

Name of Program	Location	Date	Students Involved	Number of Participants	Cost/ funding source	Components	Partners	Successful Metrics
K-12 PROGRAMS								
Valle Imperial Project in Science	Imperial County, CA:	Est. 1998	<ul style="list-style-type: none"> Grades K-6 low income 81% Latino 5% African American 11% white 1% API 	<ul style="list-style-type: none"> 22,500 students 1,110 teachers 	National Science Foundation	<ul style="list-style-type: none"> Research-based instructional kits/modules drawn from several scientific sources drawn from life, physical and earth science domains. Teachers provided with 100 hours of professional development to understand pedagogical issues 	<ul style="list-style-type: none"> Fourteen Imperial County school districts San Diego State University Imperial Valley Campus 	<ul style="list-style-type: none"> Increase in student achievement test scores, test scores continue to rise the longer a student remains in the program Improved writing skills
Great Explorations	Hartford, Connecticut		<ul style="list-style-type: none"> 6-8 racially ethnic communities and other institutionally underserved backgrounds 		<ul style="list-style-type: none"> 3.5 million from the Aetna Foundation will be matched by state 	<ul style="list-style-type: none"> After school program providing extracurricular activities in math, science and reading for 7th and 8th graders. In-school health professions educational program for 6th graders Four-week summer academic enrichment program in science, math and language arts held at Greater Hartford Academy of Math and Science 	<ul style="list-style-type: none"> Hartford public schools: Bellizzi, Kennelly and Naylor Aetna Health Professions University of Connecticut HPPI 	
Virginia Commonwealth Summer Discovery	Virginia Commonwealth University		<ul style="list-style-type: none"> Grades 6-8 racially ethnic communities and other institutionally underserved backgrounds 			<ul style="list-style-type: none"> Students spend a week at the VCU Medical Center with either School of Nursing faculty and students, or with a Medical student and professionals in various health care fields. A Week in Scrubs-Nursing in the 21st Century includes visits to operating and emergency rooms, a look at pediatric nursing with a visit to the neonatal intensive care unit and an introduction to the latest equipment and skills being used by members of the nursing profession. This course is presented by the VCU School of Nursing and the VCU Medical Center. Exploring Health Care provides students the opportunity to spend a week with a medical student at the VCU Medical Center and meet health care professionals in different fields, including but not limited to pharmacy, surgery, physical therapy and emergency medicine. By visiting different laboratories and having hands-on experiences and interactions with health professionals, students learn about the challenges and rewards of various careers in health care. 	<ul style="list-style-type: none"> Virginia Commonwealth University 	

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Jump Rope to the Stethoscope	Virginia Commonwealth University Medical Center		<ul style="list-style-type: none"> Grades K-12 racially ethnic communities and other institutionally underserved backgrounds 			<ul style="list-style-type: none"> Students are introduced to the health care field through many diverse programs, with the ultimate goal of building a diverse workforce at VCU medical center: <ul style="list-style-type: none"> nursing camps attending school career days hospital tours health care clubs courses offered at Martin Luther King Middle School. In addition, this program partners with the Forensic Nurse Examiners Team, which conducts outreach programs on trauma prevention and safety at high schools in Central Virginia the future 	<ul style="list-style-type: none"> Virginia Commonwealth University Forensic Nurse Examiners team 	

High School Programs

Texas Magnet Schools:

The following schools were created as a partnership between Baylor College of Medicine and Texas Independent School District. All of the schools feature the following components:

- Admissions requirements
- College preparatory curriculum
- 4 to 5 yrs Science
- 4 to 5 yrs Math (culminating in AP calculus)
- 4 yrs Health Science
 - Includes course work, lab work, and clinical rotations in
 - biochemistry, microbiology, histology, anatomy and physiology, radiology, medical terminology, ethics, dental science, first aid/CPR, mental health, medical business procedures, pharmacy tech, nursing assistant, veterinary assistant, gerontology, rehabilitation, clinical rotations and research option
- Spanish (South Texas)
- SAT prep, study skills, college counseling, tutoring and support
- HOSA and other extracurricular activities

