



# Hispanic Center of Excellence

ANNUAL  
REPORT  
2020-21





- **Strengthen.**
- **Increase.**
- **Enrich.**

## Staff

**Monica Vela, MD**  
Hispanic Center of Excellence Director

**Raul J. Vasquez, MEd**  
Assistant Director

**Juan Pablo Mosqueda, MA**  
Medical Student Initiatives Coordinator

**Connie Zacarias**  
Academia de Padres —Program Coordinator

**Melinda Monge, MA**  
Medicina Academy - Program Coordinator

**Paulina Guzman, MA**  
Undergraduate Student Initiatives Coordinator

**Nancy Martinez**  
Administrative Assistant

**Jorge Cavero, MD**  
Community Outreach Coordinator

## Contact us



### Hispanic Center of Excellence

#### Department of Medical Education

990 College of Medicine East (MC 591)  
University of Illinois at Chicago  
808 S. Wood Street, Room 990  
Chicago Illinois 60612-7333

Phone: 312-996-4493  
Fax: 312-996-9922  
<http://www.medicine.uic.edu/hcoe>

## Table of Contents

Staff and Contact Information. . . . .	3
Mission, Goals and Objectives. . . . .	4
Director's Message . . . . .	5
Accomplishments . . . . .	6
HCOE Pipeline/Why do we need an HCOE . . .	6-7
Medicina Academy Apprentice Program (MAAP) . . . . .	8
LaHSEP (Track 3) . . . . .	9
Medicina Scholars . . . . .	10
Summer Undergraduate Research on Health Disparities . . . . .	11
Summer Medical Research on Health Disparities . . . . .	12
Academia de Padres Leadership Institute (APLI) . . . . .	13
By the Numbers . . . . .	14
Finances. . . . .	15
How to Stay Connected . . . . .	16

# HCOE Mission

To improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers; enrich the education of Latino students, with an emphasis on producing linguistically and culturally competent practitioners; and build partnerships with others that share the same vision.

## Goals

- Develop a competitive applicant pool of Latinos for medical school admissions, in conjunction with partners within and outside of UIC.
- Enhance the academic performance and overall experience of Latino medical students at UIC.
- Provide opportunities for faculty and student research on Latino health issues for undergraduate and medical students.
- Design curricular initiatives to increase the cultural competence of College of Medicine students.
- Raise funds to support scholarships for Latino medical students.

## Objectives

- **Increase** the pool of competitive Illinois Latino applicants to the UIC College of Medicine by **20%** from the current baseline.
- **Increase** the pool of competitive Illinois Latino applicants to college by **10%** from the current baseline at each Medicina Academy partner school.
- **Increase** the number of Latino student research opportunities on Latino health-related issues.
- **Increase** the Latino student pass rate on the first attempt in the USMLE Step 1 to **90%**, **and** increase the number who graduate on time to **92%**.
- **Introduce** and **expose** students to Latino medical health issues and needs and **improve** resources for education.

**+20%**  
Latino applicants  
to UIC College of  
Medicine

**+10%**  
Latino applicants  
to college

more student  
research  
opportunities

**90%**  
USMLE pass rate

**92%**  
on-time  
graduation rate

improve  
resources  
for education

## Director's message

Dear HCOE community,

I am the new Director for the Hispanic Center of Excellence at the University of Illinois in Chicago. Raised in Pilsen by Mexican immigrants, I know well the struggles faced by Hispanic communities endeavoring to provide opportunities for children. I am fortunate to have participated in pathways programs that changed the trajectory of my life.

Health Providers who speak the same language, share culture and commonalities in lived experiences with patients are better able to establish trust, engage in shared decision making, and make treatment plans that promote the best health outcomes for patients and their communities. The Hispanic Center of Excellence (HCOE) has played an important role in the success of students across a continuum that stretches from high school through to higher education programs for thirty years and was recently recognized for these efforts with a Proclamation by the Senate Latino Caucus.

However, according to the American Association of Medical Colleges, the United States will need over 40,000 additional physicians over the next 15 years to care for the growing and aging Hispanic population alone. The COVID 19 pandemic has created new struggles for our Hispanic communities and new challenges for our students.

It is with great urgency that we must forge ahead and guide students on their path to becoming leaders charged with a mission to bring justice and equity to all patients and communities.

We hope that you will enjoy reading further about the current programs and that you will join in supporting innovations to come.

