



University of Colorado

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# University of Colorado

## 2019-20 Pre-Collegiate Development Program Annual Report June 2020



Prepared by the University of Colorado System Office of Institutional Research  
for the University of Colorado System Office of Academic Affairs

<https://www.cu.edu/office-academic-affairs/reports-highlights>

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This report is the result of a team effort across the CU System, incorporating work from multiple departments and disciplines. Many thanks to the CU Boulder Office of Diversity, Equity and Community Engagement (ODECE), UCCS' Pre-Collegiate Support and Success Center, and University of Colorado Denver's Center for Pre-Collegiate and Academic Outreach Programs.

Cover image courtesy of Ryan Allred, May 4, 2016

## Introduction

The annual Pre-Collegiate Development Program report provides information on the students enrolled in the pre-collegiate programs operated at each campus, including demographic characteristics, middle or high school attended, and plans for postsecondary education.

## Report Highlights

**2,908** – Participating middle and high school students, including Roaring Fork, Summit, and Morgan school districts, across all CU campuses; Participating high school students make up 68% (1,970) of the population and middle school students represent 32% (938) of the program;

**200+** – More than 200 schools participate around Colorado, with active recruiting and management at more than 40 middle schools and 100 high schools; Additional schools include continuing PCDP students that have transferred;

**21%** – Rural outreach representation; Nearly one-in-five students participating in CU's PCDP are part of CU Boulder's outreach that includes Roaring Fork, Summit, and Fort Morgan school districts;

**65%** – Female students;

**84%** – Students of color; This includes African-American (7%), American Indian (1%), Asian/Pacific Islander (7%), Hispanic/Latino (60%) and More-Than-One-Race (9%);

**60%** – Hispanic/Latino students;

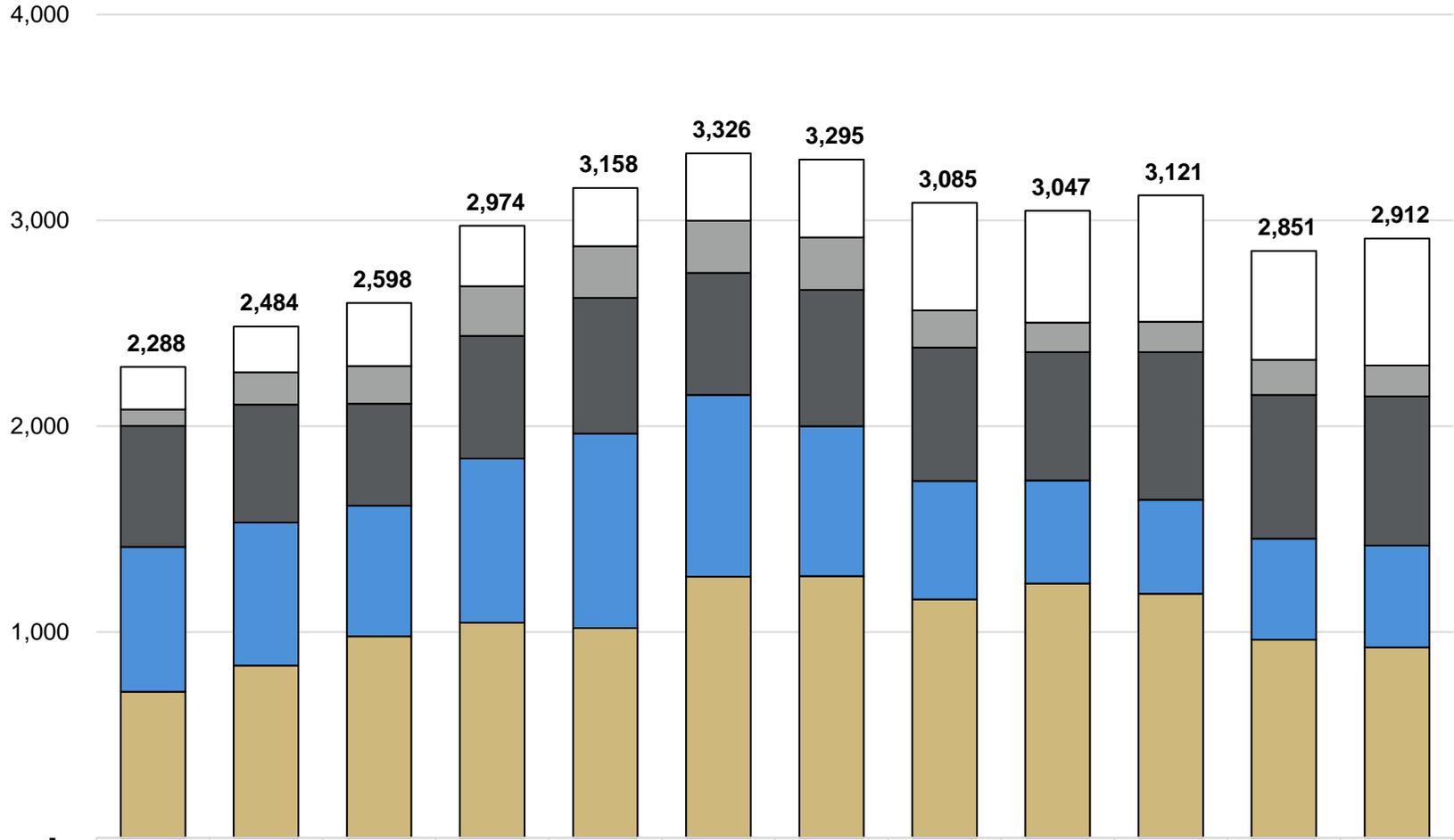
**98%** – High School Graduates participating in the CU PCDP in 2018-19 planned on attending a post-secondary institution;

**University of Colorado, All Campuses  
2019-20 Program Enrollment <sup>1</sup>**

	Middle School					High School						All	
	6th Grade	7th Grade	8th Grade	Total		9th Grade	10th Grade	11th Grade	12th Grade	Total			
African American	-	14	24	38	5%	36	43	31	19	129	8%	167	7%
Male	-	6	8	14		10	11	6	4	31		45	2%
Female	-	8	16	24		26	32	25	15	98		122	5%
Latino	-	207	233	440	61%	301	251	265	112	929	59%	1,369	60%
Male	-	67	98	165		104	93	88	35	320		485	21%
Female	-	140	135	275		197	158	177	77	609		884	39%
Asian/Pacific Islander	-	12	13	25	3%	30	42	32	24	128	8%	153	7%
Male	-	6	5	11		9	22	8	6	45		56	2%
Female	-	6	8	14		21	20	24	18	83		97	4%
American Indian	-	1	10	11	2%	7	5	4	-	16	1%	27	1%
Male	-	1	2	3		2	1	1	-	4		7	0%
Female	-	-	8	8		5	4	3	-	12		20	1%
White/Other	-	51	69	120	17%	76	97	59	25	257	16%	377	16%
Male	-	17	27	44		27	39	20	8	94		138	6%
Female	-	34	42	76		49	58	39	17	163		239	10%
More than One Race	-	48	40	88	12%	44	29	24	17	114	7%	202	9%
Male	-	17	18	35		18	6	6	6	36		71	3%
Female	-	31	22	53		26	23	18	11	78		131	6%
<b>Total from Campuses</b>	-	<b>333</b>	<b>389</b>	<b>722</b>	<b>77%</b>	<b>494</b>	<b>467</b>	<b>415</b>	<b>197</b>	<b>1,573</b>	<b>80%</b>	<b>2,295</b>	<b>79%</b>
Male	-	114	158	272		170	172	129	59	530		802	
0%	34%	41%	38%		34%	37%	31%	30%	34%		35%		
Female	-	219	231	450		324	295	286	138	1,043		1,493	
0%	66%	59%	62%		66%	63%	69%	70%	66%		65%		
<b>Total from Outreach</b>	<b>40</b>	<b>85</b>	<b>91</b>	<b>216</b>	<b>23%</b>	<b>96</b>	<b>95</b>	<b>120</b>	<b>90</b>	<b>401</b>	<b>20%</b>	<b>617</b>	<b>21%</b>
Male	16	28	35	79		33	28	45	36	142		221	
40%	33%	38%	37%		34%	29%	38%	40%	35%		36%		
Female	24	57	56	137		63	67	75	54	259		396	
60%	67%	62%	63%		66%	71%	63%	60%	65%		64%		
<b>Grand Total</b>	<b>40</b>	<b>418</b>	<b>480</b>	<b>938</b>	<b>100%</b>	<b>590</b>	<b>562</b>	<b>535</b>	<b>287</b>	<b>1,974</b>	<b>100%</b>	<b>2,912</b>	<b>100%</b>
Male	16	142	193	351		203	200	174	95	672		1,023	
40%	34%	40%	37%		34%	36%	33%	33%	34%		35%		
Female	24	276	287	587		387	362	361	192	1,302		1,889	
60%	66%	60%	63%		66%	64%	67%	67%	66%		65%		

<sup>1</sup> Enrollment as of February 2020

# CU System Pre-Collegiate Development Program (PCDP)



	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Total Students	2,288	2,484	2,598	2,974	3,158	3,326	3,295	3,085	3,047	3,121	2,851	2,912
□ Rural Outreach	207	222	305	294	284	327	378	522	544	613	528	617
■ Anschutz	80	157	184	242	251	254	255	181	143	148	171	150
■ Denver	587	573	495	596	659	594	662	648	624	718	699	725
■ UCCS	704	695	635	797	945	883	728	575	501	456	490	495
■ Boulder	710	837	979	1,045	1,019	1,268	1,272	1,159	1,235	1,186	963	925



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

**2019-2020**

## **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' 37th 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;

- PCDP provides the students (rising high school juniors) for the Summer Pre-Collegiate STEM five-week program;
- 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 (64 high schools and 13+ 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 2019, the CU-Boulder Pre-Collegiate Development Programs recruited **256** (7th & 8th 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 **925** families. The current middle school program enrollment is at **374** students and the high school program enrollment is at **551** students. 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 **2,901** individuals (**925** middle/high school students and **1,976** parent participants) during the 2019-2020 Academic Year.

## PCDP Academic Year Component

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

Subject areas that are presented during the Saturday Academies include:

1. **Basic Study Skills** (e.g., effective note taking, budgeting of time, effective listening, how to take essay/objective-type exams, etc.);
2. **Communication Skills Development** (e.g., how to better communicate with parents, peers, siblings, and teachers, effectively dealing with stress, etc.);
3. **College Entrance Exam Preparation and Registration** (e.g., test anxiety, mental/physical preparation, including an explanation of the 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 ( 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 2019, the students were offered the following courses: Anatomy, Introduction to Engineering, Introduction to Business, History/Leadership, Sports Studies, and Introduction to Design Appreciation (ENVD 1001).

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

The CU-Boulder Pre-Collegiate Development Program is extremely limited in the number 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 (**\$195,081.00**) was used to cover Summer Student and Staff Housing costs for fiscal year 2018-2019.

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 **2019 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.

In addition, 51 Pre-Collegiate rising high school Junior Students, participated in the **Pre-Collegiate STEM Program**.

### **2019 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 2019 Pre-Collegiate Summer Residential Program was successful, as the overall earned student GPA was 3.40 for the five-week Summer Class of 2019. Of the 102 students who

began the five-week summer program, 98 (97%) successfully completed the program. 39% of the 2019 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 PCDP had 102 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 12, 2019, and prior to the beginning of their senior year in high school, approximately 81% (79 out of 102 students who applied) of the PCDP participants who attended, and a few who applied but were excused from attendance, were admitted to the University of Colorado Boulder during the 2019 Summer.** 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, **ten** of the 2019 PCDP Summer students were admitted directly to the College of Engineering; **two** students were admitted to the Engineering Goldshirt Program, **eight** students were admitted the CU Boulder McNeill Academic Program, and **eleven** students were invited to interview with the CU Boulder Business Excel Program, **two** students were admitted directly to CMCI, **three** students were admitted directly into the College of Business, and **two** students were admitted to the School of Education.