The Michael E. DeBakey High School for Health Professions	Houston, Texas		Enrolls 900 high school students			<ul style="list-style-type: none"> Offers a five year mathematics sequence and competitive Advanced Placement program that develops students with an essential academic foundation before going on to advanced degrees. The unique, four year health sciences program gives students practical experience with health professionals in the Texas Medical Center and in the classroom. 100-hour community service program gives students rare understanding of the responsibility required in serving others. In 1996, an eight-year BS/MD scholarship program, 	<ul style="list-style-type: none"> Baylor College of Medicine United Independent School District 	<ul style="list-style-type: none"> Ranked as #1 public school in the Houston Independent School district, Each year, at least 10 graduates enter the Houston Premedical Academy at the University of Houston
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						<p>the Houston Premedical Academy (HPA), was established as a partnership among HISD (the DeBakey High School for Health Professions), the University of Houston, and BCM. Each year, 10 DeBakey High School students are selected for the program. Since the HPA began in 1996, 98 students have entered the program, and 37 of 44 program graduates (84%) have matriculated into medical school, 32 at BCM. To date, five HPA graduates have earned their MD degrees. There are currently 38 students enrolled at UH and 28 at BCM</p>		
Premedical Honors College				<ul style="list-style-type: none"> • 207 matriculants as of fall 2005 <ul style="list-style-type: none"> ○ 96 of 114 program graduates (84%) have entered medical school – 86.5% of these are Hispanic or other URM ○ 31 MDs to date ○ 2 family medicine residency graduates (June 2005), both practicing in South Texas ○ 59 students currently enrolled at UTPA, 52 in medical school, 29 at BCM (over 71% URM) 		<ul style="list-style-type: none"> • An eight-year, high school-through-medical school pathway created by Baylor College of Medicine and The University of Texas-Pan American, to increase the number of physicians in medically underserved areas of Texas. • PHC students attend UTPA for their undergraduate education and receive conditional acceptance to BCM upon acceptance into the program. • Scholarship assistance is available (undergraduate and medical school). • Those who fulfill all PHC requirements and BCM prerequisites are accepted into BCM upon graduation from UTPA. • High degrees of structure, clear expectations • Support from BCM/UTPA – mentoring, advising, tutoring • Collaborative learning environment • Ongoing exposure to medicine and research opportunities • Ongoing modifications to curriculum and requirements • Introduction to critical thinking/college skills course (summer before college) • Honors coursework in biology, humanities, statistics • small class size, development of reasoning and independent learning skills • Senior-level problem-based learning course 	<ul style="list-style-type: none"> • Baylor College of Medicine • University of Texas-Pan American • United Independent School District 	<ul style="list-style-type: none"> • The PHC has become significant nationally as a producer of Mexican-American medical students. • It was awarded the Texas Higher Education Coordinating Board STAR Award in 2002 for its pivotal role in expanding educational pathways for Texas students • The odds of medical school matriculation was 7 times higher for PHC students vs. non-PHC students. • It was possible to form a partnership to encourage students to stay in South Texas (79%) of PHC students completed the BS program in four years. • The program has more than doubled the number of University of Texas Pan-American students who have declared themselves premed. • In 2004, 22 UTPA students matriculated to medical school; 14 were PHC graduates.
Medhigh: High School for Health Professions, South Texas	Mercedes, Texas	Est. 1983	<ul style="list-style-type: none"> • enrolls 664 high school students • 80% Hispanic 	<ul style="list-style-type: none"> • The school has 1,859 graduates • To date, 37 MedHigh 		<ul style="list-style-type: none"> • It offers a nationally recognized academic program focusing on the various health careers, including courses such as: <ul style="list-style-type: none"> ○ Dental Assisting 	<ul style="list-style-type: none"> • Baylor College of Medicine • United Independent 	<ul style="list-style-type: none"> • More than 90% of the schools' graduates have accessed college