In solidarity,

Monica Vela, MD FACP  
Director, Hispanic Center of Excellence  
Professor of Medicine Department of Medicine  
University of Illinois College of Medicine



*"The Hispanic Center of Excellence (HCOE) has played an important role in the success of students across a continuum that stretches from high school through to higher education programs for thirty years and was recently recognized for these efforts with a Proclamation by the Senate Latino Caucus."*

## Recent accomplishments

- **14** cohorts of Medicina Scholars have completed the program; **32** of them are currently in medical school and an additional **4** have applied recently.
- In fall 2020, **96%** of Medicina Apprentice Academy high school participants enrolled in a four year university
- **10** medical students completed the *Summer Medical Student Research Program*; since its inception in 1998, **250** medical students have participated in the program.
- **25** second-year medical students took advantage of the USMLE Step 1 support program; **92%** of them passed the exam on the first attempt, the other **8%** passed on the second try.
- In the fall 2020, **51** new Latino medical students enrolled in the College of Medicine, or **12%** of all first-year students.
- In the spring 2021, the COM graduated **38** Latino M.D.s comprising about **17%** of all (301) graduates.
- Of the **7** medical schools in Illinois, UIC graduates **50%** of all Latino M.D.

## HCOE health professional pipeline

### PRE-COLLEGE LEVEL

MEDICINA ACADEMY APPRENTICE PROGRAM (MAAP)

### UNDERGRADUATE LEVEL

MEDICINA SCHOLARS

LATINO HEALTH SCIENCE ENRICHMENT PROGRAM (LaHSEP/Track 3)

SUMMER UNDERGRADUATE RESEARCH ON MEDICAL DISPARITIES

### FAMILY LEVEL

ACADEMIA DE PADRES

## Why do we need the Hispanic Center of Excellence?

### MEDICAL SCHOOL LEVEL



MEDICINA  
FELLOWS

USMLE PREP

SUMMER MEDICAL  
RESEARCH ON  
MEDICAL DISPARITIES

LEADERSHIP INSTITUTE

- Between 2000 and 2010, the number of Latinos in Illinois grew by 33%, greatly outpacing other racial/ethnic groups.
- However, because Latinos lag behind other groups in educational and socioeconomic status, health disparities continue to widen.
- Latinos disproportionately suffer the consequences of manageable diseases such as asthma and diabetes.
- Cultural and linguistic barriers in health care settings persist, making it more difficult for Latinos (even for those with insurance) to have regular care.
- Latino doctors are more likely than others to practice in Latino communities, and it has been shown that Latino patients prefer physicians from their own background, when they have a choice.
- In Illinois, less than 4% of all physicians are Latino, although Latinos make up 16% of the state's population.
- The pathway to the medical degree (and other health professions) requires strong preparation in the sciences and ongoing support through the long and demanding process.
- **A strong preparation for medical school is the result of the early outreach which creates the academic support and awareness of fulfilling the medical school requirements. Students need guidance as early as the high school level.**
- The Hispanic Center of Excellence at UIC College of Medicine is committed to this mission.



# Medicina Academy Apprentice Program (MAAP): Cohort 8

## Program description

Developed in 2009, MAAP is a 3-year premedical program for Latino high school students interested in medical careers. The purpose of the program is to initiate an educational pathway into medical school by investing in the preparation of Latino high school students aspiring to become physicians and to assist with their development and transition to college.



*A total of 35 students are selected for each cohort to participate in this undergraduate level training program.*

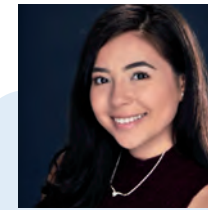
The program takes place on a bi-monthly basis and has a four part curriculum that exposes and informs students about biomedical careers; provides preparation for higher education; and develops their overall skills research skills

## Program highlights & accomplishments

- Students attended bi-monthly seminars with four major courses in each session: 1) medical & lab, 2) higher education, 3) inter/intrapersonal development, and 4) career development.



- 10 students participated in MAAP since their freshman year of high school.
- Over 6 million dollars in scholarship funds were awarded to students.
- 88% of students are currently enrolled in four year institutions.