PCDP continues to work with the students who were not initially admitted into CU-Boulder during the summer program, as these students were awaiting seventh semester transcripts to be submitted to the UCB Office of Admissions for admission consideration. **As of May 8, 2020, eighty-six out of 102 student Admissions applicants have been admitted to UCB.**

The 2019 Summer Students also participated in a CU System Academic Olympiad on the University of Colorado, Colorado Springs 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 2019-2020 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 2019-2020.

### **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 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 2020 Summer Pre-Collegiate Olympiad at UCD; 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 2020 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 2020 Student Employee Summer Staff.

### **Service to the Community**

As a result of a previous partnership with Skinner Middle School, North High School is 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 Summer 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 student 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.

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

With the assistance of the Office of Diversity, Equity and Community Engagement (ODECE), the Pre-Collegiate Development Program (PCDP) is partnering with the University of Colorado Boulder's School of Education 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 Diego Escobar-Garcia who is a Ph.D. Candidate in the School of Education.

### **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 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.

### **2019 PCDP Summer Residential Bridge Program**

In addition to assisting with the 2019 Pre-Collegiate Summer Residential Program, Maria Castro Barajas (PCDP Assistant Director) was in charge of coordinating the 2019 Summer Residential Bridge Program. The three-week (July 7, 2019-July 26, 2019) Bridge Program hosted twenty-five 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.

The students matriculated to UCB in 2019 Fall and are majoring in the following areas: Exploratory Studies, Arts & Sciences, Arts and Sciences International Affairs, Music Vocal Arts Performance, Arts & Sciences Sociology, Arts & Sciences Biochemistry, Political Science, Biology, Geography, Business Finance, Mechanical Engineering, Aerospace Engineering, Elementary Education, Integrative Physiology, Open Option. The students are also participating in the following LEAD Programs in 2019-2020 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.

### **2019 Fall/2020 Spring PCDP University of Colorado Boulder Graduates**

In Fall of 2019, twelve CU System Pre-Collegiate Alum graduated from UCB. This 2020 Spring, there are thirty-two CU System Pre-Collegiate Alum are scheduled to graduate from the University of Colorado Boulder in May and 2 students are scheduled to graduate in the

summer. These students graduated from the CU System Pre-Collegiate Development Programs and matriculated to UCB, and now they are set to graduate from UCB. These graduates will be receiving degrees in a variety of majors. In addition, several of these students worked for the Pre-Collegiate Development Program, as Peer Counselors and Teaching Assistants, throughout their college undergraduate career.

Additionally, there are 48 CU System Pre-Collegiate Students who are at Senior status at UCB and will graduate sometime in the near future.

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University of Colorado Boulder  
 2019-20 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	3	12	15	9	7	4	-	20	35	4%
Male	3	3	6	3	2	-	-	5	11	1%
Female		9	9	6	5	4	-	15	24	3%
Latino	108	155	263	151	125	118	-	394	657	71%
Male	39	62	101	55	49	40	-	144	245	26%
Female	69	93	162	96	76	78	-	250	412	45%
Asian/Pacific Islander	6	9	15	7	10	6	-	23	38	4%
Male	4	4	8	2	8	-	-	10	18	2%
Female	2	5	7	5	2	6	-	13	20	2%
American Indian	1	6	7	4	2	2	-	8	15	2%
Male	1	2	3	-	-	-	-	-	3	0%
Female		4	4	4	2	2	-	8	12	1%
White/Other	12	24	36	26	27	12	-	65	101	11%
Male	2	11	13	9	8	3	-	20	33	4%
Female	10	13	23	17	19	9	-	45	68	7%
More than One Race	21	17	38	22	14	5	-	41	79	9%
Male	9	11	20	8	5	2	-	15	35	4%
Female	12	6	18	14	9	3	-	26	44	5%
<b>Total</b>	<b>151</b>	<b>223</b>	<b>374</b>	<b>219</b>	<b>185</b>	<b>147</b>	<b>-</b>	<b>551</b>	<b>925</b>	<b>100%</b>
Male	58	93	151	77	72	45	-	194	345	
Female	93	130	223	142	113	102	-	357	580	
	38%	42%	40%	35%	39%	31%	-	35%	37%	
	62%	58%	60%	65%	61%	69%	-	65%	63%	

<sup>1</sup> Enrollment as of February 2020

**University of Colorado Boulder**  
**2019-20 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	55	48	103	30%
STEM Launch	17	11	28	8%
Northglenn Middle School	16	11	27	8%
Shadow Ridge Middle School	13	11	24	7%
Silver Hills Middle School	5	8	13	4%
Thornton Middle School	4	7	11	3%
Adams County 14	11	10	21	6%
Adams City Middle School	-	1	1	0%
Kearney Middle School	11	9	20	6%
Adams 50	4	11	15	4%
Scott Carpenter Middle School	3	4	7	2%
Shaw Heights Middle School	1	7	8	2%
Adams-Arapahoe 28J	-	7	7	2%
North Middle School	-	1	1	0%
South Middle School	-	6	6	2%
Boulder Valley RE 2	13	28	41	12%
Angevine Middle School	8	15	23	7%
Broomfield Heights Middle School	5	13	18	5%
Brighton 27J	8	13	21	6%
Walter L. Vikan Middle School	8	13	21	6%
Denver Public Schools	-	-	-	0%
Skinner Middle School	-	-	-	0%
Mapleton 1	25	58	83	24%
Achieve Academy at Bertha Heid	4	9	13	4%
Clayton Partnership School	-	4	4	1%
Mapleton Expeditionary	6	4	10	3%
Meadow Community School	4	11	15	4%
Monterey Community School	1	2	3	1%
Valley View Middle School	-	6	6	2%
Global	3	8	11	3%
York International	7	14	21	6%
St. Vrain Valley RE 1J	-	9	9	3%
Timberline Middle School	-	9	9	3%
Weld County S/D RE-8	-	-	-	0%
Fort Lupton Middle School	-	-	-	0%
Other middle schools*	17	28	45	13%
<b>Total</b>	<b>133</b>	<b>212</b>	<b>345</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 2020

**University of Colorado Boulder**  
**2019-20 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>	
Adams 12 Five Star Schools	21	31	31	-	83	15%
Northglenn High School	16	19	17	-	52	9%
Thornton High School	5	12	14	-	31	6%
Adams County 14	4	8	7	-	19	3%
Adams City High School	4	8	7	-	19	3%
Adams 50	3	5	12	-	20	4%
Westminster High School	3	5	12	-	20	4%
Adams-Arapahoe 28J	15	7	7	-	29	5%
Aurora Central High School	11	4	5	-	20	4%
William C. Hinkley High School	4	3	2	-	9	2%
Boulder Valley RE 2	13	17	10	-	40	7%
Broomfield High School	2	13	5	-	20	4%
Centaurus High School	11	4	5	-	20	4%
Brighton 27J	5	3	5	-	13	2%
Brighton High School	5	3	5	-	13	2%
Denver County 1	-	-	1	-	1	0%
Denver School of Science & Technology	-	-	1	-	1	0%
East High School	-	-	-	-	-	0%
Montbello High School	-	-	-	-	-	0%
Mapleton 1	42	35	35	-	112	20%
Mapleton Early College/Skyview	11	7	4	-	22	4%
Global Leadership/Skyview	10	1	5	-	16	3%
MESA/Skyview	3	5	2	-	10	2%
Skyview Academy/Skyview	6	10	16	-	32	6%
York International/Skyview	12	12	8	-	32	6%
St. Vrain Valley RE 1J	2	5	6	-	13	2%
Skyline High School	2	5	6	-	13	2%
Weld County S/D RE-8	3	4	3	-	10	2%
Fort Lupton High School	3	4	3	-	10	2%
Other high schools*	111	70	30	-	211	38%
<b>Total</b>	<b>219</b>	<b>185</b>	<b>147</b>	<b>-</b>	<b>551</b>	<b>100%</b>

\* 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.

<sup>1</sup> Enrollment as of February 2020

**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	-	-	-
2017-18	100	100	84	29	43	43%	96	97%	86	10	1	2	1
2018-19	109	109	98	29	31	31%	95	94%	76	19	-	6	8
<b>Cummulative Total</b>	<b>1,546</b>	<b>1,515</b>	<b>1,300</b>	<b>570</b>	<b>715</b>	<b>47%</b>	<b>1,456</b>	<b>96%</b>	<b>1,282</b>	<b>172</b>	<b>14</b>	<b>44</b>	<b>28</b>

\* 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.



## **About the Pre-Collegiate Support and Success Center**

The Pre-Collegiate Support and Success Center (PCSSC) at the University of Colorado Colorado Springs (UCCS) is an institutionally funded academic enrichment program for targeted elementary, middle, and high school students. It is designed to motivate and prepare first-generation and military dependent students in pursuit of their higher education goals. The PCSSC is structured in two parts Pre-Collegiate and STEM Education. This is to ensure that students are academically prepared to enroll and be successful in post-secondary education. The Pre-Collegiate program offers students the opportunity to explore five career pathways: Business, Education and Human Services, Engineering and Technology, Health, and Humanities and Arts. These pathways help guide students' experiences and programming throughout the academic year and summer. The PCSSC has five components of programming:

- The College Experience
- Dual Enrollment
- Transition Coaching
- Middle School
- The Summer Academic Institute

### **Program Services**

- 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.
- 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 dual enrollment courses.
- Career pathway and major exploration through courses and student success workshops.
- Opportunities to visit college campuses.

### **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.



## Pre-Collegiate Support and Success Center

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- 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

### **The College Experience**

The College Experience creates opportunities for Pre-Collegiate students to explore a variety of college campuses in the Pikes Peak Region while also learning more about academic offerings and career opportunities available to students in their pathways of choice. At these events, students learn about areas of study available at different types of colleges within the region that may be of interest to them. Students interact with faculty from the college or university, as well as with community leaders, also known as Ambassadors, who are connected to the student's career pathway.

Modeled after a combination of the El Pomar Foundation's College Readiness and Success Program and Pre-Collegiate's Saturday conferences, students participate in pathway-specific programming at UCCS, Pikes Peak Community College, United States Air Force Academy and Colorado College. Unfortunately, due to COVID-19 pandemic, the April 2020 visit to the United States Air Force Academy was cancelled. College Experience Events take place at each campus once per year, usually on Saturdays. Programming is differentiated by grade level at each College Experience conference and also tailored to the interests of and key skill sets for a student's career pathway.