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				<p>graduates have entered the BCM-UTPA BS/MD program</p>		<ul style="list-style-type: none"> o Emergency Medical Tech o Forensics o Growth & Development o Introduction to Nursing o Maternal Health o Medical Lab o Pharmacology o Radiology o Rehabilitative Services o Respiratory Care o Veterinary Assisting • After completing a rigorous core curriculum, students gains hands-on clinical experience in area hospitals, nursing homes and pharmacies as well as doctor, dentist and veterinary offices. • Many students earn certifications as pharmacy technicians, nursing assistants and dental x-ray technicians. 	<p>School District</p>	<p>education, and most report interest in medicine, science and/or the health professions.</p> <ul style="list-style-type: none"> • MedHigh is one of the top-scoring schools in its District and the State on the Texas Assessment of Academic Skills • . In 1997 and 1998, it was selected by the U.S. Department of Education to receive the Secretary's Award for Outstanding Vocational-Technical Education • recognized by the Texas Education Agency as an Exemplary High School for the past five years. • Each year, up to 25 of the school's rising seniors are selected for summer programs at BCM. • To date, 37 MedHigh graduates have entered the BCM-UTPA BS/MD program.
<p>Science Academy of South Texas</p>	<p>Mercedes</p>	<p>Est. 1989</p>	<ul style="list-style-type: none"> • Enrolls 635 students • 65% Hispanic • 10% are Asian • 10% African American • 40% of Students receive free/ reduced price lunch • 40% Students receiving SPED services 	<p>The school has 856 graduates</p>	<ul style="list-style-type: none"> • The district receives funding via taxes from its feeding districts (currently at a rate of \$0.37/\$100), state, and federal sources. • Sci. Tech. spends about \$3,000 more per student than the state • The administration actively pursues resources it believes will benefit student learning. 	<ul style="list-style-type: none"> • Student-teacher ratio 13:1 <ul style="list-style-type: none"> o Teachers' doors are open for informal tutoring half an hour before classes start, and students o Students work with the same counselor every year. • Teacher Development: Five to six times a year, administrators take classroom "snapshots." Sampling numerous, brief teaching examples gives administrators a baseline assessment of a teacher's strengths and weaknesses. Each snapshot is then turned into a mini-professional development session, during which the administrator reviews his or her notes with the teacher. • Student Mentor Program with the purpose of: <ul style="list-style-type: none"> o Familiarizing and establishing South Texas ISD expectations with the new student o Securing the commitment of the new student to attend South Texas ISD and fully participate in the South Texas ISD learning community 	<ul style="list-style-type: none"> • Rice University • Baylor College of Medicine • Rochester Institute of Technology • University of Texas-Pan American • South Texas College • United Independent School District 	<ul style="list-style-type: none"> • One of Texas's top scoring schools • recognized by Texas Education Agency as an Exemplary school • Identified by Newsweek Magazine as one of the nation's top 10 high schools in 200 • , student turnover rate is only 7%

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						<ul style="list-style-type: none"> ○ Establishing the benefits of completing the South Texas ISD program with the new student ○ Assisting in leveling the playing field for the new student, lessening the impact of their prior educational opportunity and experience ○ Performing formative assessment with the new student which will assist in their transition ○ Ensuring social bonding of each new student to the South Texas ISD campus and their peers ○ Improving the retention of the new student at South Texas ISD ○ Engaging the new student in a positive way ○ Introducing the new student to South Texas ISD and their South Texas ISD peers ● As the district's motto, "Think Outside the Book," suggests, Sci. Tech. strives to prepare students for science and technology related fields with a rigorous, hands-on curriculum. ● Through a partnership with Rochester Institute of Technology and Project Lead the Way, a national pre-engineering program, students may take pre-engineering and pre-architecture courses and begin earning college credits in their freshman year. 		
Moody High School Science and Health Center	Corpus Christi	Est. 1990	<ul style="list-style-type: none"> ● Enrolls 317 students ● 92% Hispanic ● 6% African American 	<ul style="list-style-type: none"> ● 437 graduates, ● 2 graduates have entered the BCM-UTPA BS/MD Program 		<ul style="list-style-type: none"> ● BCM provides summer enrichment activities for students at the College. ● BCM faculty provide instruction and clinical experiences, support curricular development and make presentations on the campus. ● The curriculum was revised in 2000 to focus on a college preparatory orientation. 	<ul style="list-style-type: none"> ● Baylor College of Medicine ● United Independent School District 	
John B Alexander Magnet for Health and Science	Laredo, Texas	Est. 1993	<ul style="list-style-type: none"> ● Enrolls 479 students ● 90% Hispanic 	<ul style="list-style-type: none"> ● 409 graduates ● 15 graduates have entered the BCM-UTPA BS/MD Program 		<ul style="list-style-type: none"> ● This "school within a school" is a four-year college preparatory program for students interested in careers in medicine, science and the health professions. ● students engage in mathematics- and science-based curriculum, and participate in summer activities to help prepare them for and gain exposure to career options in health-related professions. ● teachers participate in BCM's DocPrep program each summer. 	<ul style="list-style-type: none"> ● Baylor College of Medicine, ● United Independent School District 	