**Corazon Avila**

## Student experiences

I became a part of the University of Illinois' Hispanic Center of Excellence at the beginning of my sophomore year of high school through the Medicina Academy Apprentice Program (MAAP). Prior to joining MAAP, I knew I wanted

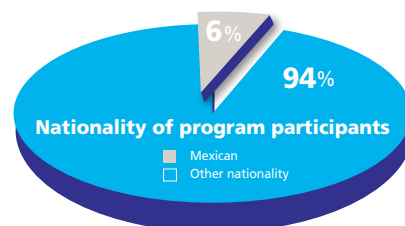
to become a physician but I lacked the resources and knowledge of how I would accomplish this. During my time as a MAAP student, I had the opportunity to network with medical students through the medical course, learn about college options through the higher education course, mentored by UIC undergraduate students through interpersonal sessions, and learned about careers in the medical field through career development segments. During my junior year in MAAP, I learned about the GPPA Medical Program offered at UIC, which is a competitive BS/MD degree program that offered only 50 seats. In the beginning of my senior year, I wrote about my experience being a part of MAAP in my application essay and was offered an interview. My interviewer was very impressed with my understanding of the medical field and health disparities, which I learned through MAAP, and I was ultimately offered a spot in the program with a full-ride scholarship to attend. Currently, I am a first-year student at UIC as a part of the GPPA Medical Scholars Program, and couldn't be any happier. MAAP made this possible for me, as it introduced me to these opportunities and supported my growth every step of the way. I wouldn't be where I am today if it wasn't for this program. I not only began college prepared, but confident in my ability to succeed and achieve.

## By the numbers

Total Enrolled:	36	
Completed Program:	24	67%
Female:	12	33%
Male:	35	97%
Hispanic/Latino Origin:	28	78%
1st Generation College Attending**:	34	94%

## Average program hours

Cohort 5 : 128 hours per participant



## Partners & collaborators

- American Heart Association
- American Red Cross
- Chicago Scholars
- Illinois Student Assistance Commission (ISAC)
- National Alliance on Mental Illness (NAMI)
- UIC Gender and Sexuality Center
- UIC Latino Medical Student Association
- UIC Urban Medicine Program

## High schools represented

- Back of the Yards College Prep
- Charles A Prosser Career Academy
- Cristo Rey Jesuit High School
- Eric Solorio Academy
- Franklin High School
- Golder College Prep
- Instituto Health Sciences Career Academy
- J. Sterling Morton East High School
- J. Sterling Morton West High School
- John F. Kennedy High School
- John Hancock College Prep
- Lane Tech College Prep
- Lyons Township High School
- Minooka Central Community High School
- Noble Street College Prep
- Oak Park & River Forest High School
- Proviso Mathematics & Science Academy
- Round Lake High School
- St. Ignatius College Prep
- St. Rita of Cascia High School
- Thomas Kelly College Prep
- Thornton Fractional North High School
- Wheeling High School
- William Jones College Prep
- York Community High School



## LaHSEP Track 3

The Latino Health Science Enrichment Program (LaHSEP) is a 6-week summer academic enrichment program open to high school students and incoming UIC freshman from the Chicagoland and neighboring suburbs. The overall goal of this program is to offer Latino students a smooth transition from high school to college.

### Program description

The Hispanic Center of Excellence at UIC offers a summer academic enrichment program for incoming first year pre-medicine students. The Latino Health Science Enrichment Program (LaHSEP) gives participants the opportunity to engage in pre-health workshops, develop Chemistry, Math and English skills and also learn about college transition and resources on the UIC campus.

### Program highlights & accomplishments

- 13/14 students successfully completed a chemistry research project by the end of the program.
- 7 students were accepted to Medicina Scholars.
- 7 have secured volunteering opportunities at hospitals or health clinics. Hospitals: Rush, UI Hospital, Lurie Children's Hospital, Northwestern, Mt. Sinai, and Community Health.
- 92% retention into the Spring 2022 Semester.
- GPA Averages 4.00-3.21
- By the end of LaHSEP students increased their math abilities by 65%



**Sabine Vera**  
LaHSEP Participant

### Student experiences

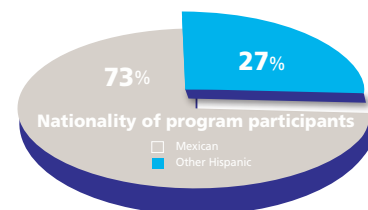
As a first-generation Mexican American student finding resources that help the transition from high school to college is very rare. Having the privilege of participating in LaHSEP my incoming freshman year has been one of the most beneficial experiences I have received. LaHSEP has given me the opportunity to find amazing resources on campus and meet amazing professors such as Professor Mankus. In addition, the support LaHSEP offers when transitioning is like no other. LaHSEP has shaped my college experience into a very exciting environment and an environment that continues to remind me of my ultimate goal. As a freshman, everything was completely new and caused a lot of stress trying to figure it all on my own. In reality, I was never alone, LaHSEP always offered all their support and amazing advice. Paulina specifically always enlightened me with her experiences and wise advice that helped me ease the transition from a small-town high school to a public university. Participating in LaHSEP truly has been one of the best experiences I could've ever received in university.