### **Dual Enrollment**

Students have the opportunity to take courses to earn college credit during both the academic year and the Summer Academic Institute. Courses that are offered enable students to earn college credit through the University of Colorado Colorado Springs. Fall and spring course offerings may vary based on student enrollment, district course preferences, faculty availability, and UCCS departmental requirements. Regardless of the course offered, all dual enrollment courses are selected because they build skills for college success and can count toward important college-level graduation requirements. The following are courses that were offered to Pre-Collegiate Students during the 2019-2020 Academic Year:

- ANTH 1040: Introduction to Cultural Anthropology
- COMM 1020: Interpersonal Communication
- COMM 2100: Public Speaking
- COUN 1300: Career Exploration
- HIST 1540: US, Recent America—1918 to Present
- INDS 1050: Introduction to Quantitative & Qualitative Reasoning Skills



# Pre-Collegiate Support and Success Center

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## Transition Coaching

Peer support plays a key role in strengthening students' academic skills, motivation, and social-emotional development. During the school year, Pre-Collegiate students attend workshops facilitated by undergraduate peer mentors referred to as Transition Coaches. These workshops allow Pre-Collegiate students an opportunity to connect with current UCCS students, while learning about important topics. During the 2019-2020 year these topics included:

<b>Fall 2019 Transition Coaching Workshops</b>			
<b>Student Grade</b>	<b>September</b>	<b>October</b>	<b>December</b>
<b>10<sup>th</sup> Grade</b> <i>Setting a Strong Foundation</i>	Study Skills & Organization	Learning Styles & Career Exploration	Goal Setting & Time Management 2.0
<b>11<sup>th</sup> Grade</b> <i>Thinking Critically and Creatively</i>	Imagining and Managing Your Junior Year	Strategic SAT Planning & Test Prep	Targeting Success: Resume Writing
<b>12<sup>th</sup> Grade</b> <i>Postsecondary Prep</i>	College Search—Finding the Right Fit	Scholarships & Personal Essay Revision	Money Management

<b>Spring 2020 Transition Coaching Workshops</b>		
<b>Student Grade</b>	<b>February</b>	<b>March</b>
<b>10<sup>th</sup> Grade</b> <i>Setting a Strong Foundation</i>	Communication Styles	Making Your Mark through Leadership
<b>11<sup>th</sup> Grade</b> <i>Thinking Critically and Creatively</i>	Strategic SAT Planning & Test Prep	(Re)Inventing Yourself through Responsible Social Media Use
<b>12<sup>th</sup> Grade</b> <i>Postsecondary Prep</i>	Leadership: Present and Future	Transition to College and Campus Life

## Middle School



# Pre-Collegiate Support and Success Center

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Middle School students receive a series of workshops geared towards academic and professional development. The program is designed to facilitate relationships among students, community members, organizations and peers. Pre-Collegiate middle school students participated in a series of workshops throughout the 2019-2020 Academic Year. The workshop topics were:

- Career Explorations
  - Students had the opportunity to begin their exploration in the five pathways using the resources at UCCS
- Young Influencers Conference
  - Students explored what it means to make an impact both in the community at large, exploring what it means to make a global impact and then narrowing it down to how to make an impact in their local community.
- High School 101
  - 8th grade students discuss the transition from middle school to high school. In this workshop students went through a series of “Myth Busting” exercise to help them decipher high school fact from fiction. Students also are able to visit cursive writing and how to create their own signatures, something that has been removed from most school curriculum.

## Summer Academic Institute

The Summer Academic Institute (SAI) occurred June 3, 2019-June 28, 2019 on the UCCS Campus. The SAI consisted of rising 10th, 11th, & 12th grade students from across the Pikes Peak Region. Students enrolled in college courses, and participated in SAT and PSAT math prep.

Student Grade	Pathway Courses Taken	Programing/Electives
Rising 12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• CHEM 1201: Introduction to Chemistry</li> <li>• PHIL 1020: Introduction to Ethics</li> <li>• MAE 1502: Principles of Engineering</li> <li>• MATH 1040: College Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scholarship Writing:</b> Students learned how to set goals, analyze scholarship prompts and write to a specific audience. Students developed a scholarship template for upcoming scholarship opportunities.</li> <li>• <b>College Application:</b> Students explore the college application process and apply to UCCS.</li> <li>• <b>College Algebra Prep:</b> Available for students who were unable to place into MATH 1040. This non-credit bearing workshop builds important algebraic skills, but at a slower pace.</li> </ul>



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and Success Center

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Student Grade	Pathway Courses Taken	Programing/Electives
Rising 11 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• BIOL 1010: Intro to Human Biology</li> <li>• COMM 2440: Leadership, Theory, and Practice</li> <li>• INOV 1010: The Innovation Process</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“The Greatest Songs, and Why They are the Best” (Music):</b> This workshop looks at the best song lyrics from the past and present and discover what makes them great. This workshop provided students an opportunity to write their own versions of songs, create new lyrics, and perform their pieces.</li> <li>• <b>"English Exploration" (English):</b> Practice critically analyzing short texts, and develop skills related to both critical and creative writing.</li> <li>• <b>"Film Analysis" (Film):</b> Learn about and practice applying skills from a film studies perspective, including analyzing a film through visual, social, and historical lenses.</li> </ul>
Rising 10 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• GPS 1110: Academic Fitness (Summer)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pathway Field Trips:</b> Students are given hands-on-experiences in their selected career pathway. Students visit community organizations and businesses to explore their potential career interests.</li> </ul>
<b>Open House</b>		<p>The Annual Open house invites Pre-Collegiate partners and the UCCS Campus community to come celebrate the closing of the SAI. Students showcase what there SAI experience was to them through presentations, educational displays, and demonstrations.</p>



## Pre-Collegiate Support and Success Center

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

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## Pre-Collegiate Support and Success Center

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

University of Colorado Colorado Springs  
 2019-20 Pre-Collegiate Development Program Enrollment <sup>1</sup>

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	4	3	7	5	3	5	6	19	26	5%
Male	-	1	1	3	-	2	2	7	8	2%
Female	4	2	6	2	3	3	4	12	18	4%
Latino	24	23	47	26	27	40	22	115	162	33%
Male	10	13	23	11	7	12	13	43	66	13%
Female	14	10	24	15	20	28	9	72	96	19%
Asian/Pacific Islander	1	2	3	8	12	9	3	32	35	7%
Male	-	1	1	2	9	2	2	15	16	3%
Female	1	1	2	6	3	7	1	17	19	4%
American Indian	-	1	1	1	2	1	-	4	5	1%
Male	-	-	-	-	-	1	-	1	1	0%
Female	-	1	1	1	2	-	-	3	4	1%
White/Other/Unknown	25	33	58	37	52	34	19	142	200	40%
Male	10	12	22	16	21	13	6	56	78	16%
Female	15	21	36	21	31	21	13	86	122	25%
More than One Race	13	13	26	12	5	12	12	41	67	14%
Male	2	3	5	6	1	4	4	15	20	4%
Female	11	10	21	6	4	8	8	26	47	9%
<b>Total</b>	<b>67</b>	<b>75</b>	<b>142</b>	<b>89</b>	<b>101</b>	<b>101</b>	<b>62</b>	<b>353</b>	<b>495</b>	<b>100%</b>
Male	22	30	52	38	38	34	27	137	189	
Female	45	45	90	51	63	67	35	216	306	
	33%	40%	37%	43%	38%	34%	44%	39%	38%	
	67%	60%	63%	57%	62%	66%	56%	61%	62%	

<sup>1</sup> Enrollment as of February 2020

**University of Colorado Colorado Springs  
2019-20 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>	
Fountain Fort-Carson District 8	19	18	37	26%
Fountain Middle School	19	18	37	26%
Ellicott District 22	12	15	27	19%
Ellicott Middle School	12	15	27	19%
Hanover District 28	20	24	44	31%
Hanover Junior/Senior High School	20	24	44	31%
Pueblo City Schools District 60	16	18	34	24%
Heaton Middle School	16	18	34	24%
Other Elementary/Middle Schools*			-	0%
<b>Total</b>	<b>67</b>	<b>75</b>	<b>142</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

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

**University of Colorado Colorado Springs**  
**2019-20 Pre-Collegiate Development Program Enrollment by School <sup>1</sup>**

High Schools by District	9th Grade	10th Grade	11th Grade	12th Grade	Total	
Academy 20	35	29	29	16	109	31%
Academy Online High School	-	-	2	1	3	1%
Air Academy High School	6	5	2	-	13	4%
Discovery Canyon Campus High School	5	4	4	-	13	4%
Liberty High School	10	7	7	5		
Pine Creek High School	4	8	4	5	21	6%
Rampart High School	7	4	10	5	26	7%
Village Academy Online School	3	1	-	-	4	1%
Colorado Springs 11	12	11	6	17	46	13%
Coronado High School	6	3	-	2	11	3%
Doherty High School	-	2	1	3	6	2%
Mitchell High School	1	6	1	4	12	3%
Odyssey Early College and Career Options	-	-	1	2	3	1%
Palmer High School	5	-	-	6	11	3%
Tesla Educational Opportunity School	-	-	3	-	3	1%
Falcon 49	-	15	18	-	33	9%
Falcon High School	-	-	-	-	-	0%
Sand Creek High School	-	-	1	-	1	0%
Springs Studio for Academic Excellence	-	-	2	-	2	1%
Vista Ridge High School	-	15	15	-	30	8%
Fountain Fort-Carson District 8	12	9	1	1	23	7%
Fountain Fort-Carson High School	11	9	1	1	22	6%
Welte Education Center	1	-	-	-	1	0%
Harrison 2	1	-	2	3	6	2%
Harrison High School	1	-	1	2	4	1%
Sierra High School	-	-	1	1	2	1%
Pueblo City 60	-	-	3	1	4	1%
Pueblo Central High School	-	-	-	-	-	0%
Pueblo Centennial High School	-	-	1	-	1	0%
Pueblo East High School	-	-	2	1	3	1%
Pueblo South High School	-	-	-	-	-	0%
Dolores Huerta	-	-	-	-	-	0%
Pueblo County	-	-	1	-	1	0%
70 Online School	-	-	-	-	-	0%
Pueblo County High School	-	-	1	-	1	0%
Widefield 3	-	-	16	14	30	8%
Mesa Ridge High School	-	-	1	2	3	1%
Widefield High School	-	-	15	12	27	8%
Ellicott 22	14	18	10	7	49	14%
Ellicott High School	14	18	10	7	49	14%
Charter/Other	15	19	15	3	52	15%
Atlas Preparatory School	-	-	6	1	7	2%
Colorado Springs Christian School	-	-	1	-	1	0%
James Irwin Charter High School	15	19	6	1	41	12%
Pikes Peak Prep Charter High School	-	-	-	1	1	0%
The Classical Academy	-	-	1	-	1	0%
St. Mary's High School	-	-	1	-	1	0%
Other high schools*	-	-	-	-	-	0%
<b>Total</b>	<b>89</b>	<b>101</b>	<b>101</b>	<b>62</b>	<b>353</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

\* 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%	37	100%	34	3	-	-	7
2001-2002	53	53	37	20	21	40%	43	100%	42	1	-	-	10
2002-2003	52	52	36	16	19	37%	39	100%	33	6	-	-	13
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%	69	100%	68	1	-	-	9
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	-	-	-	3
2012-2013	68	68	60	23	26	38%	68	100%	66	2	-	-	-
2013-2014	70	70	66	38	41	59%	61	100%	54	6	1	-	9
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
2017-2018	71	71	71	23	25	35%	48	100%	43	5	-	-	23
2018-2019	77	77	74	30	35	45%	63	100%	51	12	-	-	14
Cummulative Total	1,219	1,209	1,037	433	503	47%	1,076	100%	1,012	62	2	-	143

\* 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**

### **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 grade point average (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, and parent partnership workshops.

#### **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.

### **2019-20 FY Accomplishment Highlights**

- Successfully recruited 122 new students into the program, fall 2019.
- Successfully implemented and administered Saturday Academy workshops to program students and parents.
- Successfully implemented and administered summer workshops to 88 students who completed middle school.
- Assessed and evaluated Saturday workshops.
- 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 88 students to the Pre-Collegiate High School Program, fall 2019.

### **2020-21 FY Future Plans**

- Administer the Pre-Collegiate Middle School Academic Program.
- Continue to assess and evaluate Saturday Academy workshop topics for students and parents and make the necessary changes.
- Continue to develop and implement recruitment strategies to increase number of students into the program.
  - Identify strategy to recruit and increase the number of male participants.
  - Identify strategy to recruit more students from schools that have not been successful referring students to the program.
- Continue to maintain the pipeline program to the Pre-Collegiate high school program.
  - Conduct Saturday workshops for students who finished their middle school career (eighth grade) in June and July to help strengthen the success of pipeline transition into the high school program.
- Strengthen career component.
- Strengthen parent programming component.
- 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 workshops consisting of the college access process, financial aid, college fair, career fair, college entrance exam 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 Campus. The two-week summer academic program includes SAT Mathematics Preparation, SAT English Preparation, and Ethnic Literature course with an emphasis in writing. In addition, juniors prior to their senior year, participate in a five-week summer academic program at the University of Colorado Campus. This session consists of accelerated high school mathematics (Algebra II 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 Pre-Collegiate Summer Bridge Program is designed to offer CU system-wide Pre-Collegiate graduates, who 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 two three-college granting credit courses in “Fundamental of Communications” and “The Beatles, Popular Music, and Society” along with a one-college granting credit course in “College Success.” The “College Success” course is 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. They received three-college credits for the course.

