

INNOVATIVE PROGRAMS

Section 46a-68-93

This section was in compliance in the previous filing, and there were no proposals/recommendations.

UConn Health continuously strives to develop and implement innovative comprehensive programs to create opportunities not otherwise available to achieve the full and fair participation of all protected group members. UConn Health cannot collect race and gender on all of their youth programs because the funding which supports the initiatives allow for students of all ethnic groups enrolled in the public schools that we serve to participate. Some initiatives such as our mini-medical and dental programs bring together students from the suburbs and the inner city for seminars and lecturers. These students are selected by their high schools independent of race and gender; therefore, we cannot provide race and gender for our outreach programs. UConn Health utilizes the following innovative programs:

1. Utilization of noncompetitive program

Opportunities were created that resulted in full and fair participation of all protected group members using promotions through re-classifications. Human Resources has a formalized policy for reclassifications of filled positions which sets forth a procedure to determine if an employee is performing duties outside of their current classification. A copy of this policy is **Exhibit #1**. Noncompetitive advancement is available in the medical technologist, physical therapy, social worker positions. There are two (2) nursing clinical ladder programs, one for inpatient and one for outpatient nurses. Both programs have established criteria for promotion and employees can be promoted by applying for and meeting the standards. New graduate nurses are brought in at a CN1 Level and promoted to the journeyman CN2 Level after completion of the probationary period and orientation.

2. The Department of Health Career Opportunity Programs (HCOP) Enrichment Programs

HCOP is an integral part of the Schools of Medicine, Dental Medicine and Graduate educational community at UConn Health. The Schools of Medicine and Dental Medicine are actively committed to the recruitment, retention and graduation of diverse dental, medical, and graduate students who are capable of providing culturally competent health care. Additionally, Biomedical Science Graduate Program is also committed to supporting graduate students from diverse backgrounds who will discover the medical cures of tomorrow.

The department continues to support currently enrolled medical, dental and graduate students of diverse backgrounds and has expanded its programs for middle, high school and college students to realize their dreams of becoming health professionals. The enrichment programs have proven to be top-notch because the underrepresented students who have successfully completed their undergraduate degrees have actualized their goals of entering medical, dental, or graduate school. It is for this reason that the programs and activities sponsored through HCOP are recognized as a national model. To date we have accomplished our goals and continue to develop new programs and fine-tune existing ones. **Exhibit #2**

Amongst the recent graduates of UConn Health School of Medicine, fourteen (14%) percent of the graduating class were HOCP Scholars, while twenty (20%) percent of the graduating class in the School of Dental Medicine were HCOP Scholars. Sixty percent (60%) of the underrepresented students currently enrolled in the School of Medicine are Aetna Health Professions Partnership Initiative (HPPI) pipeline students, and 50% of the underrepresented students currently enrolled in the School of Dental Medicine are HPPI pipeline students, **Exhibit #3**. We had two hundred forty-nine (249) middle school, high school and college students participate in our summer programs and during the academic year we had approximately 840 students participate in our after school, partner high schools, HPPI Saturday Academy and college programs.

A. Enrichment Programs for Middle School Students:

- Great Explorations engages 6th, 7th and 8th grade students, and it provides the following educational program activities during the academic school year at the following schools: Bellizzi, Kennelly, Naylor, Sport and Medical Sciences Academy, West Middle School, Jumoke Academy, Medical Professions and Teacher Preparation Academy, Metropolitan Learning Center, and Two Rivers Magnet Middle School. We continued our collaboration with West Middle School and participated in their annual back-to-school event sponsored by the local Boys and Girls Club. Later in the year, a group of forty of the school's students visited UConn Health where they received information on careers in dental medicine and participated in hands on activities. A total of one hundred and ninety-five (195) students participated.
 - Science enrichment program that engages 6th to 8th grade students in hands-on science activities and college exploration.
 - A six (6) week, Monday through Friday, Summer Academic Enrichment Program for rising 8th grade participants. Students receive instruction in language arts, math, science, college awareness classes and engage in educational programs to raise awareness in the health professions. A total of twenty-seven (27) students participated.
 - A thirty (30) week, Saturday Academy during the academic school year where 8th grade students can continue to strengthen their academic skills and college preparation. A total of twenty-two (22) students participated.

