    - Professional Communication
    - Characteristics of Successful Students (e.g. coming to class prepared, effective listening, asking questions, etc.)
    - 8 Competencies of Public Speaking
    - SAT Prep utilizing Method Test Prep software
    - Working Effectively in Groups and Valuing Diversity



- In addition to facilitating skill-building and team building workshops, transition coaches meet individually with every student in their assigned class two times per semester to check-in on grades, home-life, social life, and overall well-being.
- Transition Coaches also develop Individual Plans for Academic Success (IPAS) with students who are struggling or showing signs of academic risk.

### **3) Concurrent Enrollment**

Students from School District 2, 20, 22, and 49 all enroll in concurrent enrollment courses in the Fall and Spring semester. The courses are held at the local high school (with the exception of District 22). Courses are taught by UCCS instructors, and are sequenced to increase in rigor. Courses during the fall and spring focus on writing and quantitative skills. Students, grades 10-12, are concurrently enrolled. The following courses were offered:

- **Fall 2017**

- *COMM 2100: Public Speaking (12<sup>th</sup> Grade)*
  - A lecture-recitation approach to the basic principles of speechmaking. Intended to give students basic information for the preparation and delivery of a variety of public presentations. Approved for LAS Oral Communication requirement. Approved for Compass Curriculum requirement: Explore-Society, Health and Behavior.
- *ID 1050: Quantitative and Qualitative Reasoning (11<sup>th</sup> Grade)*
  - 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.
- *GPS 1110: Academic Fitness (10<sup>th</sup> Grade)*
  - 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 2018**

*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:*

- *BIOL 1010: Intro to Human Biology (11<sup>th</sup> and 12<sup>th</sup> Grade)*
  - Introduction to scientific inquiry with special emphasis on the structure and function of cells, tissues, organs, and systems of the human biology. This course was offered as a make-up for students who were unable, or unsuccessful in this course during the Summer Academic Institute.

- COUN 1300: Career Exploration (12<sup>th</sup> Grade)
  - This course provides undergraduate students at UCCS with career planning and job search skills which will serve them throughout their work lives. The course is open to all academic majors and those students who are undecided in their career pathway.
- GPS 1110: Academic Fitness (11<sup>th</sup> and 12<sup>th</sup> Grade – Ellicott High School and Springs Studio For Academic Excellence only)
  - 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.
- HIST 1540: US History: Recent America: 1918-Present (11<sup>th</sup> and 12<sup>th</sup> Grade)
  - Survey of America's social, political, economic and cultural history during the time the U.S. has been a world power. The roots of contemporary society, with emphasis on the emergence of a multicultural America.
- COMM 1020: Interpersonal Communication (11<sup>th</sup> Grade)
  - A lecture-discussion approach to communication theory and its applications in everyday communication. 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. Approved for LAS Social Science area requirement. Approved for Compass Curriculum requirement: Explore-Society, Health and Behavior.
- SOC 1600: Introduction to the Sociology of Culture (10<sup>th</sup> Grade)
  - This course serves as an introduction to culture, popular culture and the sociological theories used to best understand these topics.

### **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. As students are recruited into Pre-Collegiate, they are asked to select one of five career pathways: Business, Education, Engineering, Health Professions, or Human Services. During the summer, students are grouped by grade and by career pathway. Courses offered are meant to give students a better idea of what that their specific major might feel like in college. This model helps students to make more informed decisions about majors that they will enjoy and also be successful in. All students, regardless of career pathway, take a make option in addition to their career course.

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

*The rising sophomore class included 85 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 one (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. This group also took a field trip to the Anschutz Medical Campus and learned about dentistry, suturing, and much more.
- 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.
- Co-Curricular Programming
  - Study Smarter, Not Harder
    - The Office of First Year Experience facilitated a workshop for rising sophomores about study strategies and managing time effectively to accomplish all responsibilities.
  - Stress Management and Mental Health Awareness
    - In partnership with the Health and Wellness Center, rising sophomores engaged in a discussion about strategies to cope with stress, and how to find happiness in life. They also learned about the services available to students on campus.
- **Rising Junior and Senior Program (Optional for traditional Rising Junior students; required for district students; Required for traditional Rising Senior Students)**

*The Rising Junior class included 56 students. In their rising junior summer, students take one 3-credit college course that is specific to their career pathway. The following courses were offered for juniors:*

  - BIOL 1010: Intro to Human Biology (11<sup>th</sup> and 12<sup>th</sup> Grade)

- Introduction to scientific inquiry with special emphasis on the structure and function of cells, tissues, organs, and systems of the human biology.
- COMM 1440: Foundations of Leadership (3 credit hours)
  - Through the analytical and intellectual examination of core issues in the practice of leadership, this course provides students with an understanding of the fundamentals of leadership. Self-assessment and experiential activities will guide students through a personal exploration of their leadership and communication traits and style.
- INOV 1010: The Innovation Process
  - Overviews the key components in the innovation process and examples of major innovations throughout history. Examines the interdisciplinary nature of innovation. Includes group exercises focused on improving team dynamics, brainstorming, conceptual-block busting and other creativity and problem-solving activities. Approved for Compass Curriculum requirement: Inclusiveness (Global/Diversity); Explore-Arts, Humanities, and Cultures.
- 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. This option required students to successfully place into the course. Those who could not were placed in Math Bridge.
- Co-Curricular Programming
  - Culture and Scholarship Writing (Rising Seniors)
    - In this three-day seminar, seniors explored their family culture, and learned how to tell a story in scholarship essays. At the end of the seminar, all seniors had three completed scholarship essays and a vision board.
  - Study Smarter, Not Harder (Rising Juniors)
    - The Office of First Year Experience facilitated a workshop for rising juniors about study strategies and managing time effectively to accomplish all responsibilities.
  - Stress Management and Mental Health Awareness (Rising Juniors)
    - In partnership with the Health and Wellness Center, rising juniors engaged in a discussion about strategies to cope with stress, and how to find happiness in life. They also learned about resources available to students on a college campus.
  - Student Life and Leadership (Rising Juniors)
    - Rising Juniors also had the opportunity to spend one morning with the Director of Student Activities learning about the importance of getting involved on campus, and all the different ways to do so. The group participated in many engaging leadership activities and team builders throughout the morning.
- *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.*

### **Parent Alliance Component**

At the heart of the Pre-Collegiate program is the notion that support from family 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.

- **College and Career Conference**

- While students were in their sessions, families from all grades participated in an interactive session on how to support students in transition. In small groups, parents worked through real-life scenarios and reported out the different methods to support students. Parents also learned about the different services on campus to support students as they transition into college.

- **Leadership and Advocacy Conference**

- Families were invited to a screening of the documentary "Screenagers". In a session separate from students, family members were able to discuss the consequences and benefits of technology on their students. They were also able to share ideas and examples of how they help balance the use of technology in their students' lives.