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South Texas Academy of Medical Technology	San Benito, Texas	Est. 2003	Enrolls 275 students			<ul style="list-style-type: none"> • a college preparatory program that combines solid academics with real world experiences in local healthcare settings. • Med Tech offers a rigorous academic curriculum that prepares students for a career in health care such as a doctor, pharmacist, nurse, and medical researcher. • Students spend three years on campus taking health science courses as well as completing rigorous academic requirements. • In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices and assisted living centers. • Advanced Placement classes are available in English, Calculus, Physics, Chemistry, Biology, World History, U. S. Government, Economics, Spanish, and Art. Dual enrollment courses are available in English IV, Calculus, Biology and Spanish. English, Mathematics, Science, and Social Studies classes are required each of the four years. 	<ul style="list-style-type: none"> • Baylor College of Medicine • Regional Academic Health Center • Valley Baptist Medical Center • University of Texas-Brownsville • Texas State Technical College • Harlingen Medical Center • University of Texas Medical Branch at Galveston 	<ul style="list-style-type: none"> • Recipient of the 2006 Silver Star of Excellence in Community Service Award from the National Technical Honor Society
DocPrep	Texas		<ul style="list-style-type: none"> • 50 11th and 12th grade South Texas high school students are enrolled each summer • 8 teacher mentors 			<ul style="list-style-type: none"> • DocPrep provides health professions-related activities at the Texas Medical Center, including medical lectures, college/medical school counseling, a communications course at Rice University, and hands-on laboratory experiences in which students work with brains, cadavers and hearts. • DocPrep participants tour at least one hospital in the Texas Medical Center and observe surgery from a viewing dome. • Program participants have the opportunity to interact with BCM medical students, faculty and staff. • BCM medical students serve as DocPrep counselors and accompany students and teachers to all activities 	<ul style="list-style-type: none"> • Baylor College of Medicine • Rice Univ. • United Independent School District 	
The University of Connecticut Health Center's Health Professions Partnership Initiative	Connecticut	Officially funded in 1996	<ul style="list-style-type: none"> • Annually enrolls 270 6th grade -college aged students • traditionally underrepresented, low-income, and first-generation college backgrounds. 	<ul style="list-style-type: none"> • To date, the program has matriculated 3,000 students <ul style="list-style-type: none"> ◦ 137 student have continued onto medical and dental schools 	Robert Wood Johnson Foundation.	<ul style="list-style-type: none"> • The HPPI was created as a response to two basic concerns: (1) Connecticut institutions of higher education were graduating very few underrepresented minorities in majors traditionally considered pre-medicine or pre-dental, and (2) the pool of potential underrepresented minority applicants to the University of Connecticut's Schools of Medicine and Dental Medicine was limited. • Partnership Activities: The University of Connecticut's HPPI has 13 different programs and activities. the purpose of this case study, only two are discussed in detail: The Pre-College Enrichment Program and the College Science Partnership Series. The Pre-College Enrichment Program, funded initially by a grant from the Robert Wood Johnson Foundation, and the College Science Partnership Series, funded 	<ul style="list-style-type: none"> • the Hartford Public Schools • the Health Center's Department of Health Career Opportunity Programs • a community service agency • University of Connecticut • Wesleyan University, • Central Connecticut State University 	<ul style="list-style-type: none"> • The University of Connecticut's HPPI is seen as a successful program with proven results. Funding has come through a variety of sources, including one-time lump sum gifts, an endowment, and multiyear grants. Significantly, elements of the HPPI have recently been funded through an endowment grant, ensuring their operation in

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						<p>primarily by the University of Connecticut Health Center, are examples of components within HPPI that document the success of the initiative. These two components directly address the issue of creating a pool of qualified underrepresented and educationally disadvantaged students who are interested in pursuing career opportunities in health care and related fields.</p> <ul style="list-style-type: none"> • The Pre-College Enrichment Program (PCEP) is sponsored at each of the three college partners: Central Connecticut State University, Wesleyan University, and the University of Connecticut, Storrs Campus. A total of 45 incoming college freshmen participate in a six-week residential program that provides a rigorous academic immersion at the college level. Students participate in classroom and lab instruction in four core areas (math, English [reading, critical thinking, and problem solving], biology, and general chemistry). Students receive tutorial support as well as exposure to the college processes, such as help with financial aid and course selection. In addition, the PCEP students are afforded supplemental academic support throughout their college careers from the site coordinators at each campus. PCEP students' success is measured in a variety of ways. PCEP participants have a high rate of retention in college, as evidenced by the PCEP cohorts of 1996-2000 where 88% of student participants graduated from college. • The College Science Partnership Series is sponsored in collaboration with the Hartford Public School District, Central Connecticut State University, and the University of Connecticut Health Center, one of several activities the health center sponsors for the Hartford Public School's Health Professions Academy. The academy, developed as part of the HPPI, served as a model in the development and implementation of small learning communities in the Hartford high schools. In 2004-2005, more than 130 Hartford students participated in ten biology and ten chemistry labs at Central Connecticut State University. Guided by university faculty and students, the College Science Partnership Series provides valuable academic enrichment and college exposure. The College Science Partnership Series outcomes document that (1) students feel more motivated as a result of their involvement to continue their education beyond high school, and (2) students are more motivated about their science class and science in general as a result of participation 	<ul style="list-style-type: none"> • HPPI's governance structure identifies the associate dean and director of the health center's Department of Health Career Opportunity Programs as the individual with overall responsibility for HPPI initiatives. This person reports directly to the deans of the Schools of Medicine and Dental Medicine. The assistant dean of the Department of Health Career Opportunity Programs has been the point person for coordinating the different facets of the pipeline. Key to the success of the HPPI is the autonomy and decision-making power provided to each of the partners to ensure that the overall goal and mission of the pipeline is met. • The urban school district partnered with the University of Connecticut is the Hartford Public Schools, which has more than 24,475 	<p>perpetuity. Since 1996, 137 student participants in the university's Health Career Opportunity Programs have successfully matriculated into medical and dental schools nationally</p> <ul style="list-style-type: none"> • students' success and retention continues to be high even after RWJ funds were exhausted. This is due, in part, to the infrastructure that was in place through the Department of Health Career Opportunity Programs, which was established in 1986. Student retention in college for PCEP participants during the period 1996-2005 was 93%.