### By the numbers

Total Enrolled:	14	
Female:	9	64%
Male:	5	36%
Hispanic/Latino Origin:	13	93%
Polish	1	7%
1st Generation College Attending**:	13	93%
2nd Generation College Attending**:	1	7%

### Average program hours

195 hours per participant



*"I have met a lot of older college students who have passed down their wisdom."*  
— Anonymous

### Participant survey

Participants joined to get ahead and prepare for difficult courses

LaHSEP Track 3 stressed the importance of time management, asking for help, and advocating for oneself.

Overall experience with LaHSEP Track 3 has helped them prepare for their first year at UIC.

	Strongly agreed	%
Participants joined to get ahead and prepare for difficult courses	11	63
LaHSEP Track 3 stressed the importance of time management, asking for help, and advocating for oneself.	7	54
Overall experience with LaHSEP Track 3 has helped them prepare for their first year at UIC.	11	85

# Medicina Scholars

## Program description

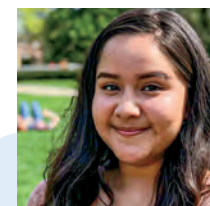
Established in 2005, this 3-year program guides and supports Latino undergraduate students interested in the medical profession, with the ultimate goal of preparing students to become competitive applicants for medical school admissions.

Each group partakes in a series of professional development/medical seminars designed to expand their familiarity with the health field.

The curriculum specifically provides a strong foundation in the history of medicine, professionalism, public health policy, cultural competence, health disparities, primary and specialized care, and issues and guidelines for medical school admissions processes. Additionally, Scholars are required to take part in academic advising and community service activities.

## Program highlights & accomplishments

- **Medicina Scholars have participated in the following summer programs:** SURPHD, UI TOUCHED, ChicagoCHEC, UIC LASURIE, UIC's L@S GANAS, UIC's SROP, UIC's Cancer Center ResearchStart, SHPEP UCLA, SHPEP University of Nebraska, SHPEP University of Iowa
- **Medicina Scholars received the following recognitions:**
  - 1 student was featured at UIC Today One of UIC's Inspiring Graduate
  - 5 students received the Chancellor's Student Service and Leadership Award
  - 2 students received the UIC Student Leadership and Civic Engagement Award
  - 1 student was featured at U of I's The Advocate Spring 2021
  - 1 student received the L@S GANAS Mentee recognition
- **Medicina Scholars are a part of the following student organizations:** Latino Premedical Student Association, Society of Future Physicians, Peer Health Exchange, Blazing Margins
- **Medicina Scholars volunteer with some of the following clinics/hospitals:** Community Health Clinic, University of Illinois at Chicago Hospital & Health Sciences System, Ann & Robert H. Lurie Children's Hospital of Chicago, MacNeal Hospital, Mt. Sinai, Advocate Illinois Masonic Medical Center, Rush University Medical Center, University of Chicago Medical Center
- **Bachelor Degrees and Professional School:**
  - 20 Medicina Scholars graduated with their bachelor's degree
  - 3 Medicina Scholars earned a masters degree
  - 6 Medicina Scholars were accepted to the following medical schools: University of Illinois at Chicago College of Medicine and to University of Chicago Pritzker School of Medicine
  - 1 Medicina Scholars was accepted to U of I Veterinary College of Medicine
  - 1 Medicina Scholar was accepted to UIC's College of Pharmacy
  - 4 Medicina Scholars were accepted to UIC's College of Nursing



Estefania Alcantar

## Student experiences

Going away for college, it was hard for me to find a group of people I related to. However, whenever I returned

back to Chicago for Medicina Scholar seminars, I found myself feeling at home. Everyone in this program is goal-oriented, driven, and has a passion for making a positive change in the healthcare world. I often find myself losing track of my goals but I am reminded of what they are because of the people in Medicina Scholars. Medicina Scholars gives students the opportunity to interact with other students who are on the same path as you and share a similar vision.