**For more information, contact the Pre-Collegiate Development Programs at UCCS:**

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Pre-Collegiate Support  
and Success Center

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

**University of Colorado Colorado Springs**  
**2017-18 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	1	-	1	7	21	8	4	40	41	9%
Male	1	-	1	5	7	2	1	15	16	4%
Female	-	-	-	2	14	6	3	25	25	5%
Latino	6	6	12	39	34	16	23	112	124	27%
Male	2	2	4	10	12	7	8	37	41	9%
Female	4	4	8	29	22	9	15	75	83	18%
Asian/Pacific Islander	1	-	1	11	4	2	1	18	19	4%
Male	-	-	-	3	2	1	1	7	7	2%
Female	1	-	1	8	2	1	-	11	12	3%
American Indian	-	-	-	3	-	-	-	3	3	1%
Male	-	-	-	3	-	-	-	3	3	1%
Female	-	-	-	-	-	-	-	-	-	0%
White/Other/Unknown	7	12	19	62	46	43	27	178	197	43%
Male	2	6	8	20	22	18	6	66	74	16%
Female	5	6	11	42	24	25	21	112	123	27%
More than One Race	-	1	1	28	25	14	4	71	72	16%
Male	-	-	-	10	11	6	3	30	30	7%
Female	-	1	1	18	14	8	1	41	42	9%
<b>Total</b>	<b>15</b>	<b>19</b>	<b>34</b>	<b>150</b>	<b>130</b>	<b>83</b>	<b>59</b>	<b>422</b>	<b>456</b>	<b>100%</b>
Male	5	8	13	51	54	34	19	158	171	
Female	10	11	21	99	76	49	40	264	285	
	33%	42%	38%	34%	42%	41%	32%	37%	38%	
	67%	58%	62%	66%	58%	59%	68%	63%	63%	

<sup>1</sup> Enrollment as of February 2018

**University of Colorado Colorado Springs**  
**2017-18 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	-	-	-	0%
The Classical Academy			-	0%
Colorado Springs 11	-	-	-	0%
Holmes Middle School			-	0%
West Middle School			-	0%
Falcon 49	-	-	-	0%
Horizon Middle School			-	0%
Imagine Indeigo Ranch Middle School			-	0%
Skyview Middle School			-	0%
Falcon Middle School			-	0%
Harrison 2	-	-	-	0%
Atlas Preparatory School			-	0%
Carmel Middle School			-	0%
Fox Meadow Middle School			-	0%
Jack Swigert Aerospace Academy			-	0%
James Irwin Charter Middle School			-	0%
Panorama Middle School			-	0%
Pueblo City Schools 60	-	-	-	0%
Heaton Middle School			-	0%
Risley International Academy of Innovation			-	0%
Pueblo County 70	-	-	-	0%
Liberty Point International School			-	0%
Pleasant View Middle School			-	0%
Widefield 3	-	-	-	0%
Janitell Junior High School			-	0%
Sproul Junior High School			-	0%
Watson Junior High School			-	0%
Other Elementary/Middle Schools*	15	19	34	100%
<b>Total</b>	<b>15</b>	<b>19</b>	<b>34</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 2018



**University of Colorado Colorado Springs  
2017-18 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

<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>	
<b>Academy 20</b>	36	27	2	-	65	15%
Air Academy High School	2	2	-	-	4	1%
Aspen Valley High School	1	2	1	-	4	1%
Discovery Canyon Campus	5	1	-	-	6	1%
Liberty High School	11	8	1	-	20	5%
Pine Creek High School	3	5	-	-	8	2%
Rampart High School	14	9	-	-	23	5%
<b>Colorado Springs 11</b>	3	9	9	7	28	7%
Coronado High School	1	1	-	2	4	1%
Doherty High School	1	2	1	2	6	1%
Early College High School	-	1	1	-	2	0%
Mitchell High School	1	2	2	-	5	1%
Palmer High School	-	3	5	3	11	3%
<b>Falcon 49</b>	30	2	10	7	49	12%
Falcon High School	-	-	1	-	1	0%
Sand Creek High School	1	-	1	3	5	1%
Springs Studio for Academic Excellence	4	2	7	4	17	4%
Vista Ridge High School	25	-	1	-	26	6%
<b>Fountain 8</b>	1	-	-	-	1	0%
Fountain Fort Carson High School	1	-	-	-	1	0%
<b>Harrison 2</b>	37	44	26	25	132	31%
Atlas Preparatory High School	6	3	-	-	9	2%
Harrison High School	12	21	10	10	53	13%
Sierra High School	14	18	11	9	52	12%
James Irwin High School	5	2	5	6	18	4%
<b>Pueblo City 60</b>	4	3	-	1	8	2%
Pueblo Central High School	-	-	-	-	-	0%
Pueblo Centennial High School	1	-	-	1	2	0%
Pueblo East High School	3	3	-	-	6	1%
Pueblo South High School	-	-	-	-	-	0%
Dolores Huerta	-	-	-	-	-	0%
<b>Pueblo County</b>	2	-	1	1	4	1%
70 Online High School	-	-	-	-	-	0%
Pueblo County High School	2	-	1	1	4	1%
<b>Widefield 3</b>	29	36	23	12	100	24%
Mesa Ridge High School	6	7	7	4	24	6%
Widefield High School	23	29	16	8	76	18%
<b>Other high schools*</b>	9	16	4	6	35	8%
<b>Total</b>	<b>151</b>	<b>137</b>	<b>75</b>	<b>59</b>	<b>422</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
2016-2017	52	52	51	14	18	35%	21	100%	20	1	-	-	31
Cumulative Total	1,071	1,061	892	380	443	44%	1,013	100%	918	45	2	-	55

\* 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 transition into high school. Students who successfully complete the Program with a cumulative GPA of 2.75 or better will then be accepted 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-college activities throughout the academic year. The academic year component will offer students monthly Saturday Academies consisting of basic study skills (e.g., goal setting, effective note taking, test preparation, time management, effective listening, organization, etc.). Students will also be exposed to supplemental academic instruction, communication skills development, leadership 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.

### **Eligibility Requirements**

- Attend a target school;
- Be a first-generation student (neither of whose natural or adoptive parent(s) received a baccalaureate degree);
- Possess a minimum cumulative Grade Point Average (GPA) of 2.75; and
- Meet one of the following criteria:
  - Be a member of a single parent-family;
  - Be the eldest child in the family, or
  - Have a strong desire to pursue higher education.

### **Partnership with the CU Denver School of Architecture and Planning and K-12 Outreach**

In collaboration with the School of Architecture and Planning along with K-12 Outreach, the Pre-Collegiate Middle School assisted in hosting a one-week summer academic program for Skinner Middle School students who participated in the SAFE (Summer Academic Focused Education) Program. The summer program offered students the opportunity to learn about the profession of architecture and urban design. The students learned about individual and multiple building designs along with landscape architecture in the Denver Metro area.