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

During the Five-Week Summer Academic Program, the Pre-Collegiate Development Program partnered with the School of Education and Human Development at the University of Colorado Denver to provide an “Introduction to Urban Education” course for students who 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 may 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**

The Pre-Collegiate Development Program has worked closely with Office of Undergraduate Admissions to grant admissions to Pre-Collegiate students who participated in the Five-Week Summer Academic Program. Students who met the admission criteria were granted admission to the University of Colorado Denver at the end of the Five-Week Summer Academic Program. Given that these students were admitted to CU Denver 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 and presented various workshops to program students throughout the year.

### **2019-20 FY Accomplishment Highlights**

- Successfully implemented and administered a two-week summer program for rising juniors (2019).



- Successfully implemented and administered a five-week summer program for rising seniors (2019).
- Successfully implemented and administered a five-week Summer Bridge Program (2019).
- Successfully implemented and administered Saturday Academy workshops.
- Successfully hosted and administered the annual system-wide Pre-Collegiate College Fair for juniors, seniors, and 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 coordinated 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 136 new students into the program, fall 2019.
- Successfully completed the college placement for the 2019 high school graduates:
  - Graduated May 2019: 72
  - Matriculated to 4-year institutions fall 2019: 66 (92%)
  - Matriculated to CU Denver fall 2019: 28 (39%)
  - Matriculated to CU System fall 2019: 37 (51%)

### **2020-21 FY Future Plans**

- Implement and administer Saturday Academy workshops.
- Develop and administer an online 5-week Summer Academic Program.
- Develop and administer an online Summer Bridge Program to system-wide Pre-Collegiate students who will matriculate to CU Denver.
- Develop and conduct online summer workshops for students.
- Coordinate the recruitment of students into the program.
  - Develop strategy to recruit more students from schools that have not been successful in referring students to the program.
- Continue to strengthen partnerships with other CU Denver departments (School of Education and Human Development, Communication Department, First-Year Experiences, Office of Undergraduate Experiences, Center for Inclusion and Identity, Office of Undergraduate Admissions, K-12 Outreach, and others).
- Assess and evaluate Saturday Academy workshop topics and make the necessary changes.
- Provide professional development to staff.
- Coordinate and facilitate staff planning day.



- Administer the Pre-Collegiate Scholarship to system-wide Pre-Collegiate students matriculating to CU Denver.
- Strengthen parent programming.
- Monitor college placement for the 2020 PCDP graduating class.
  - Anticipated Graduates: 97
  - Anticipated to matriculate to 4-year institution: 86
  - Anticipated to matriculate to CU Denver: 38

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University of Colorado Denver|Anschutz Medical Campus  
2019-20 Pre-Collegiate Development Program Enrollment <sup>1</sup>

Denver Campus

	Middle School			High School					All	
	7th Grade	8th Grade	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total		
African American	7	9	16	19	14	13	7	53	69	10%
Male	3	4	7	4	5	2	2	13	20	3%
Female	4	5	9	15	9	11	5	40	49	7%
Latino	75	55	130	122	85	88	74	369	499	69%
Male	18	23	41	37	35	34	20	126	167	23%
Female	57	32	89	85	50	54	54	243	332	46%
Asian/Pacific Islander	5	2	7	11	9	8	8	36	43	6%
Male	2	-	2	3	3	4	-	10	12	2%
Female	3	2	5	8	6	4	8	26	31	4%
American Indian	-	3	3	2	1	1	-	4	7	1%
Male	-	-	-	2	1	-	-	3	3	0%
Female	-	3	3	-	-	1	-	1	4	1%
White/Other	14	12	26	12	10	9	4	35	61	8%
Male	5	4	9	2	5	3	1	11	20	3%
Female	9	8	17	10	5	6	3	24	41	6%
More than One Race	14	10	24	9	4	5	4	22	46	6%
Male	6	4	10	4	-	-	2	6	16	2%
Female	8	6	14	5	4	5	2	16	30	4%
<b>Total</b>	<b>115</b>	<b>91</b>	<b>206</b>	<b>175</b>	<b>123</b>	<b>124</b>	<b>97</b>	<b>519</b>	<b>725</b>	<b>100%</b>
Male	34	35	69	52	49	43	25	169	238	
	30%	38%	33%	30%	40%	35%	26%	33%	33%	
Female	81	56	137	123	74	81	72	350	487	
	70%	62%	67%	70%	60%	65%	74%	67%	67%	

<sup>1</sup> Enrollment as of February 2020

**University of Colorado Denver|Anschutz Medical Campus  
2019-20 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	10	21	10%
The International School at Thornton Middle	11	10	21	10%
Aurora Public School	28	31	59	29%
North Middle School	11	9	20	10%
South Middle School	17	22	39	19%
Brighton School 27J	5	10	15	7%
Stuart Middle School	5	10	15	7%
Denver Public Schools	29	20	49	24%
Compass Academy	1	4	5	2%
Kunsmiller Creative Arts Academy	15	8	23	11%
Martin Luther King, Jr. Early College MS	12	6	18	9%
Noel Community Arts School (NCAS)	1	2	3	1%
Jeffco Public Schools	-	4	4	2%
Alameda Intl Jr/Sr High	-	4	4	2%
Jefferson Jr/Sr High	-	-	-	0%
Sheridan 2	12	5	17	8%
Ft. Logan Northgate 3-8 School	12	5	17	8%
Westminster Public Schools	1	1	2	1%
Scott Carpenter Middle School	1	1	2	1%
Charter Schools	27	5	32	16%
Global Village Academy Northglenn	12	5	17	8%
Pinnacle Charter School	15	-	15	7%
Other middle schools*	2	5	7	3%
<b>Total</b>	<b>115</b>	<b>91</b>	<b>206</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

**University of Colorado Denver|Anschutz Medical Campus  
2019-20 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	15	8	11	14	48	9%
Northglenn High School	13	3	11	8	35	7%
Pinnacle Charter High School	2	5	-	6	13	3%
Adams 50	8	5	5	6	24	5%
Westminster High School	8	5	5	6	24	5%
Aurora Public Schools	25	12	14	12	63	12%
Gateway High School	6	4	1	2	13	3%
Rangeview High School	3	3	3	6	15	3%
William Hinkley High School	16	5	10	4	35	7%
Cherry Creek 5	11	14	14	8	47	9%
Overland High School	1	7	3	4	15	3%
Smoky Hill High School	10	7	11	4	32	6%
Denver Public Schools	42	41	33	25	141	27%
Abraham Lincoln High School	-	2	-	-	2	0%
DCIS	-	6	1	-	7	1%
DSST: Stapleton	-	2	9	9	20	4%
East High School	-	1	-	2	3	1%
High Tech Early College	-	2	-	1	3	1%
Jefferson High School	4	-	2	1	7	1%
John F. Kennedy High School	5	-	1	1	7	1%
Martin Luther King Jr. Early College	20	22	10	3	55	11%
Manual	-	1	-	1	2	0%
North High School	8	1	3	-	12	2%
South High School	1	1	3	3	8	2%
Strive- Excel	4	2	4	4	14	3%
West	-	1	-	-	1	0%
Jefferson County R-1	5	6	-	4	15	3%
Alameda High School	5	6	-	2	13	3%
Lakewood High School	-	-	-	2	2	0%
Mapleton School District	8	-	-	2	10	2%
York International High School	8	-	-	2	10	2%
Private Schools	10	15	7	9	41	8%
Arrupe Jesuit High School	10	15	7	9	41	8%
Other high schools*	51	22	40	17	130	25%
<b>Total</b>	<b>175</b>	<b>123</b>	<b>124</b>	<b>97</b>	<b>519</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

\* 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	48%	70	99%	63	6	1	1	2
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	19	32	47%	68	100%	66	2	-	-	3
2017-18	81	81	73	29	42	52%	81	100%	77	3	1	-	-
2018-19	72	72	69	28	37	51%	72	100%	66	6	-	-	-
Cumulative Total	1,428	1,424	1,291	500	677	48%	1,392	98%	1,286	97	9	22	14

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

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

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



## Pre-Health Scholars Program

UNIVERSITY OF COLORADO  
**ANSCHUTZ MEDICAL CAMPUS**

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

STEM and health careers historically lack diversity among the professionals within the fields reducing perspective, and often resulting in disparities in the services they provide. The CU Pre-Health Scholars Program (CUPS) is an academic enrichment program designed to provide resources and guidance to students from diverse backgrounds and identities that are interested in entering health professions. CUPS Scholars will graduate from high school with experience and knowledge to be successful in college and as they move into their chosen careers.

### Vision

The CU Pre-Health Scholars Program envisions education, and medical systems that provide quality service to all. Through a holistic understanding of social determinants of health, researchers and practitioners center the values, experiences and needs of historically marginalized communities.

### Mission

We strive to make this vision a reality through a non-traditional pre-collegiate STEM program that expands on students' knowledge and experiences in order for them to thrive in college, graduate and/or professional school. Our approach empowers students to infuse empathy, critical thinking and social change throughout their personal and professional journeys.

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 foster academic excellence and interest in STEM, and ultimately improve matriculation and graduation from college. By working directly with the Under-Graduate Pre-



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Health Program, CUPS seeks to create a seamless pathway to professional and graduate school admissions and competition.

The CUPS program staff values the perspectives and experiences that CUPS Scholars and their family members bring to the program. At various times staff members may ask scholars or family members for feedback on the program.

### **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 CUPS curriculum supports students' growth through a variety of academic activities, college visits, mentoring, and exposure to different STEM and health specific technologies and careers. Students move through the program within a cohort of peers from different schools to collaborate, share ideas, and support each other's learning during their time in the program. CUPS aims to help students gain a better understanding of themselves, the impact of societal systems on their experiences and their future careers. Over the course of the four years CUPS Scholars will participate in classes that focus on enhancing will enhance their self-awareness, critical thinking, collaboration, communication skills and self-advocacy skills. Through these classes, CUPS Scholars will gain advanced knowledge related to math, science and literacy. Scholars also participate in workshops related to the college and scholarship selection and application process, study skills, and financial aid.

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<sup>[SEP]</sup> programs. Programming will consist of monthly Saturday workshops.

The summer between their freshman and sophomore year, students participate in a one-week summer research experience. This program exposes students to various fields of study related to scientific research, and introduces them to technology such as 3D printers, that are being used in cutting edge medical research.



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Prior to the junior year, participate in a three-week summer academic program. The three-week academic program includes SAT Math and English Preparation, health disparities and technology-based electives. Kaplan Test Prep instructors teach the SAT courses. During the summer program, students learn about systemic causes of health disparities. They also participate in a youth led research project that addresses up-stream causes of tobacco use. For the summer of 2019, the technology electives will include, 3D modeling, building 3D printers, preparing organs for plastination, and weaving textiles that incorporate electronic components. All electives relate to technologies that are used in cutting edge medical research. The three-week program combines traditional academics and experiential learning.

Prior to their senior year, CUPS scholars, participate in a six-week summer academic program held on the CU Anschutz Medical Campus. The summer session consists of accelerated, project based Mathematics Human Anatomy courses, a three credit Ethnic Studies college course, an English classes that covers topics related to Health Disparities and an Introduction to Research Techniques, 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.

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 have 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.

### **2018-19 FY Accomplishment Highlights**

- Successfully implemented and delivered the two and six-week summer programs.
- Successfully implemented and delivered Saturday Academies.