- Qualified students must meet certain socio-economic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program.

The students took enrichment trips to the UConn Health campus and the Connecticut Science Center. **Exhibit #4**

B. Enrichment Programs for High School Students:

- Jumpstart Doctors Academy is for High School Students in 9th and 10th grade students interested in medicine, dental medicine or biomedical research. Priority acceptance into the program will be given to former Great explorations participants and for students enrolled in Hartford Public Schools:
 - Enrichment experiences both in and outside of the classroom.
 - Daily classes in language arts, math, science, career and college awareness preparation, integrating Preliminary Scholastic Aptitude Test (PSAT) strategies and support across the curriculum.
 - Assessments and evaluations are provided throughout a student's affiliation with Jumpstart and includes pre, mid, and post testing; student and parent surveys; mid and final progress reports; etc.
 - Offers a six (6) week, Monday-Friday, Summer Academic Enrichment Program.
 - Offers a thirty (30) week, Saturday Academy during the academic school year where students can continue to enhance their academic skills and college preparation, as well as, exposure to careers in the health professions.
 - Provides qualified students with an earned stipend.
 - Geared towards students who meet certain socio-economic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program.

The students took enrichment trips to New Britain Museum of American Art, Hartford Stage, and UConn Storrs campus. **Exhibit #4**

- Pre-College Academic Enrichment Program is a five (5) week summer program for incoming students at University of Connecticut and Central Connecticut State University who are from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and

have a high probability of fulfilling the social and educational goals of this program. The program is designed to provide solid development of scientific (biology and chemistry), mathematical (pre-calculus), communications, problem-solving, and test taking skills, and it is intended to enhance the college preparedness of freshmen students. It allows the students to experience life on a college campus prior to their matriculation in the fall. Students in the academic track concentrated on academic courses, while those on the research track completed a research project. This past summer, fourteen (14) students participated in an academic track in collaboration with UConn School of Engineering Bridge Program. All participants also engaged in numerous enrichment activities at UConn Health including the Clinical Skills Lab and a tour of the Center for Regenerative Engineering. **Exhibit #2**

- Pre-College Research Program is a six (6) week summer program for incoming students at University of Connecticut who are from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and have a high probability of fulfilling the social and educational goals of this program. The program is focused on enhancing the preparation of high school seniors for college and provides a research experience in one of the basic science laboratories. It allows the students to experience life on a college campus prior to their matriculation in the fall.
- Bridge to the Future Science Mentoring Program is student run and sponsored by the local chapters of the Student National Medical Association the Student National Dental Association and the Department of Health Career Opportunity Programs. It is designed so that medical, dental, graduate, nursing and allied health students serve as mentors to college and high school students who have expressed an interest in a career in the health professions. The program is geared so that the network is established which includes the middle school through professional school educational community and set up so that it provides an opportunity for college and high school students to seek advice from mentors enrolled in professional health profession programs. It is beneficial in helping mentees gain insight into successful preparation for an application to professional schools and aimed at meeting the long-term objective of increasing underrepresented student representation in health professions programs.
 - The Annual Bridge to the Future Mentoring Conference was held with approximately two hundred twenty (220) high school and college students with diverse backgrounds participating. All of the students were brought together with University of Connecticut Health faculty, staff, medical, dental and graduate students to interact in a series of activities to raise awareness about health and biomedical science careers and the admissions process for medical, dental, and graduate schools.

Enrichment activities for high school students included presentations on careers in research, regenerative engineering, dentistry, and cardiology. Led by a group of UConn medical students, the high school students participated in hands-on activities such as recording blood pressure and surgical suturing. Students also had the opportunity to participate in an anatomy workshop and a dental forensic hands-on workshop.