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							<p>students enrolled. Support for the HPPI is widely felt at all levels of the Harford Public Schools, from the individual classroom all the way up to the superintendent's office. The HPPI provides valuable resources to the school district, which is challenged by large numbers of students who would be the first in their family to earn a four-year college degree, come from families where English is not the primary language, and come from very modest family incomes.</p>	
<p>Junior Volunteer Opportunities at Virginia Commonwealth University Health System</p>	<p>Virginia</p>					<ul style="list-style-type: none"> The Junior Volunteer Program provides students (ages 14-17) an opportunity to volunteer in a large, urban medical center where they are able to see the benefits of donating their time and services to their community. They are also given opportunities to develop and appreciate their own abilities, and to learn about career opportunities in the health care field. 		
<p>Community College and 4-year College/University Programs</p>								
<p>The Health Careers Opportunity Program: Fresno State</p>	<p>Fresno, CA</p>	<p>Est. 1981</p>		<p>22,000 program matriculates</p>	<p>HCOP</p>	<ul style="list-style-type: none"> The Health Careers Opportunity Program (HCOP) is an academic/extra-scholastic student support and resources program located on the campus of Fresno State. dedicated to serving students from economically and/or educationally disadvantaged backgrounds who have an interest in pursuing a career in the health and allied health profession Pre-Health Advising Besides providing basic information on such careers, the purpose of HCOP is to assist current or prospective Fresno State 	<ul style="list-style-type: none"> California State University Fresno Fresno State College of Science and Mathematics and the University of California, San 	

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						<p>students in the academic path to achieve their goals through advising and the locating of a pre-health advisor on campus.</p> <ul style="list-style-type: none"> • Peer Mentoring Peer Mentors implement retention activities, assist with career and educational planning, and coordinate with the Program Coordinator to implement mentoring and counseling for students. • Health Professional Mentor Program (HPMP) This program was developed on the premise that pre-med students will be more successful with early exposure, a professional role model, and support. Health professional mentors are paired with first year undergraduate pre-med students for a four-year duration. Throughout this relationship, the mentor provides support and helps the student determine his or her direction. The student will have a chance to learn about the mentor’s experience, discover options in healthcare professions, as well as explore his/her own thoughts and feelings about medicine. <ul style="list-style-type: none"> ○ Documentation (logs and journals) – Mentees are required to submit documentation in the form of “health professional mentor activity logs” and “journals” to a Program Coordinator every month. Activity logs report the activity and duration of the mentor contact while journals document the mentee’s experience. ○ Roundtable Discussion Participation – It is important for mentees to attend mandatory roundtable sessions held at least once a semester. Roundtables are a setting for mentee ○ Job Shadow Experience - Mentees will have the opportunity to shadow their mentor at least once per year for a one hour minimum. • Academic Excellence Workshops Academic Excellence Workshops are regularly held, weekly meetings (2 to 4 hours) to support excellence in foundation courses in mathematics, chemistry, physics, engineering, or other technical subjects. Participants engage in structured activities that develop communications skills of students, their ability to work with others, and their mastery of the content. Participants develop the bonds that create an <i>academic community</i> among the participants and create self-directed learners. • Activities <ul style="list-style-type: none"> ○ On-going training for facilitators in group facilitating and learning. ○ Students practice collaborative learning techniques (i.e., are NOT tutored or lectured) on challenging problems in the content area. ○ Facilitators give students knowledge about the educational and technical culture and the transitions required for a successful adjustment 	<p>Francisco</p> <ul style="list-style-type: none"> • Fresno Latino Center for Medical Education and Research. 	