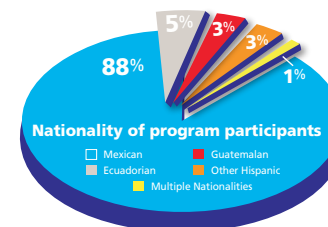


## Participant's 2010-2019 data table

Entry Year	N	Completed Program	Attrition	First Gen <sup>a</sup>	STEM Majors	On Track <sup>b</sup>	Completed Bachelors	Health Prog	Admitted Medical School	Other
2010	31	23	26%	90%	65%	100%	100%	8	5	11
2011	33	26	21%	88%	59%	85%	85%	1	6	10
2012	40	27	33%	73%	74%	96%	81%	6	10	4
2013	36	26	28%	81%	81%	100%	77%	11	11	5
2014	37	28	24%	78%	76%	96%	96 <sup>A</sup> %	3	3	2
2015	32	22	31%	94%	59%	96%	96%	2	3	2
2016	33	19	42%	85%	61%	100%	95%	3	2	6
2017	33	22	33%	88%	67%	95%	4	1%*		
2018	32	NA	NA	74%	78*%	100%	NA			
2019	28	NA	NA	79%	82%	100%	NA			
<b>TOTAL</b>	<b>335</b>	<b>193</b>						<b>34</b>	<b>40</b>	<b>40</b>

## Average program hours

150 hours per participant

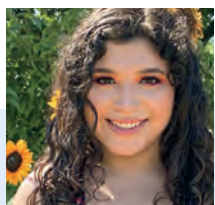


## By the numbers

Total Enrolled:	96
Female:	66 69%
Male:	30 31%
Hispanic/Latino Origin:	88 92%
1st Generation College Attending**:	74 77%
Participants who are Bilingual:	83 86%

10 <sup>a</sup> Neither parent pursued education beyond high school  
<sup>b</sup> Is progressing toward a bachelor's degree within six years of initial enrollment  
 \* Cohort 2017 41% (9) graduated in May 2019 and will graduate May 2020. As scholars progress to their 4th year of undergraduate studies, this percent will change.  
 CImplHea  
 Updated by PMG 3.31.2020

# Summer Undergraduate Research Program on Health Disparities



**Jacqueline Quintana**  
SURPHD Participant

## Student experiences

I am a Senior at the University of Illinois at Urbana-Champaign majoring in Human Development and Family Studies. I am a first-generation college student. With the help of HCOE, I was able to navigate through the college application process at MAAP and currently as a pre-medical student at Medicina Scholars. I was fortunate enough to participate in the Summer Undergraduate Research Program on Health Disparities (SURPHD) for two consecutive summers.

In the SURPHD program, we focused on the health disparities that affect underrepresented and underserved communities. I was able to work alongside my mentor Karina Aguirre during the first summer at SURPHD to investigate the effects of COVID-19 on food insecurity in the Latinx communities in Chicago in 2020. Most recently, I was able to conduct a research project to examine the levels of stress undergraduate Latinx students experienced during the 2020-2021 academic year and the factors that contributed to the level of stress. Through my research I was able to address how COVID-19 is affecting Latinx communities in Chicago and the interventions and resources needed to help them succeed.

Through the SURPHD program, I was able to further my passion for research and the medical field as I explore the topics that affect my family and community. This experience opened my eyes to see the ways research goes hand in hand with medicine and how I as a student and later as a physician can make a positive impact on my community. I will be able to educate and empower my future patients and community through research.

## Partners & collaborators

- UIC Health Services Library
- UIC Department of Ophthalmology and Visual Services
- UIC College of Medicine Dept. of Internal Medicine
- UIC School of Public Health, Dept. of Community Health Sciences
- UIC College of Medicine Division of Hematology, Oncology
- UIC College of Medicine Dept. of Neurosurgery
- UIC College of Applied Health Sciences Exercise Lab

## Program content: Seminars, Activities

Dr. Eulalia Abril gave daily seminars addressing research, developing a research problem, creating a research presentation, and understanding health disparities. She met with them individually as well. Several guest speakers addressed various topics varying from utilizing the University library to clinical research. Students were broken into 3 groups of two to create their research project.