College students who participated in enrichment seminars learned about the admissions process for graduate, medical and dental programs offered at UConn Health. College students also participated in a mock admissions process where they served as potential Admissions Committee evaluators who ranked prospective applicants based on their academic profiles, letters of recommendation and dental and medical school admission test (DAT/MCAT) scores. Led by facilitators, the participants engaged in discussions and activities similar to the admissions committees at UConn Health. This process helped the students better understand what admissions committees are looking for in qualified candidates.

For college students specifically interested in dental medicine, the Dental Impressions Program held a series of informational sessions which included hands-on activities such as taking dental impressions and touring the dental labs at UConn Health.

Both the high school and college students had an opportunity to listen to personal anecdotes from students currently enrolled at the UConn Schools of Medicine, Dental Medicine and Graduate Program in Biomedical Sciences. Medical, dental and graduate students shared their progression through their respective health professions school and allowed the high school and college students to ask questions. This was a very informative dialog for all participants. **Exhibit #5**

- High School Student Research Apprentice Program is for 11th and 12th grade students who were from groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or from disadvantaged backgrounds who met all eligibility criteria and had a high probability of fulfilling the social and educational goals of this program, and were from a Connecticut high school that has an on-site School-to-Career or Career-to-Work Coordinator during the academic year, as well as summer months. This was a six (6) week summer program for students interested in medicine, dental medicine, or biomedical research with priority consideration given to pipeline participants. It provided students with a research experience in one of the basic science or clinical laboratories. Twelve (12) students participated, and at the end of the summer, each student gave oral and poster presentations of their research results during a special research symposium. **Exhibit #2**

- High School Mini Medical/Dental School Program is for 11th and 12th grade students who are in state residents interested in pursuing careers in medicine, dental medicine and the biological sciences. High School guidance counselors or science teachers select the students. The program is made up of the following:
 - A series of eight (8) weekly lectures and demonstrations presented by faculty members of the University of Connecticut Schools of Medicine and Dental Medicine.
 - Two (2) hour lecture sessions.
 - Topics on molecular biology, pharmacology, cardiology, oncology, and dental medicine.

Sixty-six (66) high school students graduated from this program, and we had a number of students from Torrington High School who participated through video conferencing. We also sponsored a professional development workshop for high school teachers in the Hartford School District. This workshop focused on current careers and topics in biomedical. **Exhibit #6**

- Juniors Doctors Academy is for 11th grade students who are interested in medicine, dental medicine or biomedical research. The program is geared towards students who meet certain socioeconomic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program. Priority acceptance into the program will be given to former Great Explorations and Jumpstart Academy participants and student enrolled in Hartford Public Schools. Qualified students are provided with an earned stipend. The academy has a six (6) week, Monday-Friday, Summer Academic Enrichment program where students are provided with a review of Algebra I, Geometry, Algebra II, Chemistry, Language Arts and proven test taking strategies to increase SAT (Scholastic Aptitude Test) and ACT (American College Testing) scores. Also a thirty (30) week Saturday Academy during the academic school year where students can continue to enhance their academic skills, college preparation, and exposure to careers in health professions. Assessments and evaluations are provided throughout a student's affiliation with Junior Doctors Academy and includes pre-, mid-, and post-testing; student and parent surveys; mid and final progress reports. It enables students to participate in the High School Mini Medical/Dental School Program during the following academic year.

The students took enrichment trips to the New Britain Museum of American Art, Hartford Stage, and UConn Storrs campus. **Exhibit #4**

- Senior Doctors Academy is for 12th grade students who are interested in medicine, dental medicine or biomedical research. The program is geared towards students who meet certain socioeconomic guidelines (low income and/or first generation to attend college) and demonstrate a strong motivation and potential to enroll in a four (4) year college program.