### **2017-18 FY Accomplishment Highlights**

- Successfully recruited 97 new students into the program, fall 2017.
- Successfully implemented and delivered Saturday Academy workshops to program students and parents.
- Successfully implemented and administered a two-week summer academic program for 75 students, summer 2017.
- Successfully worked in collaboration with the CU Denver School of Architecture and Planning and K-12 Outreach in hosting a 1-Week summer program for Skinner Middle School students.
- Matriculated 91 students to the Pre-Collegiate High School Program, fall 2017.
- Successfully completed the Summer Food Service Program through the Colorado Department of Education (CDE).

### **2018-19 FY Future Plans**

- Oversee the Pre-Collegiate Middle School Academic Program.
- Evaluate and analyze Saturday Academy workshop topics for students and parents and make the necessary changes.
- Develop and implement recruitment strategies to increase number of students into the program.
  - Continue to improve strategy to recruit and increase the number of male participants.
- Continue to maintain the pipeline program 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.
- Strengthen parent programming
- Continue to work in collaboration with CU Denver School of Architecture and Planning and K-12 Outreach 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 SAT 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, and Introduction to Urban Education. Students are awarded letter grades (A-F) in their summer classes. Students' summer grades are sent to their host high school registrars to be incorporated on their high school transcripts.

### **Eligibility Requirements**

- Attend a target school;
- Be a first-generation student (neither of whose natural or adoptive parent(s) received a baccalaureate degree);
- Possess a minimum cumulative Grade Point Average (GPA) of 2.5; and
- Meet one of the following criteria:
  - Be a member of a single parent-family;
  - Be the eldest child in the family, or
  - Have a strong desire to pursue higher education.

### **Summer Bridge Program**

The Summer Bridge Program was designed to offer CU system Pre-Collegiate students, who have decided to matriculate to 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 the 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 Center for Inclusion and Identity, the Communication Department, and the First-Year Experiences Office of Undergraduate Experiences.

### **Partnership with the CU Denver English Department**

The Pre-Collegiate Development Program has partnered with the English Department at the University of Colorado Denver during the Five-Week Summer Academic program for many years to provide students with writing courses to enhance their writing skills. Students were placed in a college granting credit course based on how they tested out on a writing assessment. Students either enrolled in a college Writing Workshop or English Composition course.

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

During the Five-Week Pre-Collegiate Summer Academic Program, the Pre-Collegiate Development Program 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 credits for the course.

### **Partnership with the Office of Undergraduate Admissions and K-12 Outreach**

Although the Office of Admissions has been working closely with Pre-Collegiate students for many years, the 2016 summer was the first time Pre-Collegiate students were granted admissions to the University of Colorado Denver 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 the opportunity to get a head start on their college decision. Staff from the Office of Undergraduate Admissions and K-12 Outreach assisted students to apply for regular admissions to the University of Colorado Denver and presented various workshops to program students throughout the year.

### **2017-18 FY Accomplishment Highlights**

- Successfully implemented and delivered a two-week summer program for rising juniors.
- Successfully implemented and delivered a five-week summer program for rising seniors.
- Successfully implemented and delivered a five-week Summer Bridge Program.
- 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.
- Successfully provided professional development to staff to enhance their skills.
- Successfully provided a planning day for staff to plan, develop, and implement program activities.
- Successfully administered Pre-Collegiate scholarship to Pre-Collegiate students matriculating to CU Denver.
- Successfully recruited 171 new students into the program, fall 2017.

- Successfully completed the college placement for the 2017 high school graduates:
  - Graduated May 2017: 71
  - Matriculated to 4-year institutions fall 2017: 69 (97%)
  - Matriculated to CU Denver fall 2017: 21 (30%)
  - Matriculated to CU System fall 2017: 31 (44%)

### **2018-19 FY Future Plans**

- Oversee Saturday Academies.
- Oversee summer academic programs (2-weeks and 5-weeks).
- Oversee Summer Bridge Program for Pre-Collegiate Scholars matriculating to CU Denver.
- Coordinate and oversee recruitment of students into the program.
  - Develop strategy to recruit more male students.
- Continue to strengthen the partnerships with other CU Denver departments (School of Education, Communication Department, First-Year Experiences Office of Undergraduate Experiences, Center for Inclusion and Identity, Admissions Office, and K-12 Outreach).
- Evaluate and analyze Saturday Academy workshop topics and make the necessary changes.
- Coordinate and provide professional development to staff.
- Coordinate and provide staff planning day.
- Oversee and administer Pre-Collegiate Scholarship to system Pre-Collegiate students matriculating to CU Denver.
- Strengthen parent programming.
- Monitor college placement for the 2018 PCDP graduating class.
  - Anticipated Graduates: 81
  - Anticipated to matriculate to 4-year institution: 76
  - Anticipated to matriculate to CU Denver: 32



**University of Colorado Denver  
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**University of Colorado Denver|Anschutz Medical Campus  
2017-18 Pre-Collegiate Development Program Enrollment 1**

**Denver Campus**

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	14	8	22	17	18	6	9	50	72	10%
Male	3	4	7	3	5	3	5	16	23	3%
Female	11	4	15	14	13	3	4	34	49	7%
Latino	41	57	98	127	133	82	40	382	480	67%
Male	13	22	35	48	48	17	14	127	162	23%
Female	28	35	63	79	85	65	26	255	318	44%
Asian/Pacific Islander	3	3	6	12	16	15	15	58	64	9%
Male	1	1	2	4	4	5	10	23	25	3%
Female	2	2	4	8	12	10	5	35	39	5%
American Indian	1	-	1	-	1	2	1	4	5	1%
Male	1	-	1	-	-	1	1	2	3	0%
Female	-	-	-	-	1	1	-	2	2	0%
White/Other	5	12	17	10	9	9	9	37	54	8%
Male	1	4	5	3	3	2	5	13	18	3%
Female	4	8	12	7	6	7	4	24	36	5%
More than One Race	6	4	10	10	11	5	7	33	43	6%
Male	2	1	3	1	5	4	1	11	14	2%
Female	4	3	7	9	6	1	6	22	29	4%
<b>Total</b>	<b>70</b>	<b>84</b>	<b>154</b>	<b>176</b>	<b>188</b>	<b>119</b>	<b>81</b>	<b>564</b>	<b>718</b>	<b>100%</b>
Male	21	32	53	59	65	32	36	192	245	
Female	49	52	101	117	123	87	45	372	473	
	30%	38%	34%	34%	35%	27%	44%	34%	34%	
	70%	62%	66%	66%	65%	73%	56%	66%	66%	