## Pre-Health Scholars Program

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- 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 created the CUPS makerspace, and incorporated its use into the core curriculum of the CUPS program

### **2019-20 FY Future Plans**

- Continue to strengthen our partnerships with the professional programs on the CU Anschutz Medical Campus.
- Seek additional internship opportunities and partnerships for our participants.
- Continue to develop college level course opportunities for our participants on the CU Anschutz Medical Campus.
- Collect and analyze Alumni data and current participant evaluations.
- Strengthen the parent/family programming and networking opportunities.
- Enhance Saturday workshops to include more academic preparation for our participants.
- Expand the Technology Makerspace to enhance the opportunities for 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  
2019-20 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	3	19	9	6	37	25%
Male	-	4	2		6	4%
Female	3	15	7	6	31	21%
Latino	2	14	19	16	51	34%
Male	1	2	2	2	7	5%
Female	1	12	17	14	44	29%
Asian/Pacific Islander	4	11	9	13	37	25%
Male	2	2	2	4	10	7%
Female	2	9	7	9	27	18%
American Indian	-	-	-	-	-	0%
Male	-	-	-	-	-	0.0%
Female	-	-	-	-	-	0.0%
White/Other	1	8	4	2	15	10%
Male	-	5	1	1	7	5%
Female	1	3	3	1	8	5%
More than One Race	1	6	2	1	10	7%
Male	-	-	-	-	-	0%
Female	1	6	2	1	10	6.7%
<b>Total</b>	<b>11</b>	<b>58</b>	<b>43</b>	<b>38</b>	<b>150</b>	<b>100%</b>
Male	3	13	7	7	30	
	27%	22%	16%	18%	20%	
Female	8	45	36	31	120	
	73%	78%	84%	82%	80%	

<sup>1</sup> Enrollment as of February 2020

**University of Colorado Denver|Anschutz Medical Campus  
2019-20 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 50	-	-	1	3	4	3%
Westminster High School			1	3	4	3%
Aurora Public Schools	1	20	6	9	36	24%
Gateway High School	-	3	-	-	3	2%
William Hinkley High School	1	5	4	4	14	9%
Rangeview High School		12		1	13	9%
Aurora Central High School				3	3	2%
Vista Peak Preparatory			2	1	3	2%
Cherry Creek 5	2	12	21	6	41	27%
Overland High School		7	13		20	13%
Smokey Hill High School	2	5	8	6	21	14%
Denver Public Schools	-	12	9	11	32	21%
Denver School of Science & Technology (Montview)	-	4	1	2	7	5%
Denver School of Science & Technology (Green Valley Ranch)	-	2	4	2	8	5%
Denver School of Science & Technology (Byers)	-	2	2		4	3%
East High School			1		1	1%
George Washington High School			1		1	1%
John F. Kennedy High School				2	2	1%
Martin Luther King Jr. Early College		3		5	8	5%
North High School		1			1	1%
Jefferson County R-1	-	1	2	6	9	6%
Alameda High School			1	1	2	1%
Lakewood High School		1	1	5	7	5%
Private Schools	2	1	2	1	6	4%
Arrupe Jesuit High School	2	1	2	1	6	4%
Other high schools*	6	12	2	2	22	15%
Cherry Creek High School	1	1	1		3	2%
Castle View High School	1			1	2	1%
Denver School of Science & Technology (College View)		1			1	
Denver School of Science & Technology (Cole)	1	1			2	
Regis Jesuit		2			2	1%
Northfield High School				1	1	1%
Rock Canyon High School	1		1		2	1%
Fairview High School		1			1	1%
Eaglecrest High School		1			1	1%
Greeley Central High School		2			2	1%
Green Mountain High School		1			1	1%
Thunderridge High School	1	1			2	1%
Ralston Valley High School		1			1	1%
STEM School Highlands Ranch	1				1	1%
<b>Total</b>	<b>11</b>	<b>58</b>	<b>43</b>	<b>38</b>	<b>150</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 2020

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

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

Graduating Class	Pre-Collegiate/ High School Graduates	Applying to Host Campus	Admitted to Host Campus	Matriculated to Host Campus	Matriculated to CU System	Percent of Graduates Matriculated to CU System	Graduates Planning to Attend a Postsecondary Institution	Percent of Graduates Planning to Attend a Postsecondary Institution	Planning to Attend a Four-Year Institution	Planning to Attend a Two-Year Institution	Planning to Attend a Vocational School	Planning on Stopping Out	Unknown (no Ascent / Concurrent Enrollment (5th year HS senior) or 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	67%	30	100%	25	5	-	-	21
2011-12	42	42	37	14	20	48%	41	98%	36	5	-	1	-
2012-13	59	59	58	22	30	51%	59	100%	57	2	-	-	-
2013-14	78	78	71	30	41	55%	74	100%	69	5	-	-	4
2014-15	64	64	59	31	39	68%	56	98%	53	3	-	1	7
2015-16	59	59	54	16	28	54%	49	94%	47	2	-	3	7
2016-17	44	44	41	14	24	56%	41	95%	37	4	1	-	1
2017-18	34	34	34	15	16	48%	33	100%	30	3	-	-	1
2018-19	39	39	39	15	20	53%	38	100%	37	1	-	-	1
Cumulative Total	568	565	525	193	276	52%	519	99%	480	35	5	5	42

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).



**University of Colorado Boulder  
Rural Outreach Programs**

**2019-2020**



The Office of Pre-College Outreach & Engagement at the University of Colorado Boulder has been working in partnership with rural school districts to develop and provide pre-college outreach services and programming since 2002 when the Roaring Fork Pre-Collegiate Program was established. Since then the office has developed a partnership with Summit County Schools (2009) and is currently working to establish similar partnerships in northeastern Colorado (Fort Morgan) and in the San Luis Valley.

### **Roaring Fork Pre-Collegiate Program**

Originally funded by a 3-year grant from the Aspen Valley Foundation, the Roaring Fork Pre-Collegiate Program is a collaborative effort with the school district and Colorado Mountain College (CMC) whose primary purpose was to positively impact the low graduation rate of Latino students in Garfield School District Re-1. At its inception, the program served approximately 30 students at the 9<sup>th</sup> through 12<sup>th</sup> grade level with a total student population of 120 students. The staff of the university's Pre-Collegiate Program provided expertise and consultation in developing the program's academic year curriculum which consisted of workshops on basic study skills and strategies, enhancing reading skills, test taking strategies and, preparation for the ACT & SAT. Both CMC and CU agreed to host a one-week summer experience for the program's participants that were intended to expose the students to different types of college campuses, provide a limited amount of educational instruction, and introduce them to the many resources that would be available to them should they decide to pursue a postsecondary education. Because of the dedication and hard work of the local program staff and with strong support from the district's superintendent of schools the program not only had the desired impact of increasing the graduation rates for Latino students, it also increased the college going rate for this population of students.

The Roaring Fork Pre-Collegiate Program quickly morphed into a college preparatory program and added a community mentor program to augment the academic year programming. The residential program on the CU Boulder campus was quickly converted from a one-week "exposure" program to a two-week intensive academic program patterned after the 5-week summer program offered to students from the Denver-metro area. The summer curriculum is designed to provide enhancement in the core areas of writing, mathematics and science and exposure to other academic areas such as business, psychology, ethnic studies and other subject matter that might not be available at the local high schools. The intent of the curriculum is to provide the students a "head start" in the core subject areas as they begin their senior year in high school and motivate them in their pursuit of a postsecondary education. In addition, the students are provided an intensive exposure to the college and financial application process and introduced to other resources that are available to aid them in their transition to the college university of their choice (i.e., Career Services, Housing, academic advising, CU LEAD Alliance, etc.).

As the program continued in its development and growth it established a middle school program and began recruiting students as early as the 6<sup>th</sup> and 7<sup>th</sup> grade and experienced increasing success in placing its graduates in postsecondary institutions across the country. As a result of their great success the program continued to experience a significant increase in the number of students applying for participation. In an attempt to accommodate the increasing demand for participation the program staff, in collaboration with the program's advisory board, submitted a proposal to CU President Bruce Benson in 2014 requesting funding to increase the size of its student population, increase the number of full-time staff and, enhance its community mentorship program. The following year President Benson granted the Roaring Fork Pre-Collegiate Program a 3-year \$300,000 (\$100,000/year) grant from the CU President's Office in recognition of their hard work and positive impact on the college going rate in the Roaring Fork Valley. As a result of this grant the Roaring Fork Pre-Collegiate Program was able to add one full-time employee, develop and implement a mentor training program to strengthen the mentorship component of the program and, is currently providing services to approximately 375 families annually.

As we continue to develop our rural outreach efforts we are drawing heavily on the lessons we learned from helping to develop the Roaring Fork Pre-Collegiate Program.

### **Summit County Pre-Collegiate Program**

In 2008, as a result of the success of the Roaring Fork Pre-Collegiate Program, the Superintendent for Summit County Schools and the President of the Summit Foundation reached out to the University to see if there was a possibility of establishing a similar program in Summit County. The impetus for developing this program was to have a positive impact on the graduation and college going rate of the county's Latino population as well as the college going rate for students in general. This program is similar in structure to the Roaring Fork program in that the program is sponsored by the school district, was initially funded primarily by the Summit Foundation and works collaboratively with the local Colorado Mountain College campus and the University of Colorado Boulder.

Because of the lessons learned in the development of the Roaring Fork program, it was possible to establish the Summit Pre-Collegiate Program within a year and the first class of 5 students was able to attend a summer residential program alongside the Roaring Fork Pre-Collegiate Program students during the summer of 2009. Since that time, the program has steadily grown in numbers and sophistication and has aspects that are unique to the community it serves. Like the Roaring Fork program, the Summit Program conducts a one-week summer program at the local Colorado Mountain College campus but, it is a commuter program rather than a residential program. One unique aspect of the Summit Pre-Collegiate Program is its defined classroom period during which they provide their students tutoring and advising sessions. It is also a time where the program's Seniors can get assistance with their

college applications and applications for financial aid and scholarships. This class period is possible due to the fact that, unlike the campus based and Roaring Fork programs, the Summit Pre-Collegiate Program serves one middle school and one high school so the staff does not have to travel to and recruit from multiple schools. Currently the program serves approximately 180 students (30 per grade level) and is working to further develop the middle school portion of the program.

### **Dream Big**

In 2014, the staff of the I Have A Dream Foundation of Boulder County and several of their community advocates met with the administration of the University of Colorado Boulder and asked them to join into partnership with the Foundation and other community partners to apply for grant funding through the newly established Colorado Opportunity Scholarship Initiative (COSI) being funded by the Colorado Department of Higher Education. The intent of the application was to expand services provided by the Foundation beyond the populations traditionally served by their classroom adoption model and include other students served by the Boulder County School District. In addition, the Foundation wanted the University to partner in providing a summer residential experience for student participants in this widened coalition. After several meetings the University, through the Office of Pre-College Outreach & Engagement agreed to provide \$24,000 to fund a summer residential program on the condition that the coalition were successful in their bid to receive COSI funding.

Although the coalition's bid for funding through the COSI grant was successful, they received a grant that was significantly less than what they applied for and, due to limited funding, the grant was only for a two-year period. Due to the lower level of funding the summer residential program had to be scaled back in size and instead of hosting 50 students the program was only able to host 30 participants. In addition, the program recruitment strategy had to be modified and participant recruitment was limited to students who resided in low-income housing in Boulder County, participants in the Adelante program based in Boulder High School, and students participating with the I Have A Dream Foundation of Boulder County.

The University hosted the first Dream Big Summer Residential Program in the summer of 2015 with 24 participants. Since that time the program has grown steadily with the current participant numbers holding steady at 35 participants. The coalition was successful in renewing the COSI grant in 2017 for another two year but, during the most recent grant application period, was forced to turn down a third award from COSI due to changes being implemented by the Colorado Department of Higher Education in how grant funding could be spent. The new grant regulations would have fundamentally changed the structure of the program and excluded a significant part of the population that the coalition had promised to serve. Currently, the University is temporarily funding the Summer Residential Program in its entirety until the coalition can identify another funding source.