Priority acceptance into the program will be given to former Great Explorations, Jumpstart and Junior Doctors Academies participants and student enrolled in Hartford Public Schools. Qualified students are provided with an earned stipend. The academy has a six (6) week, Monday-Friday, Summer Academic Enrichment Program where students are provided with a review of Pre-Calculus, Calculus, Biology, Physics, Anatomy and Physiology, and writing. Also a thirty (30) week Saturday Academy during the academic school year where students can continue to enhance their academic skills, college preparation, and exposure to careers in the health professions. It enables students to be eligible to participate in the Pre-college Enrichment Program during the summer of their graduating senior year. All of the Senior Doctors Academy graduates are currently attending a four (4) year college with twelve (12) of them enrolled at UConn.

Scholarships in the form of book awards were provide to the students, and the students took enrichment trips to New Britain Museum of American Art, Hartford Stage, and UConn Storrs campus. **Exhibit #7**

- The Epidemiology Program, a series of five (5) classes, was held for eleven (11) 11th and 12th graders from the Sport and Medical Sciences Academy (SMSA) to introduce basic concepts and terminology used in the study of epidemiology. This program provides an introduction to general epidemiology as well as descriptive, applied, and analytical epidemiology and screening.
- One hundred (100) 9th and 10th students from the Sport and Medical Sciences Academy participated in the College Science Partnership Series where they participated in five (5) biology and chemistry labs. The lab enrichment provided by the program helped the students in scientific techniques. The students who participated in the College Science Partnership Series exhibited higher level scientific skills than those that did not.
- Teens as Teachers, in UConn School of Medicine, Principles of Clinical Medicine course which is the clinical training component for medical students. The course helps students prepare for the clinical aspects of medicine by training them in history taking, physical examination, utilization of community resources and community collaboration for improved patient care. Part of the course involves training on adolescent health. Medical students learn about the importance and specialized aspects of the adolescent history, and practice their skills with fifteen (15) real teens recruited eight (8) from the Sport and Medical Science seven (7) students from CREC – Medical Professions and Teacher Preparation Academy, who act as patient instructors. The medical students then receive feedback on their performance from the adolescent patient instructors. The participating adolescents are given health education workshops and training prior to their participation in the Principles of Clinical Medicine course.

- The Department of Health Career Opportunity Programs has developed a series of professional development workshops for high school science teachers in the Hartford public school system. The purpose of the workshops is to provide teachers with additional resources to enhance their science curricula to help prepare their students for future college-level courses and careers in science and medicine. This year's workshop focused on current careers and current topics in biomedical science. Presentations were provided by UConn Health faculty and graduate students on topics ranging from the skeletal system in human health to induced pluripotent stem cell models for human disease to lifespan and caloric restriction. The day's activities also included exhibits and hands-on demonstrations, clinical skills, and tours of UConn Health.
- Additionally, we aided the Student National Medical Association – UConn Health Chapter host Minority Association of Pre-Medical Students (MAPS) Day. MAPS is the pre-medical undergraduate and post-baccalaureate section of Student National Medical Association. MAPS aims to increase diversity within the health professions and ultimately eliminate health disparities. The Department of Health Career Opportunity Programs aided the MAPS in the goals of providing knowledge, resources, programs, and skills to pre-medical students so that they are competitive applicants for medical school. In an enrichment visit at UConn Health MAPS members also interacted with current medical students who spoke about their personal journeys to medical school, and the day's activities ended with a tour of UConn Health, including the Clinical Skills Laboratory.
- Parental Seminar Series is an opportunity for students and parents to learn more about important health issues affecting their community. Parents are asked to submit a survey on the topics they are most interested in learning about and the series of lectures are then tailored to their needs. The Parental Seminar Series included a college admissions panel that discussed college financial aid and the admissions process, information on the PSAT, SAT, ACT academic exams, and stress management.

C. Enrichment Programs for College School Students:

The below programs are for groups that have been traditionally underrepresented in the health professions (African American, Hispanic/Latino, Native American, Native Alaskan, Native Hawaiian) or others from disadvantaged backgrounds who meet all eligibility criteria and have a high probability of fulfilling the social and educational goals of each program.