<sup>1</sup> Enrollment as of February 2018

**University of Colorado Denver|Anschutz Medical Campus  
2017-18 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	11	5	16	10%
The International School at Thornton Middle	11	5	16	10%
Aurora Public School	14	14	28	18%
North Middle School	14	14	28	18%
Denver Public Schools	31	33	64	42%
Compass Academy	1	3	4	3%
Kunsmiller Creative Arts Academy	8	5	13	8%
Martin Luther King, Jr. Early College MS	15	17	32	21%
Morey Middle School	-	1	1	1%
Noel Community Arts School	7	3	10	6%
Strive Prep-Federal	-	-	-	0%
Strive Prep-Westwood	-	4	4	3%
Jeffco Public Schools	3	-	3	2%
Jefferson Jr./Sr. High School	3	-	3	2%
Sheridan 2	7	11	18	12%
Ft. Logan Northgate 3-8 School	7	11	18	12%
Westminster Public Schools	-	7	7	5%
Scott Carpenter Middle School	-	7	7	5%
Other middle schools*	4	14	18	12%
<b>Total</b>	<b>70</b>	<b>84</b>	<b>154</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2018

**University of Colorado Denver|Anschutz Medical Campus  
2017-18 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	8	12	2	7	29	5%
Northglenn High School	8	12	2	7	29	5%
Adams 50	13	6	11	7	37	7%
Westminster High School	13	6	11	7	37	7%
Aurora Public Schools	21	29	20	7	77	14%
Gateway High School	3	12	4	1	20	4%
Lotus School for Excellence	-	-	-	-	-	0%
Rangeview High School	5	10	10	5	30	5%
Vista Peak High School	-	-	-	1	1	0%
William Hinkley High School	13	7	6	-	26	5%
Cherry Creek 5	15	17	6	12	50	9%
Overland High School	1	7	-	4	12	2%
Smoky Hill High School	14	10	6	8	38	7%
Denver Public Schools	44	42	27	18	131	23%
Abraham Lincoln High School	1	1	-	1	3	1%
DSST: Stapleton	11	11	8	2	32	6%
George Washington High School	1	-	2	2	5	1%
John F. Kennedy High School	7	7	2	3	19	3%
Martin Luther King Jr. Early College	19	18	5	3	45	8%
South High School	5	5	10	7	27	5%
Jefferson County R-1	-	11	2	5	18	3%
Alameda High School	-	8	2	4	14	2%
Lakewood High School	-	3	-	1	4	1%
Private Schools	10	14	7	3	34	6%
Arrupe Jesuit High School	10	14	7	3	34	6%
Other high schools*	65	57	44	22	188	33%
<b>Total</b>	<b>176</b>	<b>188</b>	<b>119</b>	<b>81</b>	<b>564</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
2016-17	71	70	66	21	31	44%	71	100%	69	2	-	-	-
Cumulative Total	1,275	1,271	1,149	445	597	47%	1,243	98%	1,146	88	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**



## 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 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. Courses are taught by Kaplan Test Prep instructors. 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 consists of accelerated high school mathematics (Pre-Calculus and Calculus), Human Anatomy, a three-credit English college course (English 1020) or a three credit Ethnic Studies college course, 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 have 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.

### **FY 2017-18 Accomplishment Highlights**

- Successfully implemented and delivered the two and six-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.

### **FY 2018-19 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.
- Creation of a Technology Makerspace for the participants to conduct research.
- Provide each participant with a Chromebook.
- Development of a seamless eight-year curriculum from 9<sup>th</sup> grade through undergraduate.

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

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**University of Colorado Denver|Anschutz Medical Campus  
2017-18 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	7	4	8	23	16%
Male	-	-	-	2	2	1%
Female	4	7	4	6	21	14%
Latino	4	18	21	10	53	36%
Male	-	5	2	1	8	5%
Female	4	13	19	9	45	30%
Asian/Pacific Islander	11	11	17	9	48	32%
Male	4	3	8	2	17	11%
Female	7	8	9	7	31	21%
American Indian	-	-	1	-	1	1%
Male	-	-	-	-	-	0.0%
Female	-	-	1	-	1	0.7%
White/Other	4	4	4	3	15	10%
Male	1	2	1	-	4	3%
Female	3	2	3	3	11	7%
More than One Race	-	1	2	5	8	5%
Male	-	-	-	-	-	0%
Female	-	1	2	5	8	5.4%
<b>Total</b>	<b>23</b>	<b>41</b>	<b>49</b>	<b>35</b>	<b>148</b>	<b>100%</b>
Male	5	10	11	5	31	
Female	18	31	38	30	117	
	22%	24%	22%	14%	21%	
	78%	76%	78%	86%	79%	

<sup>1</sup> Enrollment as of February 2018

**University of Colorado Denver|Anschutz Medical Campus**  
**2017-18 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	-	-	-	-	-	0%
Northglenn High School	-	-	-	-	-	0%
Adams 50	2	3	5	1	11	7%
Westminster High School	2	3	5	1	11	7%
Aurora Public Schools	4	10	12	9	35	24%
Gateway High School	-	-	-	-	-	0%
William Hinkley High School	2	5	3	3	13	9%
Aurora Central High School	1	3	-	-	4	
Lotus School for Excellence	-	-	-	-	-	0%
Rangeview High School	1	2	9	6	18	12%
Vista Peak Preparatory High School	-	-	-	-	-	0%
Cherry Creek 5	5	2	-	4	11	7%
Overland High School	5	2	-	4	11	7%
Denver Public Schools	6	10	5	14	35	24%
Abraham Lincoln High School	-	-	-	1	1	1%
Denver Center for International Studies	-	1	-	-	1	1%
Denver School of Science & Technology	2	4	-	3	9	6%
East High School	-	-	-	-	-	0%
George Washington High School	1	-	-	2	3	2%
High Tech Early College	-	-	-	-	-	0%
John F. Kennedy High School	-	-	3	3	6	4%
Martin Luther King Jr. Early College	3	5	1	5	14	9%
Montbello High School	-	-	-	-	-	0%
North High School	-	-	-	-	-	0%
South High School	-	-	-	-	-	0%
Thomas Jefferson High School	-	-	1	-	1	1%
West High School	-	-	-	-	-	0%
Jefferson County R-1	1	6	1	-	8	5%
Alameda High School	1	1	-	-	2	1%
Lakewood High School	-	5	1	-	6	4%
Standley Lake High School	-	-	-	-	-	0%
Private Schools	1	1	10	1	13	9%
Arrupe Jesuit High School	1	1	10	1	13	9%
Other high schools*	4	9	16	6	35	24%
Bishop Machebeuf High School	-	-	2	-	2	1%
Bear Creek High School	-	-	2	-	2	1%
Prospect Ridge Academy	-	-	-	-	-	0%
Peak to Peak Charter School	-	-	-	-	-	0%
Cherokee Trail High School	-	-	-	1	1	1%
Cherry Creek High School	1	-	1	-	2	1%
William Smith High School	-	-	-	1	1	1%
KIPP Denver	-	-	5	-	5	3%
D'Evelyn Jr./Sr. High School	-	-	-	-	-	0%
Castle View High School	-	-	-	1	1	1%
Florence High School	-	-	-	1	1	1%
Arapahoe High School	-	-	-	-	-	0%
Regis Jesuit High School	-	-	-	-	-	0%
Girl's Athletic Leadership	-	-	-	1	1	1%
Skyview High School	-	1	-	-	1	1%
Grandview High School	-	-	-	1	1	1%
Littleton High School	-	-	1	-	1	1%
Smoky Hill High School	2	7	1	-	10	7%
Monarch High School	-	-	1	-	1	1%
Northfield High School	-	1	2	-	3	2%
ThunderRidge High School	1	-	-	-	1	1%
Sheridan High School	-	-	1	-	1	1%
Strive-Rise	-	-	-	-	-	0%
<b>Total</b>	<b>23</b>	<b>41</b>	<b>49</b>	<b>35</b>	<b>148</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 2018