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						<p>from high school/community college. Students are guided to create peer support groups that meet outside of and in addition to the workshop.</p> <ul style="list-style-type: none"> University 1 This course is designed to assist students in obtaining skills and knowledge necessary to reach their educational objectives. Utilizing a combination of psychological, social, and physiological approaches University 1 provides an understanding of higher education and its lifelong impact on human development. Topics to be covered include adaptation to change, communication skills, study skills and techniques, goal setting, time management, career planning, library competence, wellness, human sexuality, aging, diversity, and related issues that have a continuing effect on individual growth. Students in University 1 become familiar with and explore various campus resources, and participate in individual and group activities. Professional School Preparation Pre-professional course requirements prepare students for careers in the health sciences, medicine, dentistry, and pharmacy program, in addition to a variety of educational and vocational alternatives. Students are encouraged to pursue a formal degree program Personal Statements: One-on-one sessions to help students write personal statements are available. Mock Interviews: HCOP offers mock interview opportunities. An interview can be scheduled with HCOP staff on an as need basis. We try to simulate a one on one interview situation. After the interview, the interviewer (physician, adjunct faculty, admissions personnel, health professional students) offers pointers on improving your physical presentation as well as offering constructive advice on answering some of the interview questions. Your success at the interview depends on your personal effectiveness (eye contact, handshake, greeting, confidence, etc.) as well as your answers to questions, so practicing the interview is important. Conferences One of the objectives of HCOP is to assist students in the process of applying to health professional programs. One way of providing this assistance is by attending pre-professional conferences. HCOP provides transportation services to many of these events. 		
Summer Medical and Dental Education Program (SMDEP)	<ul style="list-style-type: none"> Case Western Reserve University (Ohio) Columbia University 	1988, formerly known as Minority Medical Educat. Program		<ul style="list-style-type: none"> 17,540 students have participated in the three iterations of the summer enrichment initiative. 	The program was originally authorized by RWJF's Board of Trustees in July 1987 for up to \$8 million. It has been reauthorized in 1994, 1998, 2003, 2005 and 2009 for a	<ul style="list-style-type: none"> SMDEP is a FREE (full tuition, housing, and meals) six-week summer academic enrichment program that offers freshman and sophomore college students intensive and personalized medical and dental school preparation. The program is the third iteration of a summer enrichment program RWJF launched in 1987 under the name Minority Medical Education Program. 	<ul style="list-style-type: none"> Robert Wood Johnson Foundation Program Sites 	<ul style="list-style-type: none"> For the SMDEP 2006 scholars (954 participants), the following data are available: <ul style="list-style-type: none"> Of the pre-medical scholar group (800), 19.6 percent

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	<p>(N.Y.)</p> <ul style="list-style-type: none"> • David Geffen School of Medicine at UCLA and UCLA School of Dentistry (Calif.) • Duke University (N.C.) • Howard University (D.C.) • The University of Texas at Houston (Texas) • UMDNJ-New Jersey Medical and New Jersey Dental Schools (N.J.) • University of Louisville (Ky.) • University of Nebraska (Neb.) • University of Virginia (Va.) • University of Washington (Wash.) • Yale University (Conn.) 			<ul style="list-style-type: none"> • Of the MMEP and SMEP cohorts (14,659), 63.5 percent of the participants (9,304 students) have applied to M.D. granting institutions. Of the medical school applicants, 64.9 percent (6,042) were accepted and of the accepted applicants 98.3 percent (5,940) entered medical school. • 3,779 program participants have graduated from medical school (as of March 2009). 	<p>total authorization of up to \$66.9 million through January 2011.</p>	<p>From 1987 to 2003, this program focused on helping pre-med students only and limited eligibility to members of four specific racial and ethnic minorities identified as underrepresented in medicine: African Americans, Mexican Americans, Native Americans and mainland Puerto Ricans (Puerto Rican-heritage residents of the continental United States).</p> <ul style="list-style-type: none"> • In the second iteration (2004–05), the Summer Medical Education Program, expanded program eligibility to disadvantaged non-minorities along with racial and ethnic minorities. • For the students, the six weeks are free. They live in dormitories, where medical and dental school students serve as residential advisers and teaching assistants and offer academic and other support. In addition to housing, meals and the educational curriculum, the host university provides participants with a stipend, access to campus recreational facilities and opportunities for social activities. • The university introduces the students to physicians and dentists from a variety of backgrounds and takes other steps to solidify the students' interest in the professions and increase their confidence that they themselves can become part of it. At the University of Virginia, for example, each participant receives a medical school identification pass and a white coat to wear daily to class, making them indistinguishable from regular medical school students. • Program Offerings Include: <ul style="list-style-type: none"> ○ Academic enrichment in the basic sciences (organic chemistry, physics, biology) and pre-calculus/calculus ○ Career development ○ Learning-skills seminar ○ Limited clinical exposure ○ A financial-planning workshop 		<p>(157) applied to M.D. granting institutions. Of the applicants, 56.7 percent (89) were accepted, and 96.6 percent (86) of the accepted applicants enrolled.</p> <ul style="list-style-type: none"> ○ Of the pre-dental scholar group (154), 35.1 percent (54) applied to dental school. Of the applicants, 11.1 percent (6) were accepted, and 66.7 percent of the accepted applicants enrolled (4). • Tracking data for 1,185 SMDEP respondents show the following results as of April, 2009: <ul style="list-style-type: none"> ○ 92.6 percent (1097) reported continued interest in medicine or dentistry, or enrollment in medical or dental school. ○ 7.4 percent (88) reported interest in pursuing other careers, including other health professions such as optometry, nursing, psychology, veterinary medicine, and careers in biomedical research, law, public health, business and engineering.
<p>American Psychological Association:</p>	<ul style="list-style-type: none"> • Eastern Center: Morgan 				<p>\$4 million dollar grant from the National Institute of General</p>	<ul style="list-style-type: none"> • Each of the project's five regional centers of excellence links a predominantly minority-serving community college, minority-serving four-year 	<ul style="list-style-type: none"> • American Psychological Association 	<ul style="list-style-type: none"> • At the Chicago State U site, since 1997, the project's 667