### **New Outreach Initiatives**

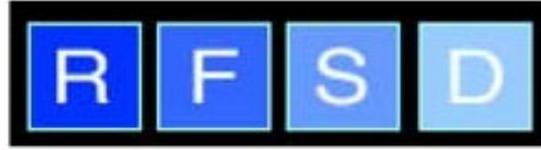
In 2015, the University of Colorado Boulder Administration asked the Office of Pre-College Outreach & Engagement (OPCOE) to identify ways through which it could increase the University's pre-college outreach efforts to the community. Specifically, the administration asked OPCOE to identify areas of the state where the university could take the partnership model developed and implemented in the Roaring Fork Valley and Summit County and utilize it in other rural communities across the State of Colorado. Given this charge, and taking into consideration conversations and requests from several members of the Board of Regents and other community members, OPCOE identified northeastern Colorado, the San Luis Valley and Colorado's western slope as possible areas for expansion. These areas were chosen for consideration due to the fact that members of the communities had indicated an interest in developing greater partnerships with the University and the communities were greatly underserved by the state's colleges and universities. In an effort to initiate conversation with the identified communities, university administration allocated funds to begin hosting students from the identified communities for summer residential experiences and asked OPCOE staff to begin the process of working with local school districts to develop outreach programs.

Beginning in the fall of 2016, OPCOE staff started conducting outreach to the Fort Morgan School District and, acting in partnership with a GEAR UP program which was operating in the area, was able to identify 32 students for its inaugural summer residential program during the summer of 2017. The university will be hosting its third summer residential experience for students from Fort Morgan High School during the summer of 2019 and, with the students we anticipate attending this summer will have provided the summer experience for 95 students. In collaboration with the University's Advancement Office we are conducting on-going efforts to raise funds to establish year-round programming locally and continue developing the partnership with the school district and the local community. In addition, the OPCOE staff has been working more closely with the counseling staff at Fort Morgan High School to identify student participants for the summer residential programs due to the fact that the GEAR UP program is no longer serving Fort Morgan High School.

In the fall of 2017, the OPCOE began outreach efforts to the San Luis Valley by attending a meeting of the local Board of Cooperative Educational Services (BOCES) meeting and presenting the partnership concept to several school superintendents. As a result of that meeting the OPCOE staff identified 5 high schools with which they conducted follow up meetings to gauge interest in participation in the new outreach efforts. The staff met with the principals and guidance counselors from Alamosa, Antonito, Centauri, Centennial, Center and Sangre de Cristo High Schools to open discussion about recruiting students to participate in a two-week summer residential program during the upcoming summer of 2018. Although discussions were positive and promising, the net result was only four students who participated that summer. Two of the students were from Centennial High School and two



were from Centauri High School. These students shared their summer experience with students from Fort Morgan High School and feedback provided by the student participants indicate that this should be the program model as we move forward. The staff has continued to work with the schools in the San Luis Valley and recommendations from local sources have also provided connections to other schools in the area for future consideration. The summer residential program scheduled for summer of 2019 promises to be more fruitful and the staff has confidence that the program in that area will continue to grow in future years.



Roaring Fork School District

**Pre-Collegiate Program Delivered in Partnership with  
the University of Colorado Boulder**

**Program Enrollment, 2019-20<sup>1</sup>**

School	Grade	Gender		Race/Ethnicity					Total	
		Female	Male	Latino	Asian	Black	White	Other		
Basalt Middle School	Total	23	5	28	-	-	-	-	28	8%
	7	12	2	14	-	-	-	-	14	4%
	8	11	3	14	-	-	-	-	14	4%
Glenwood Springs Middle School	Total	18	9	21	-	-	5	1	27	8%
	7	8	5	9	-	-	3	1	13	4%
	8	10	4	12	-	-	2	-	14	4%
Carbondale Middle School	Total	31	17	43	-	-	3	2	48	14%
	7	16	8	23	-	-	-	1	24	7%
	8	15	9	20	-	-	3	1	24	7%
Glenwood Springs High School	Total	59	36	82	-	-	12	1	95	27%
	9	14	8	20	-	-	2	-	22	6%
	10	19	9	22	-	-	5	1	28	8%
	11	17	6	20	-	-	3	-	23	7%
	12	9	13	20	-	-	2	-	22	6%
Basalt High School	Total	58	16	65	-	-	8	1	74	21%
	9	16	5	19	-	-	2	-	21	6%
	10	20	1	18	-	-	3	-	21	6%
	11	13	4	14	-	-	2	1	17	5%
	12	9	6	14	-	-	1	-	15	4%
Roaring Fork High School	Total	50	25	69	-	-	6	-	75	22%
	9	9	2	11	-	-	-	-	11	3%
	10	12	6	16	-	-	2	-	18	5%
	11	14	12	24	-	-	2	-	26	7%
	12	15	5	18	-	-	2	-	20	6%
All Schools	Total	<b>239</b>	<b>108</b>	<b>308</b>	-	-	<b>34</b>	<b>5</b>	<b>347</b>	<b>100%</b>
		69%	31%	89%	0%	0%	10%	1%		
	7	36	15	46	-	-	3	2	51	15%
	8	36	16	46	-	-	5	1	52	15%
	9	39	15	50	-	-	4	-	54	16%
	10	51	16	56	-	-	10	1	67	19%
	11	44	22	58	-	-	7	1	66	19%
	12	33	24	52	-	-	5	-	57	16%

<sup>1</sup> Enrollment as of February 2020

**Roaring Fork Pre-College Program  
High School Graduation and College Admission**

Graduating Class	Program High School Graduates	Applying to CU Sytem	Admitted to CU System	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)
2010-11	29	7	5	4	14%	29	100%	18	11	0	0	0
2011-12	28	5	3	3	11%	27	96%	15	11	1	0	0
2012-13	33	5	5	4	13%	31	97%	20	11	0	0	1
2013-14	35	9	9	5	14%	35	100%	20	14	1	0	0
2014-15	28	7	7	6	21%	25	89%	18	7	0	0	0
2015-16	28	10	9	3	11%	20	71%	18	2	0	0	0
2016-17	34	10	10	2	6%	34	100%	29	5	0	0	0
2017-18	47	36	35	3	6%	44	94%	40	4	0	0	0
2018-19	44	32	32	5	11%	44	100%	35	9	0	0	0
2019-20	56	56	51	11	20%	56	100%	48	8	0	0	0
<b>Cummulative Total</b>	<b>362</b>	<b>177</b>	<b>166</b>	<b>46</b>	<b>13%</b>	<b>345</b>	<b>96%</b>	<b>213</b>	<b>74</b>	<b>2</b>	<b>0</b>	<b>1</b>

\* 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-Collegiate Program Delivered in Partnership with  
the University of Colorado Boulder**

**Program Enrollment, 2019-20<sup>1</sup>**

School	Grade	Gender		Race/Ethnicity					Total	
		Female	Male	Latino	Asian	Black	White	Other		
Summit Middle School	Total	65	48	109	1	1	1	1	113	45%
	6	24	16	40	-	-	-	-	40	16%
	7	21	13	32	1	-	-	1	34	14%
	8	20	19	37	-	1	1	-	39	16%
Summit High School	Total	81	57	124	1	6	5	2	138	55%
	9	24	18	39	-	2	1	-	42	17%
	10	16	12	24	1	1	1	1	28	11%
	11	20	15	32	-	1	1	1	35	14%
	12	21	12	29	-	2	2	-	33	13%
<b>Total</b>		<b>146</b>	<b>105</b>	<b>233</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>251</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

**Summit Pre-College Program  
High School Graduation and College Admission**

Graduating Class	Program High School Graduates	Applying to CU Sytem	Admitted to CU System	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)
2009-10	10	6	3	1	10%	9	90%	2	7	0	1	0
2010-11	17	2	1	1	6%	15	88%	8	7	0	2	0
2011-12	25	2	1	0	0%	24	96%	9	15	0	1	0
2012-13	21	4	2	1	5%	20	95%	8	11	1	1	0
2013-14	18	1	1	0	0%	17	94%	8	7	2	1	0
2014-15	22	5	4	2	9%	21	95%	11	10	0	1	0
2015-16	27	5	4	0	0%	23	85%	11	11	1	4	0
2016-17	33	7	3	0	0%	30	91%	12	15	3	3	0
2017-18	23	16	12	0	0%	21	91%	13	8	0	2	0
2018-19	22	22	16	1	5%	21	95%	13	8	0	1	0
2019-20	33	28	19	1	3%	31	94%	13	14	4	2	0
<b>Cumulative Total</b>	<b>251</b>	<b>98</b>	<b>66</b>	<b>7</b>	<b>3%</b>	<b>232</b>	<b>92%</b>	<b>106</b>	<b>106</b>	<b>11</b>	<b>18</b>	<b>0</b>

\* 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-Collegiate Program Delivered in Partnership with  
the University of Colorado Boulder**

**Program Enrollment, 2019-20<sup>1</sup>**

School	Grade	Gender		Race/Ethnicity					Total	
		Female	Male	Latino	Asian	Black	White	Other		
Fort Morgan High School	Total	9	6	10	-	3	2	-	15	100%
	9	-	-	-	-	-	-	-	-	0%
	10	-	-	-	-	-	-	-	-	0%
	11	9	6	10	-	3	2	-	15	100%
	12	-	-	-	-	-	-	-	-	0%
<b>Total</b>		<b>9</b>	<b>6</b>	<b>10</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>15</b>	<b>100%</b>

<sup>1</sup> Enrollment as of February 2020

**Ft. Morgan Pre-College Program  
High School Graduation and College Admission**

Graduating Class	Program High School Graduates	Applying to CU Sytem	Admitted to CU System	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)
2017-18	27			3	11%	22	81%	12	16	0	5	0
2018-19	23	22	20	3	13%	16	70%	8	8	0	4	0
2019-20	15	14	10	4	27%	13	87%	8	5	0	2	0
<b>Cummulative Total</b>	<b>65</b>	<b>36</b>	<b>30</b>	<b>10</b>	<b>15%</b>	<b>51</b>	<b>78%</b>	<b>28</b>	<b>29</b>	<b>0</b>	<b>11</b>	<b>0</b>

\* 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, as of 3/16/20 student self reports.

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.



# SAN LUIS VALLEY BOCES

Pre-Collegiate Program Delivered in Partnership with  
the University of Colorado Boulder

## Program Enrollment, 2019-20<sup>1</sup>

School	Grade	Gender		Race/Ethnicity					Total	
		Female	Male	Latino	Asian	Black	White	Other		
Antonito HS (South Conejos SD)	Total	2	1	2	-	-	-	1	3	75%
	9	-	-	-	-	-	-	-	-	0%
	10	-	-	-	-	-	-	-	-	0%
	11	2	1	2	-	-	-	1	3	75%
	12	-	-	-	-	-	-	-	-	0%
Center High School (Center Consolidated SD 26JT)	Total	-	1	1	-	-	-	-	1	25%
	9	-	-	-	-	-	-	-	-	0%
	10	-	-	-	-	-	-	-	-	0%
	11	-	1	1	-	-	-	-	1	25%
	12	-	-	-	-	-	-	-	-	0%
<b>Total</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>4</b>	<b>100%</b>
	9	-	-	-	-	-	-	-	-	0%
	10	-	-	-	-	-	-	-	-	0%
	11	2	2	3	-	-	-	1	4	100%
	12	-	-	-	-	-	-	-	-	0%

<sup>1</sup> Enrollment as of February 2020

**San Luis Valley Pre-College Program  
High School Graduation and College Admission**

Graduating Class	Program High School Graduates	Applying to CU System	Admitted to CU System	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)
2017-2018	4	4	3	0	0%	1	100%	1	0	0	1	3
2018-2019	4	4	2	1	25%	4	100%	3	1	0	2	0
Cummulative Total	8	8	5	1	13%	4	50%	3	1	0	2	0

\* 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.