**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	Ascent / Concurrent Enrollment (5th year HS senior)	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
2015-16	59	59	54	16	28	54%	58	112%	47	2	-	3	-	7
2016-17	44	44	41	14	24	56%	41	95%	37	4	1 - military	-	1	1
Cumulative Total	495	492	452	163	240	50%	477	99%	413	31	5	6	1	14

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, 2017-18 <sup>1</sup>**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Basalt Middle School	Total	38	10	42	6	-	48	14%
	7	17	7	21	3	-	24	7%
	8	21	3	21	3	-	24	7%
Glenwood Springs Middle School	Total	30	17	35	12	-	47	13%
	7	15	8	20	3	-	23	7%
	8	15	9	15	9	-	24	7%
Carbondale Middle School	Total	24	8	31	1	-	32	9%
	7	9	2	11	-	-	11	3%
	8	15	6	20	1	-	21	6%
Glenwood Springs High School	Total	54	30	62	22	-	84	24%
	9	14	4	14	4	-	18	5%
	10	12	13	23	2	-	25	7%
	11	13	10	14	9	-	23	7%
	12	15	3	11	7	-	18	5%
Basalt High School	Total	52	18	60	10	-	70	20%
	9	18	3	18	3	-	21	6%
	10	14	3	14	3	-	17	5%
	11	8	5	11	2	-	13	4%
	12	12	7	17	2	-	19	5%
Roaring Fork High School	Total	41	30	64	7	-	71	20%
	9	15	9	22	2	-	24	7%
	10	13	11	22	2	-	24	7%
	11	7	6	12	1	-	13	4%
	12	6	4	8	2	-	10	3%
All Schools	Total	<b>239</b>	<b>113</b>	<b>294</b>	<b>58</b>	<b>-</b>	<b>352</b>	<b>100%</b>
		68%	32%	84%	16%	0%		
	7	41	17	52	6	-	58	16%
	8	51	18	56	13	-	69	20%
	9	47	16	54	9	-	63	18%
	10	39	27	59	7	-	66	19%
	11	28	21	37	12	-	49	14%
12	33	14	36	11	-	47	13%	

<sup>1</sup> Enrollment as of February 2018



Pre-Collegiate Program Delivered in Partnership with CU-Boulder

**Summit School District  
Program Enrollment, 2017-18 <sup>1</sup>**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Summit Middle School	Total	31	27	49	3	6	58	35%
	6	6	5	6	1	4	11	7%
	7	10	7	16	1	0	17	10%
	8	15	15	27	1	2	30	18%
Summit High School	Total	68	40	79	19	10	108	65%
	9	10	9	14	3	2	19	11%
	10	22	10	25	6	1	32	19%
	11	19	14	26	3	4	33	20%
	12	17	7	14	7	3	24	14%
<b>Total</b>		<b>99</b>	<b>67</b>	<b>128</b>	<b>22</b>	<b>16</b>	<b>166</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2018



## **Lake County School District**

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

**Lake County School District  
Program Enrollment, 2017-18**

School	Grade	Gender		Race/Ethnicity			Total	
		Female	Male	Latino	White	Other		
Lake County High School	Total	45	50	59	36	-	95	100%
	9	-	-	-	-	-	-	0%
	10	2	4	4	2	-	6	6%
	11	13	13	20	6	-	26	27%
	12	30	33	35	28	-	63	66%
<b>Total</b>		<b>45</b>	<b>50</b>	<b>59</b>	<b>36</b>	<b>-</b>	<b>95</b>	<b>100%</b>

## **Appendix - Target School Characteristics**

Fall 2016

**University of Colorado Boulder - Target Middle Schools, Fall 2016 Student Characteristics**

School District/School	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	83.6%	44.0%	56.0%	0.8%	3.4%	2.3%	64.8%	27.1%	0.3%	1.5%
Shadow Ridge Middle School	44.4%	50.6%	49.4%	0.3%	6.0%	1.9%	40.0%	49.1%	0.1%	2.6%
Silver Hills Middle School	57.1%	49.5%	50.5%	0.7%	5.5%	2.5%	47.1%	41.2%	0.1%	2.8%
STEM Launch	74.5%	45.5%	54.5%	0.4%	3.9%	0.7%	70.7%	23.0%	0.0%	1.3%
Thornton High School	40.3%	49.5%	50.5%	1.2%	4.7%	3.8%	64.8%	24.4%	0.1%	1.0%
<b>ADAMS COUNTY 14</b>										
Adams City Middle School	88.0%	46.0%	54.0%	0.7%	0.5%	2.2%	82.2%	12.3%	0.1%	2.0%
Kearney Middle School	85.0%	47.3%	52.7%	0.4%	0.3%	3.5%	84.2%	11.1%	0.0%	0.6%
<b>ADAMS-ARAPAHOE 28J</b>										
North Middle School	83.3%	51.4%	48.6%	1.0%	3.5%	10.5%	76.7%	5.7%	0.9%	1.7%
South Middle School	82.9%	46.9%	53.1%	0.7%	3.7%	18.8%	65.7%	6.0%	2.0%	3.1%
<b>BOULDER VALLEY RE 2</b>										
Angevine Middle School	43.7%	43.0%	57.0%	0.4%	3.2%	1.1%	40.4%	51.5%	0.0%	3.4%
Broomfield Heights Middle School	28.3%	50.4%	49.6%	0.8%	3.3%	1.5%	23.8%	66.5%	0.2%	3.8%
<b>BRIGHTON 27J</b>										
Vikan Middle School	65.2%	47.5%	52.5%	0.5%	0.3%	1.2%	65.4%	31.0%	0.0%	1.5%
<b>DENVER COUNTY 1</b>										
Skinner Middle School	59.6%	48.7%	51.3%	0.7%	1.3%	4.8%	59.1%	31.4%	0.0%	2.8%
<b>MAPLETON 1</b>										
Achieve Academy	66.7%	49.3%	50.7%	0.0%	3.5%	1.2%	77.0%	17.2%	0.0%	1.1%
Clayton Partnership School	71.0%	49.9%	50.1%	0.0%	4.8%	1.5%	72.8%	17.9%	0.2%	2.8%
Global Leadership Academy	76.9%	47.2%	52.8%	0.0%	1.0%	0.5%	91.5%	6.5%	0.0%	0.5%
Mapleton Expeditionary School of the Arts	63.3%	49.2%	50.8%	1.1%	0.8%	2.0%	71.0%	22.7%	0.2%	2.2%
Meadow Community School	76.7%	51.4%	48.6%	1.2%	2.9%	2.2%	75.5%	17.3%	0.0%	1.0%
Monterey Community School	79.7%	50.0%	50.0%	0.0%	1.2%	1.9%	85.1%	11.0%	0.0%	0.8%
Valley View K-8	74.7%	52.5%	47.5%	0.5%	0.2%	0.7%	84.9%	11.4%	0.0%	2.3%
York International	65.5%	50.2%	49.8%	0.1%	3.6%	0.8%	78.3%	14.3%	0.0%	2.9%
<b>ST VRAIN VALLEY RE 1J</b>										
Timberline PK-8	86.7%	47.8%	52.2%	0.9%	0.8%	0.8%	84.5%	11.8%	0.5%	0.7%
<b>WELD COUNTY S/D RE-8</b>										
Fort Lupton Middle School	65.4%	46.5%	53.5%	0.4%	0.4%	0.2%	78.3%	19.5%	0.0%	1.2%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
M. Scott Carpenter Middle School	88.4%	46.6%	53.4%	0.4%	3.7%	1.3%	85.2%	7.9%	0.2%	1.3%
Shaw Heights Middle School	82.4%	51.7%	48.3%	1.1%	7.0%	2.6%	67.5%	20.2%	0.2%	1.4%