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<p>Initiative: Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training and Research</p>	<p>State U, Prince Georges CC, and the U of Maryland at College Park</p> <ul style="list-style-type: none"> • Midwestern Center: Chicago State U and Truman CC • Rocky Mountain Center: Dull Knife College, Sinte Gleska U, Ft. Belknap College, and the U of South Dakota • Southeastern Region: Florida International U, Miami-Dade CC, and the U of Miami; • Western Region: UC LA, California Statue U – Dominguez Hills, and Santa Monica College. 				<p>Medical Sciences</p>	<p>institution and major research university. Together they worked on conferences, research projects and other initiatives tailored to the specific needs of ethnic-minority students in their areas.</p> <ul style="list-style-type: none"> • Chicago: <ul style="list-style-type: none"> ○ To boost students' confidence, the Chicago State University APA/NIGMS project brought in a counselor to help students assess and improve their belief in their own academic and intellectual powers and initiated a peer mentoring program, and thereby significantly increased retention rates. ○ Project leaders also linked budding researchers with role models by taking them to psychology conferences. "Some of our students don't know about research careers and have never met a person of color who does research." A summer research program gave students the chance to help faculty members with research or tackle projects of their own. • Miami: <ul style="list-style-type: none"> ○ The centerpiece of U of Miami's APA/NIGMS project was a 10-week summer research program called the Psychology Research Initiative Mentorship Experience (PRIME). Participating students work in psychology labs, where they learn firsthand about research careers, says psychology department chair Rod Wellens, PhD. This lab experience also serves as a resume-booster for grad school applications. ○ At summer's end, students present their research in poster sessions. ○ The program has been so successful that the department has found additional funding and opened it to non-minority students. "The project has done much more than we ever anticipated in terms of how we train students in general, not just minority students." ○ They have also completely overhauled the department's relationship with undergraduate students with a unique orientation, advising and mentoring program called FACT FORUM (Freshman Advising Contact Term and Faculty Overview of Research and Undergraduate Mentoring). She assigns incoming freshmen to groups of 10 to 15 students who meet with her and a peer adviser weekly to discuss the nature of scientific psychology, explore possible double majors and minors, find out about the importance of and how to get involved in research, and develop graduation plans to make the most of their undergraduate educational experience. During the second semester students meet in small groups with a faculty member whose research interests them to discuss research in general, in the department, and in 	<ul style="list-style-type: none"> • National Institute of General Medical Sciences • Various program sites 	<p>participating students:</p> <ul style="list-style-type: none"> ○ have made 440 research presentations ○ published more than 80 scholarly articles. ○ Eighty participants, or 60 percent of all two-year college participants, transferred from two-year institutions to four-year schools. ○ And at least 268 students have received BA or BS degrees ○ At least 72 have pursued master's degrees ○ 83 have entered PhD or PsyD programs ○ 39 have entered graduate professional programs, including medicine, law and social work. ○ Several now hold tenure-track positions in psychology departments.

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						<p>the faculty member's own lab. Exposure to research topics in the news and to primary source journal articles is an important part of the program. Many undergraduates go on to work in their mentor's lab. The combined result of the PRIME and FACT FORUM programs has resulted in a dramatic increase in the number of students pursuing a more in-depth experience in psychology—41 percent of students funded by the project went on to complete a senior honors thesis.</p> <ul style="list-style-type: none"> • South Dakota <ul style="list-style-type: none"> ○ Native Americans represent almost 10 percent of the state's population but just 2 percent of the university's student body. In the 2004–05 school year, the retention rate for full-time Native American freshmen was just 23 percent. ○ The school sought to create a more family-like environment at the university. With support from the APA/NIGMS project, the school established a Native student services program. Housed in the campus's Native American cultural center, the program offers mentoring, tutoring and cultural activities that help students feel supported. ○ The department also created a Council of Indigenous Advisors—a group of elders drawn from the university and local community who maintain close ties to their traditional cultural and spiritual practices while flourishing in mainstream society. ○ In addition to serving as mentors for the students, the elders help university psychologists develop culturally appropriate courses and practica. ○ These and other efforts have improved retention rates for Native American students. By the 2007–08 school year, the retention rate for Native American freshmen had jumped to 84 percent. 		