- College Enrichment Program is for currently enrolled University of Connecticut freshmen and sophomores. It is designed to provide sound development of scientific and mathematical skills needed for success in pre-medical/pre-dental courses. In addition to academic preparation, students participated in weekly enrichment lectures at UConn Health. Two (2) students participated in the program. **Exhibit #8**

- Health Disparities Clinical Summer Research Fellowship Program is a seven (7) week clinical enrichment experience for rising college sophomores, juniors, seniors or recent graduates. Priority consideration will be given to pipeline participants. Provides housing, meals and a stipend. It is designed to provide a clinical research and enrichment experience and introduction to health disparities, cross cultural issues, principles of clinical medicine and skills for public health research and interventions and an overview of approaches to cultural definitions, public health issues and discussion of specific techniques for working with diverse populations in community settings. At the end of the program all of the participants completed a clinical research project and presented a poster with their results. In the summer nineteen (19) students participated in the program. **Exhibit #8**
- Summer Research Fellowship Program is a nine (9) week program which provides a research enrichment experience and some exposure to clinical medicine or dental medicine to college sophomores, juniors, seniors, or recent graduates who are interested in a career in medicine, dental medicine or biomedical research and for applicants who have completed some college coursework in biology and chemistry (preferably through organic chemistry). Priority consideration will be given to pipeline participants. Provides housing meals, and a stipend. A faculty sponsor is identified for each student, and they spend thirty (30) hours per week devoted to a research project and ten (10) hours per week to a required clinical experiential. At the end of the summer, each student gave a poster presentation of their research results during a special research symposium. In the summer fourteen (14) students participated in the program. **Exhibit #9.**

It is hoped that many of the participants will return as medical, dental or graduate students who will then become permanent, participating members of our workforce.

- The Medical/Dental Preparatory Program is for college sophomores, juniors, seniors or recent graduates. Priority consideration will be given to pipeline participants, and housing, meals, and a stipend are provided. It is a six (6) week summer program consisting of the following two (2) tracks:
 - Track One MCAT/DAT Preparation Program is for students who will be taking the Medical College Admission Test (MCAT) or Dental Admission Test (DAT). The program focuses on MCAT/DAT test preparation, clinical interaction with preceptors and introduction to problem based learning through case studies.

- Track Two Basic Medical Science Program is for all other students not on Track One. This track consists of basic medical science courses emphasizing essential principals of cell and molecular biology correlated to problem based learning case studies. Clinical experiences and professional development exercises are also presented.

The purpose is to facilitate the entry of these students into medical and dental schools by improving their performance on admissions tests and through professional development activities and to increase the retention of successful matriculants to professional schools through early exposure to professional education. A total of forty-eight (48) college students participated. **Exhibit #9**

The Department of Health Career Opportunity Programs has played an integral role in recruiting diverse students from around the country including those from historically black colleges and universities to UConn Schools of Medicine and Dental Medicine. Through a partnership with Spelman College, Atlanta, Georgia, the department hosted a group of undergraduate pre-health students from Spelman interested in applying to UConn School of Medicine or Dental Medicine, the Ph.D. (doctor of philosophy) in Biomedical Science Program, or the combined M.D. (doctor of medicine)/Ph.D. programs. The students learned more about our pipeline programs, toured our research and clinical skills simulation labs, heard presentations from deans and program directors in UConn Schools of Medicine, Dental Medicine and Graduate School, and interacted with current students.

3. Connecticut Institute for Clinical and Translational Science (CICATS) Mentorship Programs

Dr. Cato T. Laurencin, University Professor, Chief Executive Officer, CICATS; Director, Institute for Regenerative Engineering; Endowed Chair Professor, Department of Orthopaedic Surgery; Tenured Professor, School of Engineering is well known for his commitment to mentoring. Because of Dr. Laurencin's commitment to mentoring the Society For BioMaterials created the Cato T. Laurencin, M.D., Ph.D. Travel Fellowship which will support underrepresented minorities, in the field of biomaterials, by providing an undergraduate student the resources needed to attend the annual meeting of the Society For Biomaterials and to become a member of the Society. The goal of this initiative is to stimulate/encourage recipients to pursue a career in biomaterials and includes registration, airfare, hotels, transfers, and meals. Each awardee will also be given a complimentary membership in the Society for Biomaterials and assigned a graduate student mentor to guide them through the annual meeting, and to help them pursue their advanced degree and career goals. **Exhibit #10**