### CU PCDP Budget Information, FY 2019-20

#### **Boulder Campus**

CU System President's Office	\$225,000
Boulder Campus	\$635,768
<b>Campus Total</b>	<b>\$860,768</b>

#### **Boulder - Partner Program(s) & Rural Outreach**

CU System President's Office	\$125,000
Boulder Campus	\$680,000
Levy Foundation	
<b>Total</b>	<b>\$805,000</b>
<b>Boulder, Partners &amp; Rural Outreach Total</b>	<b>\$1,665,768</b>

#### **Colorado Springs Campus**

CU System President's Office	\$225,000
UCCS Campus	\$440,948
<b>Campus Total</b>	<b>\$665,948</b>

#### **Denver Campus**

CU System President's Office	\$236,000
Denver Campus	\$227,591
<b>Campus Total</b>	<b>\$463,591</b>

#### **Anschutz Medical Campus**

CU System President's Office	\$174,000
Anschutz Campus	\$187,700
<b>Campus Total</b>	<b>\$361,700</b>

#### **Total Budget**

<b>Boulder, Partners &amp; Rural Outreach</b>	<b>\$1,665,768</b>
<b>Colorado Springs</b>	<b>\$665,948</b>
<b>Denver</b>	<b>\$463,591</b>
<b>Anschutz Medical Campus</b>	<b>\$361,700</b>
<b>PCDP Total</b>	<b>\$3,157,007</b>

# **Appendix - Target School Characteristics**

Fall 2018

Source: Colorado Department of Education  
<https://www.cde.state.co.us/cdereval/pupilcurrent>

University of Colorado Boulder - Target Middle Schools, Fall 2018 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	79.5%	49.0%	51.0%	0.2%	1.8%	2.2%	71.7%	22.1%	0.1%	1.8%
Shadow Ridge Middle School	41.6%	46.7%	53.3%	0.8%	5.6%	0.7%	42.3%	47.1%	0.3%	3.1%
Silver Hills Middle School	53.9%	50.6%	49.4%	0.5%	5.5%	1.9%	52.5%	36.4%	0.1%	3.1%
STEM Launch	69.6%	46.4%	53.6%	0.6%	2.0%	0.9%	75.5%	20.0%	0.0%	1.1%
Thornton High School	38.4%	46.9%	53.1%	1.1%	4.2%	3.8%	69.1%	20.4%	0.1%	1.3%
<b>ADAMS COUNTY 14</b>										
Adams City Middle School	86.4%	48.3%	51.7%	1.2%	0.2%	1.4%	85.4%	9.4%	0.1%	2.2%
Kearney Middle School	85.9%	48.4%	51.6%	0.1%	0.5%	2.6%	86.7%	9.5%	0.1%	0.5%
<b>ADAMS-ARAPAHOE 28J</b>										
North Middle School Health Sciences And Technology Campus	87.2%	50.5%	49.5%	1.2%	3.3%	12.9%	74.7%	3.9%	1.2%	2.8%
South Middle School	91.1%	44.2%	55.8%	0.9%	3.0%	20.5%	63.5%	5.5%	2.2%	4.4%
<b>BOULDER VALLEY RE 2</b>										
Angevine Middle School	46.2%	47.5%	52.5%	0.6%	2.9%	1.3%	41.8%	47.9%	0.0%	5.5%
Broomfield Heights Middle School	28.5%	50.6%	49.4%	0.4%	2.7%	1.2%	21.4%	67.8%	0.2%	6.4%
<b>SCHOOL DISTRICT 27J</b>										
Vikan Middle School	61.7%	45.6%	54.4%	0.2%	0.2%	1.3%	65.8%	30.7%	0.0%	1.8%
<b>DENVER COUNTY 1</b>										
Skinner Middle School	53.2%	47.2%	52.8%	1.0%	1.3%	3.3%	57.8%	33.6%	0.3%	2.7%
<b>MAPLETON 1</b>										
Achieve Academy	73.8%	50.5%	49.5%	0.4%	2.7%	1.6%	81.0%	12.6%	0.0%	1.6%
Clayton Partnership School	71.5%	48.6%	51.4%	0.0%	4.1%	1.7%	79.5%	12.4%	0.2%	2.0%
Global Leadership Academy	76.5%	45.6%	54.4%	0.0%	0.5%	0.5%	94.0%	4.6%	0.0%	0.5%
Mapleton Expeditionary School of the Arts	66.3%	51.6%	48.4%	1.6%	1.2%	2.8%	71.8%	19.5%	0.3%	2.8%
Meadow Community School	68.3%	47.0%	53.0%	0.2%	3.1%	1.5%	76.4%	16.6%	0.0%	2.1%
Monterey Community School	75.7%	54.8%	45.2%	0.0%	2.2%	2.2%	83.8%	10.3%	0.0%	1.5%
Valley View K-8	73.5%	46.8%	53.2%	0.0%	0.0%	0.3%	79.9%	18.2%	0.0%	1.6%
York International	65.0%	51.1%	48.9%	0.1%	3.4%	0.7%	85.0%	8.3%	0.0%	2.3%
<b>ST VRAIN VALLEY RE 1J</b>										
Timberline PK-8	82.1%	49.7%	50.3%	0.6%	0.4%	0.9%	84.7%	12.2%	0.2%	0.9%
<b>WELD COUNTY S/D RE-8</b>										
Fort Lupton Middle School	80.2%	45.9%	54.1%	0.2%	0.2%	1.0%	80.4%	17.2%	0.0%	1.0%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
M. Scott Carpenter Middle School	90.5%	49.8%	50.2%	0.4%	1.7%	1.5%	85.8%	8.3%	1.3%	1.1%
Shaw Heights Middle School	83.7%	45.5%	54.5%	0.4%	4.8%	2.3%	70.3%	18.9%	0.0%	3.4%

University of Colorado Boulder - Target High Schools, Fall 2018 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	54.9%	47.2%	52.8%	0.6%	4.8%	2.3%	64.5%	26.5%	0.0%	1.2%
Thornton High School	38.4%	46.9%	53.1%	1.1%	4.2%	3.8%	69.1%	20.4%	0.1%	1.3%
<b>ADAMS COUNTY 14</b>										
Adams City High School	81.9%	48.8%	51.2%	0.7%	0.4%	2.0%	86.7%	9.1%	0.1%	1.0%
<b>ADAMS-ARAPAHOE 28J</b>										
Aurora Central High School	66.7%	45.7%	54.3%	0.6%	7.0%	16.6%	67.3%	4.8%	1.3%	2.6%
<b>BOULDER VALLEY RE 2</b>										
Centaurus High School	28.7%	42.3%	57.7%	0.3%	3.4%	0.8%	29.7%	62.2%	0.0%	3.6%
<b>SCHOOL DISTRICT 27J</b>										
Brighton High School	33.7%	48.6%	51.4%	0.7%	1.2%	1.1%	51.2%	42.6%	0.4%	2.8%
<b>DENVER COUNTY 1</b>										
DSST: Stapleton High School	55.0%	46.6%	53.4%	0.3%	5.7%	26.1%	36.3%	24.4%	0.0%	7.2%
East High School	30.6%	53.4%	46.6%	0.3%	2.2%	17.1%	23.1%	49.3%	0.3%	7.6%
<b>MAPLETON 1</b>										
Academy High School	64.1%	44.6%	55.4%	0.7%	0.9%	1.4%	84.1%	9.7%	0.0%	3.2%
Global Leadership Academy	76.5%	45.6%	54.4%	0.0%	0.5%	0.5%	94.0%	4.6%	0.0%	0.5%
Mapleton Early College High School	63.0%	53.9%	46.1%	0.8%	2.9%	0.4%	72.0%	20.2%	0.4%	3.3%
Mapleton Expeditionary School of the Arts	66.3%	51.6%	48.4%	1.6%	1.2%	2.8%	71.8%	19.5%	0.3%	2.8%
York International	65.0%	51.1%	48.9%	0.1%	3.4%	0.7%	85.0%	8.3%	0.0%	2.3%
<b>ST VRAIN VALLEY RE 1J</b>										
Skyline High School	45.0%	47.4%	52.6%	0.6%	1.8%	1.0%	58.6%	36.5%	0.3%	1.2%
<b>WELD COUNTY S/D RE-8</b>										
Fort Lupton High School	69.1%	48.4%	51.6%	0.3%	0.3%	0.3%	75.8%	22.7%	0.0%	0.6%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
Westminster High School	78.1%	48.8%	51.2%	0.5%	5.5%	1.1%	77.3%	13.6%	0.4%	1.6%

**University of Colorado Colorado Springs - Target Middle Schools, Fall 2018 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	83.6%	47.9%	52.1%	0.8%	1.0%	12.7%	55.4%	24.2%	0.7%	5.2%
McAuliffe Elementary	56.4%	46.7%	53.3%	0.7%	1.7%	11.4%	25.8%	49.3%	0.6%	10.5%
Russell Middle School	62.0%	49.5%	50.5%	0.5%	1.2%	7.7%	32.1%	49.2%	0.7%	8.7%
West Middle School	67.6%	48.6%	51.4%	1.4%	0.3%	5.5%	28.3%	57.6%	0.7%	6.2%
<b>FALCON 49</b>										
Evans International Elementary School	59.6%	51.1%	48.9%	0.6%	3.2%	7.1%	33.0%	43.8%	0.0%	12.3%
Falcon Middle School	27.4%	48.3%	51.7%	0.9%	0.9%	4.7%	19.4%	68.8%	0.1%	5.3%
Horizon Middle School	46.8%	47.8%	52.2%	0.9%	3.1%	8.1%	27.5%	49.0%	0.1%	11.3%
Remington Elementary School	43.7%	46.1%	53.9%	0.5%	2.6%	6.4%	26.0%	53.4%	0.6%	10.4%
Stetson Elementary School	36.6%	45.1%	54.9%	0.2%	3.2%	4.9%	24.3%	56.6%	0.2%	10.6%
<b>HARRISON 2</b>										
Carmel Middle School	90.0%	46.1%	53.9%	0.8%	2.2%	19.0%	50.9%	18.7%	0.0%	8.4%
Fox Meadow Middle School	78.4%	45.6%	54.4%	1.1%	1.7%	14.4%	45.0%	27.9%	0.8%	9.1%
James Irwin Charter Elementary School	41.2%	46.8%	53.2%	0.6%	1.1%	7.1%	47.0%	36.4%	0.6%	7.3%
James Irwin Charter Middle School	44.1%	54.4%	45.6%	0.9%	1.8%	6.7%	46.5%	35.8%	1.6%	6.7%
Mountain Vista Community School	72.7%	45.1%	54.9%	0.3%	2.9%	12.8%	55.4%	20.6%	0.9%	7.2%
Otero Elementary School	68.5%	44.5%	55.5%	0.9%	2.1%	8.9%	36.2%	41.8%	1.5%	8.6%
Panorama Middle School	80.7%	45.9%	54.1%	1.3%	2.3%	18.4%	49.5%	19.3%	0.8%	8.4%
Soaring Eagles Elementary School	56.7%	50.4%	49.6%	1.3%	2.7%	12.5%	42.8%	29.4%	2.0%	9.4%
<b>PUEBLO CITY 60</b>										
Belmont Elementary School	82.7%	49.5%	50.5%	0.2%	1.3%	1.5%	72.8%	23.1%	0.0%	1.0%
Minnequa Elementary School	92.1%	45.0%	55.0%	1.0%	0.0%	2.3%	75.5%	20.2%	0.0%	1.0%
Roncalli STEM Academy	90.5%	40.2%	59.8%	0.7%	0.5%	1.8%	76.1%	19.5%	0.2%	1.1%
W H Heaton Middle School	87.9%	49.0%	51.0%	0.9%	0.7%	2.2%	74.7%	19.2%	0.1%	2.1%
<b>WIDEFIELD 3</b>										
French Elementary School	53.8%	51.1%	48.9%	0.4%	1.5%	8.5%	29.7%	47.7%	1.5%	10.6%
Janitell Junior High School	38.5%	45.3%	54.7%	0.4%	2.0%	9.2%	31.0%	42.9%	2.0%	12.5%
Sproul Junior High School	49.1%	49.3%	50.7%	0.2%	1.4%	7.7%	29.9%	47.1%	1.6%	12.0%
Venetucci Elementary School	55.8%	44.4%	55.6%	1.0%	1.8%	10.7%	31.1%	45.9%	0.6%	8.9%
Watson Junior High School	47.0%	50.1%	49.9%	1.3%	0.9%	10.3%	27.4%	48.0%	1.3%	10.8%
Webster Elementary School	46.0%	45.2%	54.8%	0.5%	0.8%	7.0%	31.4%	49.3%	0.7%	10.2%
Widefield Elementary School	57.0%	51.7%	48.3%	0.0%	1.8%	6.1%	26.3%	56.0%	0.5%	9.2%