Resources for Teacher Development

Baylor College of Medicine: The Science of Food and Fitness	Texas		Middle school teachers		National Space Biomedical Research Institute,	<ul style="list-style-type: none"> • The Science of Food and Fitness teacher's guide offers students and teachers an opportunity to explore the latest nutrition and fitness findings in space biology research. • The Science of Food and Fitness workshops assist teachers in using the guide in the classroom. Workshops are held locally and nationally, and participants earn CPE Approved Professional Development Hours. 	<ul style="list-style-type: none"> • NASA • BCM • National Space Biomedical Research Institute • Texas Public Schools 	
BCM: SELF Program: For Elementary and Middle School Teachers Science Education Leadership	Texas		Middle school teachers			<ul style="list-style-type: none"> • The Science Education Leadership Fellows (SELF) program brings elementary educators and scientists together as true partners. Scientists work with their partner teachers in classrooms. Educators gain knowledge and confidence in science, and conduct a short research project in collaboration with their partner scientists. Together, teachers and scientists 	<ul style="list-style-type: none"> • BCM • Texas Public Schools 	

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Fellows						<p>learn about national science education reform programs, enhancing student interest and performance in science, and innovative teaching materials. This program requires a two-year commitment from both scientists and educator</p> <ul style="list-style-type: none"> • Two-year program: Ten teachers and five scientists are selected each year. Teams consist of one scientist and two teachers. Participants attend monthly Friday-Saturday or Saturday sessions during Year One, and three Saturday sessions in Year Two. Compensation for "sub days" is provided for certain districts. • Three-week summer research experience occurs between Years One and Two. • Compensation: Stipend of \$1,500 awarded at the end of the summer research section of the program. Stipend of \$500 awarded upon completion of Year Two. 		
BCM: Bioed			Elementary and Middle school teachers			<ul style="list-style-type: none"> • The Center for Educational Outreach at Baylor College of Medicine offers a dynamic online educational resource for science teachers. K8 Science utilize state-of-the-art technology to give you instant access to reliable, cutting-edge information and educational tools for biology and related subjects. Our goal is to provide useful, current, and high-quality information and materials that build upon and enhance the skills and knowledge of science educators. • Through these programs the following peer-reviewed resources are available. <ul style="list-style-type: none"> ○ Online Workshops. Free, web-based "anytime, anywhere," workshops and short courses are offered on BioEd Online and K8 Science for teacher professional and other life-long learners. Content is presented by teachers, scientists and science educators. A certificate for "contact hours" is available upon completion of each workshop or short course. ○ Streaming Video Presentations. View timely presentations given by thought leaders on education in biology and related subjects, classroom management, science standards, and other issues in education. Presentation topics include content reviews for prospective biology teachers, content updates for experienced teachers, research lab technique demonstrations, inquiry science, and assessment. In addition, BioEd Online offers helpful presentations for teachers in training as they prepare for the classroom experience. ○ Slide Sets. Customize exciting and relevant lesson plans and activities from hundreds of searchable slides developed by BioEd Online's Editorial Board and contributors. The slide library is updated regularly. Each slide is complete with talking points and references, and can be 	<ul style="list-style-type: none"> • BCM • Texas Public Schools 	

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						<p>downloaded into your own PowerPoint program for personal educational use.</p> <ul style="list-style-type: none"> ○ Classroom Lessons. Download free, inquiry-based, hands-on activities, in PDF format, created by scientists and educators at Baylor College of Medicine. Each activity is aligned with the National Science Education Standards. ○ Podcasts Plus Lessons - Symposium for Space Life Science. Bring "Podcasts Plus Lessons" or the online series "Symposium for Space Life Science" to the classroom. Both Space Life Science series include downloadable slide sets and video presentations. ○ Editors' News Picks. Stay current with science news selected by BioEd Online's Editorial Board. Check back each week for new science stories and related discussion questions to complement your ongoing science activities, and to stimulate an exchange of ideas in your classroom. All Editors' Picks are maintained in our archive for easy access whenever you need them. ○ Nature Science Updates. BioEd Online is proud to provide a continuous biology news feed directly from Nature, one of the most respected science journals in the world. 		