The Connecticut Science Center presented Dr. Linda Barry, Assistant Professor, Department of Surgery; Chief Operating Officer and Assistant Director of CICATS, with its Petit Family Foundation women in Science Leadership Award. She heads the CICATS Young Innovative Investigator Program and the CICATS Mentorship (M1) Award, and co-directs the CICATS Pilot Program for Collaborative Translational and Clinical Research. Dr. Barry also cofounded and coordinated the first National Women in Surgery Symposium, now in its sixth year. She established the Women in Surgery Interest Group at UConn School of

Medicine. The selection committee chose Dr. Barry “based on her unique background in both clinical and basic science research and her extraordinary commitment to mentoring and advancing the charge to recruit women and underrepresented students into medicine, and the field of surgery in particular. **Exhibit #11**

- Young Innovative Investigator Program (YIIP) provides academic training to individuals dedicated to pursuing careers as scientists and scholars in biological and biomedical science in order to develop the next generation of innovative biomedical scientists. The YIIP is led by Dr. Laurencin and Dr. Barry and is specifically focused on recruiting underrepresented minority students to contribute towards developing sustainable academic pipeline to increase diversity among the pool of academic scientists. Almost thirty (30) applicants were received for the 2016-2016 academic year, and four (4) underrepresented minority students were selected from a national competitive process. Six (6) underrepresented minority students graduated from the inaugural class of the YIIP at UConn with master degrees from UConn’s Graduate School. **Exhibit #12**
- M1 Mentoring Program is an innovative program that develops a cadre of accomplished investigators who will participate in developing an academic environment that will elevate mentorship to a discipline with high standards and practices. M1 mentors will maintain a focus on recruitment and mentorship of underrepresented minority students as well as junior faculty. **Exhibit #13**
- Women in Surgery Interest Group was formed to raise awareness among all students about careers in surgery and to help break down the barriers that have traditionally discouraged women from becoming surgeons. They held their 3rd Women in Surgery Lectureship, **Exhibit #14**.
- A summer seminar series, Preparing for Medical and/or Graduate School, was provided by Granville Wrensford, Ph.D. UConn Health Assistant Dean and Associate Director of the Department of Health Career Opportunity Programs to students interested in pursuing careers as scientists and scholars in biological and biomedical sciences. The discussions included information on degree programs in health sciences, application process, academic preparation, national and UConn specific statistics, successful applications from the admissions committee perspective, cost/financial aid, and resources available to students and minority student for the application process. **Exhibit #15**

4. **Institute for Regenerative Engineering Training and Mentoring**

The primary goal of our research-training program is to mentor underrepresented minority students to prepare them for careers in Science, Technology, Engineering and Mathematics (STEM). Participants in this program include high school students, undergraduate students and K-12 teachers. Participants will spend 8-10 weeks, working in research areas that include biomaterials science, stem cell science, nanotechnology,

drug delivery, tissue engineering, and regenerative medicine, in a group environment where the participants will have the opportunity to interact with faculty, Post-docs, and graduate students. Our mentorship approach involves strategies to educate the participants in professional development, scientific writing, research experiences, communication skills development, and collaboration skills. **Exhibit #16**

5. Internships/Externships

The Clinical Engineering department provided a clinical internship program for graduate students in the masters of Biomedical Engineering program. The internships afforded participants the opportunity to work in a health care environment. The internships are for a period of one (1) year.