**University of Colorado Boulder - Target High Schools, Fall 2016 Student Characteristics**

School District/School	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 High School	31.4%	47.3%	52.7%	0.7%	4.2%	2.5%	62.8%	28.6%	0.0%	1.1%
Thornton High School	40.3%	49.5%	50.5%	1.2%	4.7%	3.8%	64.8%	24.4%	0.1%	1.0%
<b>ADAMS COUNTY 14</b>										
Adams City High School	80.2%	49.6%	50.4%	0.6%	0.3%	2.4%	84.3%	11.5%	0.1%	0.9%
<b>ADAMS-ARAPAHOE 28J</b>										
Aurora Central High School	68.9%	45.9%	54.1%	0.7%	10.5%	17.1%	65.4%	3.6%	0.5%	2.2%
<b>BOULDER VALLEY RE 2</b>										
Centaurus High School	31.9%	45.2%	54.8%	0.4%	2.6%	1.2%	31.6%	59.9%	0.2%	4.0%
<b>BRIGHTON 27J</b>										
Brighton High School	37.3%	46.1%	53.9%	0.6%	1.0%	0.9%	51.3%	43.2%	0.3%	2.8%
<b>DENVER COUNTY 1</b>										
DSST: Stapleton High School	51.8%	46.9%	53.1%	0.7%	4.6%	23.6%	35.7%	28.8%	0.0%	6.6%
East High School	32.2%	52.9%	47.1%	0.4%	2.3%	19.3%	24.0%	46.3%	0.1%	7.6%
<b>MAPLETON 1</b>										
Academy High School	54.5%	40.2%	59.8%	1.8%	1.8%	3.9%	77.0%	12.2%	0.5%	2.8%
Global Leadership Academy	76.9%	47.2%	52.8%	0.0%	1.0%	0.5%	91.5%	6.5%	0.0%	0.5%
Mapleton Early College High School	60.4%	50.6%	49.4%	0.8%	1.6%	1.6%	69.8%	22.4%	0.4%	3.3%
Mapleton Expeditionary School of the Arts	63.3%	49.2%	50.8%	1.1%	0.8%	2.0%	71.0%	22.7%	0.2%	2.2%
York International	65.5%	50.2%	49.8%	0.1%	3.6%	0.8%	78.3%	14.3%	0.0%	2.9%
<b>ST VRAIN VALLEY RE 1J</b>										
Skyline High School	50.9%	47.8%	52.2%	0.8%	2.0%	0.8%	56.5%	38.8%	0.4%	0.7%
<b>WELD COUNTY S/D RE-8</b>										
Fort Lupton High School	55.8%	49.9%	50.1%	0.3%	0.3%	0.7%	76.6%	21.4%	0.2%	0.5%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
Westminster High School	79.8%	48.5%	51.5%	0.5%	5.3%	0.9%	76.9%	15.0%	0.1%	1.3%

**University of Colorado Colorado Springs - Target Middle Schools, Fall 2016 Student Characteristics**

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>COLORADO SPRINGS 11</b>										
Jack Swigert Aerospace Academy	93.7%	45.1%	54.9%	1.5%	1.7%	12.2%	56.8%	21.5%	0.0%	6.3%
McAuliffe Elementary	57.5%	45.6%	54.4%	0.0%	1.0%	14.4%	28.5%	43.8%	1.0%	11.1%
Russell Middle School	64.6%	53.6%	46.4%	0.5%	1.7%	6.5%	28.1%	53.0%	0.5%	9.8%
West Middle School	67.5%	47.6%	52.4%	1.4%	1.0%	4.8%	27.4%	58.9%	0.7%	5.8%
<b>FALCON 49</b>										
Evans International Elementary School	57.7%	50.8%	49.2%	1.1%	1.5%	8.3%	26.9%	47.8%	0.7%	13.7%
Falcon Middle School	22.2%	46.9%	53.1%	0.3%	1.8%	4.7%	15.3%	71.5%	0.3%	6.0%
Horizon Middle School	49.1%	47.8%	52.2%	0.3%	3.0%	8.9%	28.9%	48.5%	0.6%	9.9%
Remington Elementary School	36.6%	46.4%	53.6%	0.2%	4.3%	5.5%	26.0%	52.8%	0.7%	10.5%
Stetson Elementary School	32.5%	49.3%	50.7%	0.2%	2.4%	7.0%	20.4%	57.4%	0.6%	12.0%
<b>HARRISON 2</b>										
Carmel Middle School	92.0%	47.5%	52.5%	0.3%	2.5%	17.0%	53.3%	20.3%	0.0%	6.8%
Fox Meadow Middle School	80.9%	47.9%	52.1%	1.5%	1.5%	17.1%	42.8%	28.7%	2.0%	6.5%
James Irwin Charter Elementary School	41.4%	49.1%	50.9%	0.9%	1.1%	6.2%	47.9%	35.3%	0.9%	7.6%
James Irwin Charter Middle School	46.2%	52.3%	47.7%	1.1%	4.5%	10.6%	42.1%	36.5%	1.1%	4.1%
Mountain Vista Community School	81.0%	45.9%	54.1%	0.6%	1.6%	12.5%	56.3%	20.9%	1.6%	6.3%
Otero Elementary School	65.7%	45.9%	54.1%	3.0%	3.3%	11.0%	33.5%	38.5%	2.2%	8.5%
Panorama Middle School	88.9%	47.3%	52.7%	0.6%	4.5%	22.6%	44.7%	20.6%	1.2%	5.8%
Soaring Eagles Elementary School	60.8%	50.8%	49.2%	0.4%	2.0%	13.7%	42.9%	28.7%	2.8%	9.6%
<b>PUEBLO CITY 60</b>										
Belmont Elementary School	76.1%	47.8%	52.2%	0.4%	1.0%	2.9%	72.5%	22.5%	0.0%	0.6%
Minnequa Elementary School	95.2%	45.5%	54.5%	1.1%	0.0%	2.5%	71.6%	24.2%	0.0%	0.6%
Roncalli STEM Academy	91.8%	39.9%	60.1%	0.5%	0.3%	1.6%	73.9%	22.0%	0.0%	1.6%
W H Heaton Middle School	83.9%	48.9%	51.1%	1.0%	0.9%	3.0%	75.1%	18.6%	0.1%	1.3%
<b>WIDEFIELD 3</b>										
French Elementary School	51.7%	50.4%	49.6%	0.3%	1.3%	10.6%	31.8%	43.6%	1.8%	10.4%
Janitell Junior High School	43.5%	43.6%	56.4%	0.9%	1.5%	11.2%	28.2%	46.9%	1.8%	9.5%
Sproul Junior High School	55.5%	47.1%	52.9%	1.1%	0.7%	9.7%	32.2%	44.1%	1.8%	10.5%
Venetucci Elementary School	55.1%	47.4%	52.6%	0.2%	0.8%	9.1%	35.2%	46.8%	0.4%	7.5%
Watson Junior High School	50.3%	50.6%	49.4%	1.3%	1.4%	7.5%	25.6%	52.5%	1.8%	9.9%
Webster Elementary School	49.6%	44.3%	55.7%	0.6%	1.3%	7.1%	29.6%	45.9%	1.8%	13.7%
Widefield Elementary School	59.0%	48.8%	51.2%	0.5%	1.4%	5.0%	21.6%	61.6%	0.5%	9.5%