## Certifications & training

- CITI Human Subjects Research Training, Laboratory Safety Course and Animal Training

## Examples of student research projects

**Student Project #1 (Ruben Camargo & Kelly Delgado)** Evaluating the stress and anxiety levels among diverse Midwest undergraduate students one academic year into the COVID-19 pandemic

**Student Project #2 (George Linarez & Ashley Martinez)** Type 2 Diabetes and Health Literacy Among Chicagoland Hispanic/Latino Adults

**Student Project #3 (Jacqueline Quintana & Ashley Gil)** Higher Education during the COVID-19 Pandemic: How the Pandemic Affected Stress in Chicago's Latino Students

## Student experiences

**George Linarez**  
SURPHD Participant

I am a second-year undergraduate student at the University of Illinois at Chicago. This past summer, I was given the opportunity to participate in the Summer Undergraduate Research Program on Health Disparities (SURPHD). This was my first time participating in a HCOE program and I am extremely grateful for the privilege to participate in something that has not only allowed me to explore what research is all about and the amount of effort it takes to conduct a quality experiment, but it has also opened my eyes as we explored health disparities and their impact within our own communities. Apart from attending lectures where we learned about the different components of a research paper and the steps that need to be taken in order to lead an experiment, I was able to truly learn about this process when we chose our own areas of focus and conducted the research ourselves. More specifically, the research project that my partner and I conducted, under the mentorship of Dr. Eulalia Puig Abril, focused on the high incidence of Type II Diabetes and the lack of health literacy among Chicagoland Hispanic/Latino adults. This research experience enhanced our skills and equipped us with the proper tools to investigate the healthcare system in our underserved communities. Equally important, this experience will help me and my endeavors in medicine as I continue my education.

## Average program hours

350 hours per participant



## By the numbers

Total Enrolled:	6	
Satisfied with Program:	6	100%
Female:	4	67%
Male:	2	33%
Hispanic/Latino Origin:	6	100%
Bilingual Participants:	6	100%
1st Generation College Attending**:	3	50%

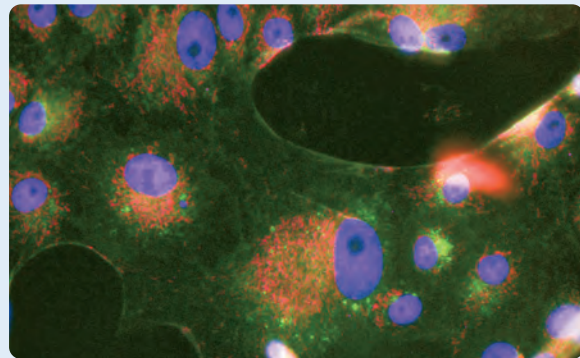
# Summer Medical Research on Health Disparities



**Edwardo Orozco**  
Summer Research Participant

## Student experiences

This past summer I had the opportunity to participate in HCOE's Summer Research Program. They were able to put me in contact with Dr. Perez's virology lab where I completed an exciting summer project. Dr. Perez provided guidance and partnered me with knowledgeable PhD students and doctors to help me along the way. My summer project revolved around microscopic visualization of virus infection and replication using special dyes. Particularly, we were investigating zika virus, known to cause malformations in newborns like microcephaly. That summer made me feel like I was making an impact in the world by advancing science in the fight against disease. The program hosted weekly seminars intended to teach us the importance of research and the process that goes into it. I feel this empowered me to start my own research and continue the impact I have on science. I wouldn't have had this opportunity without HCOE's Summer Research Program.



Yeast infection

## Program description

The HCOE Summer Medical Student Research on Health Disparities is a 10-week program that introduces sophomore medical students to the field of biomedical and clinical research. Participants work with UIC faculty who conduct research focused on Hispanic or other minorities. Also, throughout the summer they take part in weekly seminars presented by distinguished faculty on a variety of research topics, and they have their own work critiqued by well established investigators. Participants receive support after the program to present their research at appropriate local or national conferences.

## Program highlights & accomplishments

- 40% of students submitted their research abstracts for academic journal publications.
- 70% of students felt that they learned a lot from other members in their research/lab team.
- 90% of students were encouraged by the mentor to present their findings at a research lab meeting.
- 80% of students reported that they could analyze and interpret data appropriately by the end of the program.

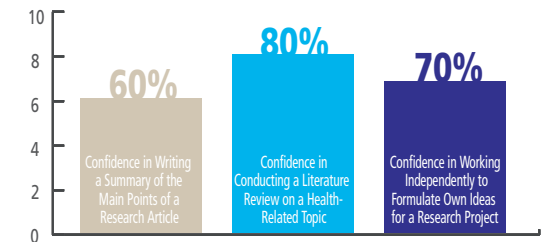
## By the numbers

Total Enrolled:	10	
Female:	5	50%
Male:	5	50%
Hispanic/Latino Origin:	10	100%
1st Generation College Attending**:	9	90%
Participants who are Bilingual:	9	90%