University of Colorado Colorado Springs - Target High Schools, Fall 2018 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	43.8%	47.7%	52.3%	0.7%	2.3%	3.7%	25.3%	63.4%	0.1%	4.6%
Doherty High School	41.6%	47.9%	52.1%	0.6%	2.2%	6.8%	26.0%	56.0%	0.4%	8.0%
Mitchell High School	74.9%	44.7%	55.3%	1.9%	1.1%	11.9%	46.5%	32.0%	0.5%	6.1%
Palmer High School	54.1%	51.0%	49.0%	0.6%	1.4%	9.3%	34.7%	46.7%	0.5%	6.9%
<b>FALCON 49</b>										
Falcon High School	20.5%	46.0%	54.0%	1.0%	2.1%	4.3%	19.1%	67.0%	0.3%	6.1%
Vista Ridge High School	24.9%	47.6%	52.4%	0.8%	4.1%	7.5%	23.7%	56.2%	0.6%	7.1%
<b>FOUNTAIN 8</b>										
Fountain-Fort Carson High School	45.4%	49.3%	50.7%	1.3%	1.3%	13.5%	26.5%	46.4%	2.2%	8.8%
<b>HARRISON 2</b>										
Harrison High School	74.7%	47.5%	52.5%	1.1%	2.9%	19.5%	50.0%	19.2%	1.0%	6.4%
James Irwin Charter High School	34.7%	52.0%	48.0%	1.2%	7.2%	9.9%	43.6%	33.7%	1.2%	3.2%
Sierra High School	68.1%	47.2%	52.8%	1.1%	3.7%	22.9%	45.8%	18.2%	1.3%	7.1%
<b>PUEBLO CITY 60</b>										
Chavez/Huerta K-12 Preparatory Academy	85.6%	48.0%	52.0%	0.3%	0.7%	1.4%	83.9%	13.1%	0.4%	0.2%
Centennial High School	65.4%	52.2%	47.8%	0.8%	1.3%	1.6%	62.7%	31.3%	0.4%	2.0%
Central High School	81.2%	47.8%	52.2%	1.7%	0.0%	1.9%	70.9%	23.6%	0.3%	1.6%
East High School	79.6%	46.7%	53.3%	0.8%	0.5%	2.4%	74.8%	19.6%	0.3%	1.7%
South High School	71.5%	46.0%	54.0%	0.6%	0.7%	2.9%	62.1%	31.5%	0.1%	2.2%
Pueblo County High School	43.9%	50.0%	50.0%	0.2%	0.6%	0.5%	41.9%	54.6%	0.0%	2.3%
Mesa Ridge High School	35.5%	44.5%	55.5%	0.8%	1.8%	11.8%	30.6%	45.8%	1.2%	8.0%
Widefield High School	38.3%	49.0%	51.0%	0.9%	1.3%	10.3%	27.8%	46.2%	1.8%	11.6%

University of Colorado Denver - Target Middle Schools, Fall 2018 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	72.8%	49.0%	51.0%	0.6%	1.1%	28.9%	39.9%	22.7%	0.8%	5.9%
North Middle School Health Sciences And Technology Campus	87.2%	50.5%	49.5%	1.2%	3.3%	12.9%	74.7%	3.9%	1.2%	2.8%
<b>DENVER COUNTY 1</b>										
DSST: Green Valley Ranch Middle School	76.3%	51.7%	48.3%	0.4%	8.3%	22.6%	58.1%	6.2%	0.6%	3.7%
Girls Athletic Leadership School Middle School	40.0%	99.4%	0.6%	0.6%	3.7%	8.3%	30.8%	50.8%	0.3%	5.5%
DSST: Henry Middle School	83.0%	43.7%	56.3%	0.7%	4.1%	4.1%	76.7%	12.2%	0.4%	1.9%
Kepner Beacon Middle School	96.2%	46.2%	53.8%	0.5%	2.8%	4.6%	84.7%	6.6%	0.0%	0.8%
KIPP Sunshine Peak Academy	92.7%	50.0%	50.0%	0.0%	0.5%	1.4%	97.9%	0.0%	0.0%	0.2%
Kunsmiller Creative Arts Academy	81.5%	53.2%	46.8%	1.2%	4.8%	2.0%	79.9%	9.9%	0.1%	2.1%
Dr. Martin Luther King Jr. Early College	78.5%	48.6%	51.4%	0.3%	5.8%	22.5%	61.7%	5.4%	1.3%	3.0%
Strive Prep - Federal	92.6%	48.6%	51.4%	1.5%	1.2%	2.5%	92.0%	2.5%	0.0%	0.3%
Strive Prep - Sunnyside	91.5%	52.0%	48.0%	0.4%	0.0%	4.4%	91.5%	2.4%	0.0%	1.2%
Strive Prep - Westwood	90.3%	44.9%	55.1%	0.6%	2.6%	2.1%	92.7%	1.5%	0.3%	0.3%
<b>SHERIDAN 2</b>										
Fort Logan Northgate	93.2%	51.3%	48.7%	0.9%	1.7%	3.8%	78.0%	12.7%	0.0%	2.8%

University of Colorado Denver | Anschutz Medical Campus - Target High Schools, Fall 2018 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	54.9%	47.2%	52.8%	0.6%	4.8%	2.3%	64.5%	26.5%	0.0%	1.2%
<b>ADAMS-ARAPAHOE 28J</b>										
Aurora Central High School	66.7%	45.7%	54.3%	0.6%	7.0%	16.6%	67.3%	4.8%	1.3%	2.6%
Gateway High School	57.3%	46.3%	53.7%	0.8%	4.1%	21.2%	56.1%	12.5%	0.8%	4.6%
Lotus School for Excellence	80.9%	50.2%	49.8%	0.3%	2.4%	41.9%	39.7%	14.7%	0.0%	0.9%
Rangeview High School	42.7%	48.5%	51.5%	0.6%	5.6%	21.5%	42.1%	24.3%	0.4%	5.6%
Vista Peak 9-12 Preparatory	41.0%	49.0%	51.0%	1.2%	4.9%	16.1%	48.4%	23.3%	0.2%	6.0%
Hinkley High School	72.4%	49.6%	50.4%	0.9%	3.4%	13.3%	72.7%	6.0%	1.3%	2.4%
<b>CHERRY CREEK 5</b>										
Overland High School	66.8%	47.7%	52.3%	0.9%	5.9%	27.8%	38.9%	20.6%	0.5%	5.4%
Grandview High School	22.3%	48.5%	51.5%	0.6%	11.6%	8.3%	16.6%	56.7%	0.3%	5.9%
Smoky Hill High School	40.4%	49.2%	50.8%	0.7%	7.6%	17.9%	24.2%	43.1%	0.3%	6.1%
<b>DENVER COUNTY 1</b>										
Abraham Lincoln High School	91.1%	47.1%	52.9%	1.1%	4.0%	3.0%	88.6%	2.6%	0.0%	0.7%
Denver Center for International Studies	61.4%	57.1%	42.9%	2.2%	4.1%	5.3%	62.1%	22.8%	0.0%	3.5%
DSST: Stapleton High School	55.0%	46.6%	53.4%	0.3%	5.7%	26.1%	36.3%	24.4%	0.0%	7.2%
DSST: Green Valley Ranch High School	74.5%	48.5%	51.5%	0.5%	9.5%	22.2%	56.5%	7.3%	0.9%	3.1%
DSST: Byers Middle School	44.1%	45.9%	54.1%	0.8%	2.0%	15.3%	28.2%	46.3%	0.0%	7.4%
East High School	30.6%	53.4%	46.6%	0.3%	2.2%	17.1%	23.1%	49.3%	0.3%	7.6%
George Washington High School	49.9%	50.3%	49.7%	0.6%	3.3%	21.9%	31.8%	35.0%	0.3%	7.2%
High Tech Early College*	82.3%	42.7%	57.3%	0.0%	0.9%	14.3%	78.3%	4.9%	0.7%	0.9%
John F Kennedy High School	75.1%	49.0%	51.0%	1.6%	7.0%	2.2%	77.0%	10.6%	0.1%	1.5%
Dr. Martin Luther King Jr. Early College	78.5%	48.6%	51.4%	0.3%	5.8%	22.5%	61.7%	5.4%	1.3%	3.0%
Montbello Career and Technical High School	72.6%	30.5%	69.5%	3.2%	0.0%	12.6%	73.7%	2.1%	4.2%	4.2%
North High School*	87.0%	37.0%	63.0%	1.9%	0.9%	5.6%	85.2%	2.8%	0.9%	2.8%
South High School	52.4%	50.0%	50.0%	1.0%	7.5%	15.0%	33.2%	38.9%	0.3%	4.1%
Thomas Jefferson High School*	50.1%	46.3%	53.7%	0.4%	3.1%	17.5%	34.9%	38.2%	0.3%	5.6%
West Leadership Academy	94.0%	46.9%	53.1%	1.2%	1.0%	4.2%	88.6%	3.9%	0.3%	0.7%
<b>JEFFERSON COUNTY R-1</b>										
Alameda International Junior/Senior High School	82.6%	46.1%	53.9%	1.5%	4.5%	1.0%	75.9%	15.0%	0.1%	2.1%
Lakewood High School	34.8%	50.5%	49.5%	1.3%	5.7%	2.2%	33.0%	54.1%	0.3%	3.3%
Standley Lake High School	30.1%	51.1%	48.9%	0.6%	7.6%	1.0%	20.2%	65.4%	0.2%	5.0%
<b>WESTMINSTER PUBLIC SCHOOLS</b>										
Westminster High School	78.1%	48.8%	51.2%	0.5%	5.5%	1.1%	77.3%	13.6%	0.4%	1.6%

\* Target school for Health Careers Program only.

**Roaring Fork School District - Target Schools, Fall 2018 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	34.9%	49.0%	51.0%	0.2%	2.7%	0.0%	55.9%	40.8%	0.0%	0.4%
Basalt Middle School	40.1%	50.4%	49.6%	0.0%	0.8%	0.2%	53.7%	43.0%	0.0%	2.3%
Carbondale Middle School	48.6%	48.6%	51.4%	0.8%	0.0%	0.6%	56.5%	39.9%	0.0%	2.2%
Glenwood Springs High School	31.3%	50.2%	49.8%	0.4%	1.2%	0.3%	46.7%	50.0%	0.0%	1.4%
Glenwood Springs Middle School	46.8%	47.8%	52.2%	0.6%	0.6%	0.2%	54.1%	42.4%	0.0%	1.9%
Roaring Fork High School	44.7%	49.7%	50.3%	0.3%	0.5%	0.3%	58.6%	39.3%	0.3%	0.8%

**Summit School District - Target Schools, Fall 2018 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	35.3%	45.7%	54.3%	0.1%	0.8%	0.8%	36.4%	59.2%	0.0%	2.8%
Summit High School	27.7%	47.6%	52.4%	0.3%	0.8%	1.6%	28.6%	65.1%	0.2%	3.3%

**Summit School District - Target Schools, Fall 2018 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>FORT MORGAN RE-3</b>										
Fort Morgan High School	54.3%	47.5%	52.5%	0.8%	1.0%	5.6%	60.1%	31.1%	0.0%	1.5%