University of Colorado Colorado Springs - Target High Schools, Fall 2016 Student Characteristics

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>COLORADO SPRINGS 11</b>										
Coronado High School	46.1%	45.4%	54.6%	0.8%	1.9%	4.0%	25.6%	62.0%	0.2%	5.4%
Doherty High School	41.1%	45.8%	54.2%	0.6%	2.5%	6.4%	25.7%	56.6%	0.3%	7.9%
Mitchell High School	74.8%	45.7%	54.3%	1.6%	1.9%	14.2%	39.7%	35.5%	0.7%	6.3%
Palmer High School	56.6%	51.1%	48.9%	0.6%	1.7%	7.9%	33.4%	48.4%	0.5%	7.6%
<b>FALCON 49</b>										
Falcon High School	17.6%	46.9%	53.1%	0.6%	1.8%	4.6%	18.1%	68.8%	0.3%	5.8%
Vista Ridge High School	23.4%	46.9%	53.1%	0.7%	3.7%	8.6%	22.0%	56.1%	0.6%	8.2%
<b>FOUNTAIN 8</b>										
Fountain-Fort Carson High School	46.0%	47.1%	52.9%	1.1%	1.5%	13.1%	27.8%	45.9%	2.2%	8.4%
<b>HARRISON 2</b>										
Harrison High School	79.6%	47.4%	52.6%	1.1%	2.7%	20.8%	48.4%	21.3%	0.4%	5.2%
James Irwin Charter High School	33.8%	57.1%	42.9%	0.5%	5.1%	9.3%	41.0%	38.9%	0.5%	4.7%
Sierra High School	69.1%	50.0%	50.0%	1.6%	2.4%	27.5%	45.6%	15.6%	1.3%	6.0%
<b>PUEBLO CITY 60</b>										
Chavez/Huerta K-12 Preparatory Academy	79.3%	50.5%	49.5%	0.8%	0.4%	1.2%	85.0%	11.7%	0.6%	0.3%
Centennial High School	58.0%	53.4%	46.6%	0.7%	1.3%	2.2%	59.5%	34.3%	0.2%	1.7%
Central High School	77.8%	48.5%	51.5%	0.7%	0.4%	1.7%	76.4%	19.7%	0.0%	1.1%
East High School	72.3%	47.6%	52.4%	0.3%	0.6%	2.1%	72.5%	22.4%	0.2%	2.0%
South High School	60.5%	45.9%	54.1%	0.6%	0.5%	1.9%	60.2%	34.8%	0.0%	2.0%
<b>PUEBLO COUNTY 70</b>										
Pueblo County High School	51.8%	49.1%	50.9%	0.3%	0.6%	0.1%	45.0%	51.8%	0.1%	2.0%
<b>WIDEFIELD 3</b>										
Mesa Ridge High School	37.1%	47.5%	52.5%	1.0%	1.4%	13.5%	27.5%	47.5%	1.1%	8.0%
<b>WID</b> Widefield High School	41.4%	48.0%	52.0%	0.5%	1.1%	10.2%	27.4%	49.2%	1.8%	9.6%

University of Colorado Denver - Target Middle Schools, Fall 2016 Student Characteristics

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>ADAMS-ARAPAHOE 28J</b>										
AXL Academy	66.5%	48.8%	51.2%	0.5%	1.2%	30.0%	39.8%	20.8%	0.2%	7.5%
North Middle School	83.3%	51.4%	48.6%	1.0%	3.5%	10.5%	76.7%	5.7%	0.9%	1.7%
<b>DENVER COUNTY 1</b>										
Cesar Chavez Academy Denver	78.8%	46.6%	53.4%	0.6%	0.0%	1.5%	92.3%	4.4%	0.6%	0.6%
DSST: Green Valley Ranch Middle School	76.8%	48.6%	51.4%	0.2%	7.9%	24.1%	57.6%	5.7%	0.4%	4.0%
Girls Athletic Leadership School Middle School	48.6%	100.0%	0.0%	1.8%	3.2%	6.8%	40.0%	44.6%	0.4%	3.2%
Henry World School Grades 6-8	82.9%	49.0%	51.0%	1.0%	6.0%	3.1%	78.5%	10.1%	0.0%	1.3%
Kepner Middle School	91.3%	43.0%	57.0%	1.1%	2.2%	2.5%	90.6%	1.8%	0.0%	1.8%
KIPP Sunshine Peak Academy	93.8%	48.0%	52.0%	0.0%	1.0%	0.8%	96.5%	1.5%	0.3%	0.0%
Kunsmiller Creative Arts Academy	83.2%	54.3%	45.7%	0.7%	4.8%	1.8%	80.9%	10.0%	0.1%	1.7%
Lake International School	94.1%	43.0%	57.0%	1.2%	0.6%	8.0%	79.2%	7.4%	0.0%	3.6%
Dr. Martin Luther King Jr. Early College	80.6%	49.4%	50.6%	0.4%	4.7%	21.6%	65.6%	4.3%	1.0%	2.5%
Strive Prep - Federal	85.8%	50.7%	49.3%	0.3%	0.8%	2.0%	94.6%	1.4%	0.0%	0.8%
Strive Prep - Sunnyside	92.1%	48.4%	51.6%	0.3%	0.0%	3.9%	92.4%	2.6%	0.0%	0.7%
Strive Prep - Westwood	92.6%	46.6%	53.4%	0.0%	1.1%	0.3%	96.3%	1.7%	0.6%	0.0%
<b>SHERIDAN 2</b>										
Fort Logan Northgate	92.0%	50.2%	49.8%	0.7%	1.8%	3.7%	78.4%	12.8%	0.3%	2.3%