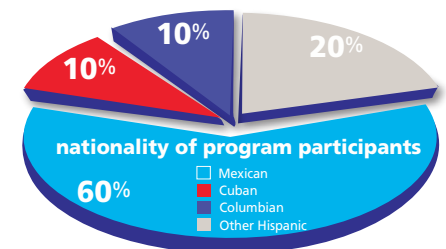
## Students' confidence levels

Percentage of Medical Students Who Reported "Very Confident" or "Totally Confident" Regarding the Research Skills After the Program



## Average program hours

320 hours per participant



## Academia de Padres Leadership Institute (APLI): Cohort 9

### Program description

APLI is a leadership-training program created with the purpose to develop parents/ legal guardians to become informed consumers empowered with the tools to best support their child's development, interests, and educational trajectory in biomedical and health science careers. As with our other programs at the Hispanic Center of Excellence, the purpose of APLI is to provide a quality experience by providing parents/legal guardians with a holistic support system developed through monthly seminars based on the five pillars: empowerment, leadership, health awareness, parenting, and community outreach.

### Program highlights & accomplishments

- 85.71% of parents participating in the APLI program are parents of past/current HCOE students.
- 100% senior high school students of APLI participants will enrolling into a 4 year college in the fall of 2021.



### Student experiences

#### Sara Guzman

*APLI Participant*

Mi nombre es Sara Guzman y este es mi quinto año en APLI. Ser parte de la Academia Leadership Institute es y ha sido una gran experiencia en mi vida. Estoy muy agradecida por la oportunidad que este programa me ha brindado.

En APLI he aprendido todo lo que está basado en la educación superior. Por ejemplo, cómo buscar becas para los estudiantes y los requisitos necesarios que se necesitan para aplicar para el FAFSA. Entiendo cuales son las diferencias entre colegios y universidades. Gracias a todo esto me siento preparada para ayudar y guiar a mis hijos en su educación, ya que APLI me ha brindado las herramientas necesarias para seguir preparándome, y a la misma vez seguir ayudando a mis hijos a que logren sus metas académicas.

A través de este programa adquiri confianza en mí misma y esta misma confianza quiero transmitir a mis hijos. Ya que lo más bonito en la vida es sentirte orgullosa de quien eres.

Estar en este programa me ha enseñado también como manejar mis emociones y reflejar los buenos sentimientos que nos hacen mejores seres humanos. Aprendí a vivir mejor con las personas que me rodean, sobre todo con mi familia, que son la razón de mi vida y mi motivación. Creo que como padres nunca terminamos de aprender. Programas como APLI, donde ayudan a padres a encontrar la mejor manera de educar a sus hijos y a la misma vez te capacitan a crecer, motivar y a cuidar tu persona y salud son muy valiosos. Le agradezco a todo el equipo de APLI por sus atenciones y por creer en mí.

### By the numbers

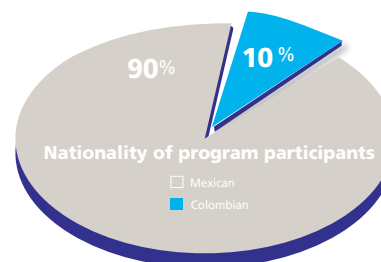
Total Enrolled:	21	
Completion of Program:	16	76%
Female:	20	95%
Male:	1	5%
Hispanic/Latino Origin:	21	100%
Participants who are Bilingual:	8	38%