The University Medical Group (UMG) has contracts with the following educational facilities to provide both internships and externships for students in the fields of nursing, medical assisting and other related areas:

Stone Academy	Sawyer Business School
Stony Brook University School of Nursing	University of Hartford
Quinnipiac University Branford Hall - Southington and Windsor	University of Connecticut Department of Communication Sciences
Lincoln Technical School	Porter and Chester Institute - Rocky Hill, Enfield, Watertown Campuses
Institute of Healing Arts and Sciences	Fox School of Business
Saint Joseph College - Psychology Department/Advanced Practitioner Registered Nurse Program	Northwestern Connecticut Community College
Goodwin College	Gateway College
Yale School of Nursing	Manchester Community College
Tunxis Community College	

We are continuing to develop contracts with other facilities to expand on this program.

6. Non-Paid Student Educational Experiences

This program allows departments to host/precept students that may be interested in pursuing a career in the health professions and would like to provide him/her with an observational or internship experience. Our goal with this program is to consistently pursue excellence and innovation in the education of health professionals; the discovery, dissemination and utilization of new knowledge; the provision of patient care; and the promotion of wellness.

7. Summer Employment Programs

UConn Health hires summer students to work in areas such as the clinics, nursing units, research, administration, etc. All positions are posted allowing for an open and competitive process. The race and sex breakdown of the students were the following: twenty-one (21) white males, forty-four (44) white females, four (4) black males, eleven (11) black females, one (1) Hispanic male, six (6) Hispanic females, five (5) other males, and six (6) other females.

8. Day Care Program

Creative Child Care Center is located on the lower campus of the University. It is primarily for UConn Health employees. It provides programs for infants, toddlers, preschoolers and kindergarten-aged children. The program has qualified, degreed teachers, low student to teacher ratios. This summer the Creative Child Center offered a summer camp program for children ages five (5) to twelve (12) years old. The children enjoyed a fun filled summer with sports and many outside activities as well as arts and crafts, drama, hiking and more. This was an excellent program geared to meet the needs of all children, including those with disabilities. This facility remained at full capacity throughout the plan year as employees welcome this excellent benefit that allows them full and fair participation in UConn Health employment.

9. Disability Programs

UConn Center for Excellence in Developmental Disabilities hosted an Open House to celebrate the 25th Anniversary of the Americans with Disabilities Act. This celebration included preserving, celebrating, and educating individuals on the most influential law to support persons with disabilities. **Exhibit #17**

Project Search is a unique, business led, one (1) year, school-to-work program that takes place entirely at the workplace. Project SEARCH is dedicated to building a workforce that includes people with disabilities. UConn Health partners with Favarh, a local chapter of ARC, to run the program here at UConn Health. Seven (7) interns graduated from a one-year career training internship program at UConn Health. These interns rotated through eight (8) clinical and hospital departments such as cardiology, dermatology, nutrition services and others to gain valuable work experience under the guidance of dedicated UConn Health staff mentors. **Exhibit #18**

10. Other Programs

UConn Health's Group on Women in Medicine and Science mission is to advance the full and successful participation of women in all roles within academic medicine, and to provide a venue for women to participate in advancing the Association of American Medical Colleges mission to improve the nation's health. They also aims to serve a national forum to advance women's success in medicine and science by addressing gender equity, recruitment and

retention, awards and recognition, and career advancement. They sponsored lunch and learn seminars in November, January, March, and April, and in May they had their annual symposium, **Exhibit #19**.

Take Your Children to Work Day was held on, April 23, 2015. UConn Health employees were able to bring their children, nieces, nephews, or a special young person between the ages of 8 and 15 to work. The structured day helped children learn about what the adults in their lives do at work, the value of their education, and witness first-hand the range of jobs available at the UConn Health through a hands-on health fair, department tours, and interactive displays. **Exhibit #20**

In summary, UConn Health realizes that if it is to stay competitive with other organizations and companies seeking to hire qualified traditionally underrepresented minority applicants, creating innovative programs must remain one of its priorities. This type of programming helps to retain, develop and promote the minority employees in our workforce, and benefits the entire agency by the involvement of all employees. UConn Health continuously seeks opportunities to create new programs to achieve these objectives.