**University of Colorado Denver | Anschutz Medical Campus - Target High Schools, Fall 2016 Student Characteristics**

School District/School	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 High School	31.4%	47.3%	52.7%	0.7%	4.2%	2.5%	62.8%	28.6%	0.0%	1.1%
<b>ADAMS-ARAPAHOE 28J</b>										
Gateway High School	59.4%	46.2%	53.8%	0.8%	3.3%	24.2%	54.1%	12.8%	1.3%	3.5%
Lotus School for Excellence	72.6%	49.3%	50.7%	0.5%	3.1%	40.0%	38.5%	17.0%	0.1%	0.9%
Rangeview High School	44.9%	48.1%	51.9%	0.6%	5.5%	23.0%	39.3%	25.4%	0.8%	5.4%
Vista Peak 9-12 Preparatory	40.8%	48.8%	51.2%	0.9%	4.3%	16.7%	45.8%	25.8%	0.7%	5.8%
Hinkley High School	75.2%	49.8%	50.2%	0.5%	3.3%	14.6%	69.9%	8.1%	0.9%	2.7%
<b>CHERRY CREEK 5</b>										
Overland High School	64.4%	48.0%	52.0%	1.0%	5.7%	28.3%	35.5%	23.7%	0.2%	5.6%
<b>DENVER COUNTY 1</b>										
Abraham Lincoln High School	92.1%	45.5%	54.5%	0.7%	4.7%	2.8%	88.5%	2.7%	0.0%	0.5%
Denver Center for International Studies	59.7%	56.5%	43.5%	2.2%	5.4%	4.9%	56.7%	25.7%	0.1%	4.9%
DSST: Stapleton High School	51.8%	46.9%	53.1%	0.7%	4.6%	23.6%	35.7%	28.8%	0.0%	6.6%
East High School	32.2%	52.9%	47.1%	0.4%	2.3%	19.3%	24.0%	46.3%	0.1%	7.6%
George Washington High School	55.9%	50.2%	49.8%	0.8%	4.8%	25.4%	34.1%	28.3%	0.2%	6.5%
High Tech Early College*	81.9%	43.4%	56.6%	0.6%	1.7%	15.7%	75.7%	4.0%	1.1%	1.1%
John F Kennedy High School	75.2%	48.0%	52.0%	0.4%	8.7%	2.8%	75.2%	11.0%	0.3%	1.6%
Dr. Martin Luther King Jr. Early College	80.6%	49.4%	50.6%	0.4%	4.7%	21.6%	65.6%	4.3%	1.0%	2.5%
Kipp Montbello College Prep	92.1%	49.0%	51.0%	0.0%	1.1%	20.0%	73.4%	3.1%	0.4%	2.0%
North High School*	81.1%	46.2%	53.8%	1.1%	0.8%	8.1%	77.8%	10.0%	0.0%	2.2%
South High School	63.1%	51.2%	48.8%	1.1%	8.8%	21.6%	36.4%	28.0%	0.4%	3.7%
Thomas Jefferson High School*	50.6%	43.3%	56.7%	0.9%	2.8%	19.0%	31.3%	38.8%	0.1%	7.0%
West Leadership Academy	94.7%	44.2%	55.8%	0.6%	1.0%	4.1%	89.1%	4.4%	0.1%	0.7%
<b>JEFFERSON COUNTY R-1</b>										
Alameda International Junior/Senior High School	86.4%	47.5%	52.5%	1.0%	4.0%	1.2%	79.0%	12.7%	0.1%	2.0%
Lakewood High School	35.6%	49.8%	50.2%	1.2%	5.6%	1.9%	31.1%	56.0%	0.4%	3.8%
Standley Lake High School	29.4%	48.1%	51.9%	0.5%	6.8%	1.0%	21.1%	66.5%	0.1%	4.0%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
Westminster High School	79.8%	48.5%	51.5%	0.5%	5.3%	0.9%	76.9%	15.0%	0.1%	1.3%

\* Target school for Health Careers Program only.

**Roaring Fork School District - Target Schools, Fall 2016 Student Characteristics**

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>ROARING FORK RE-1</b>										
Basalt High School	34.0%	45.2%	54.8%	0.2%	1.3%	0.2%	62.2%	35.6%	0.0%	0.4%
Basalt Middle School	41.2%	55.0%	45.0%	0.0%	2.2%	0.0%	50.6%	46.0%	0.0%	1.2%
Carbondale Middle School	56.4%	49.7%	50.3%	0.3%	0.3%	0.0%	65.6%	32.2%	0.3%	1.2%
Glenwood Springs High School	30.5%	49.6%	50.4%	0.5%	0.9%	0.4%	43.8%	51.5%	0.0%	2.8%
Glenwood Springs Middle School	40.3%	50.5%	49.5%	0.2%	0.7%	0.2%	50.8%	46.8%	0.0%	1.3%
Roaring Fork High School	46.0%	47.1%	52.9%	0.9%	0.9%	0.3%	56.9%	40.2%	0.6%	0.3%

**Summit School District - Target Schools, Fall 2016 Student Characteristics**

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>SUMMIT RE-1</b>										
Summit Middle School	29.8%	41.8%	58.2%	0.1%	0.8%	0.7%	30.8%	64.6%	0.0%	3.0%
Summit High School	29.2%	51.1%	48.9%	0.1%	0.5%	1.5%	29.7%	64.3%	0.2%	3.6%

**Lake County School District - Target Schools, Fall 2016 Student Characteristics**

School District/School	Free or Reduced Lunch	Female	Male	American Indian	Asian	Black	Hispanic	White	Native Hawaiian/ other Pacific Islander	Two or More Races
<b>LAKE COUNTY R-1</b>										
Lake County Intermediate School	73.2%	47.7%	52.3%	0.7%	0.3%	0.7%	73.5%	23.5%	0.0%	1.3%
Lake County High School	63.9%	48.6%	51.4%	0.2%	0.2%	0.2%	72.9%	25.0%	0.2%	1.2%