### Partners & collaborators

- NEIU El Centro
- Vive Hoy
- Brios Skills
- Sinai Hospital: Under the Rainbow

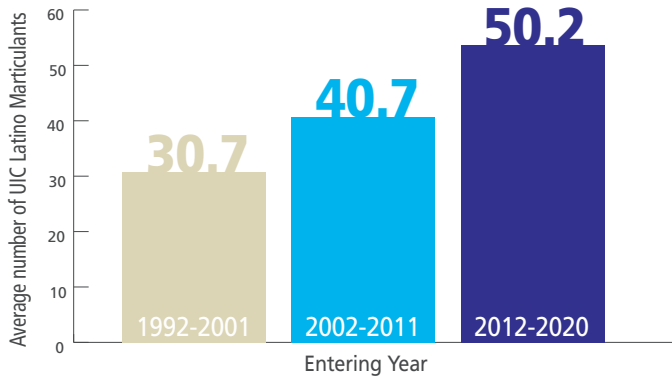
### Average program hours

60 hours per participant



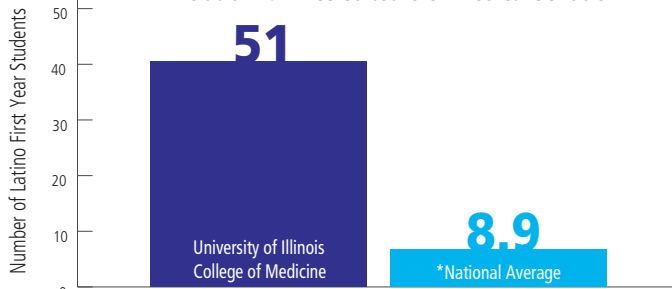
# By the numbers

**Average number of UIC Latino Matriculants**

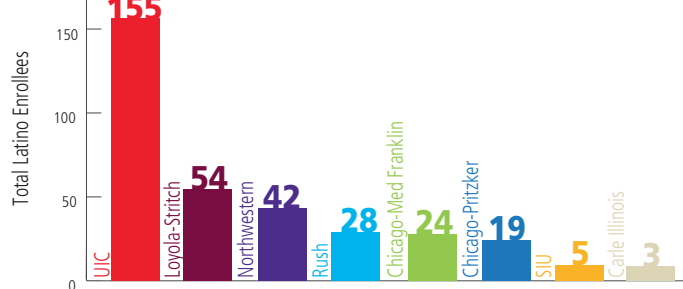


**2020 Latino first year students**

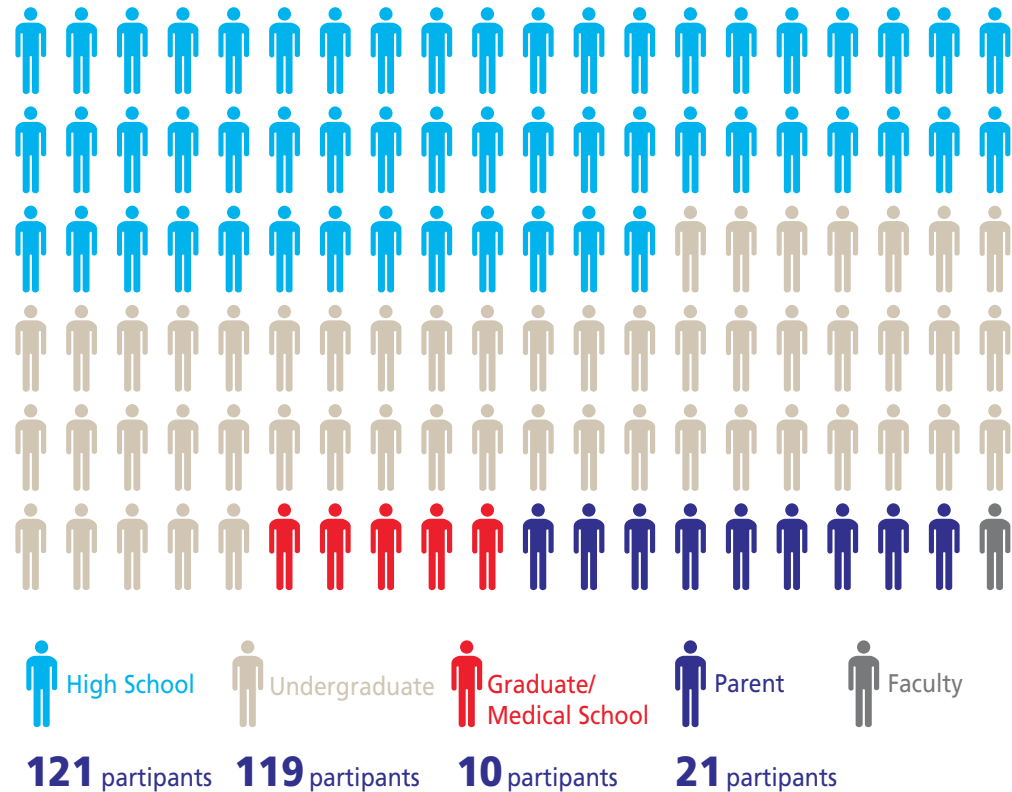
*\*Out of 152 Accredited U.S. Medical Schools*



**2020 Latino total enrollees at Illinois Medical Schools**



**Total participants by pipeline level**



**By the numbers** Information (Refers to numbers/percentages outlined on pages 9-17):

**CONTINUING PROGRAM** statistics are only relevant to multi-year programs. This includes participants who have completed one year of the program, but will continue to participate in the program.

**1ST GENERATION COLLEGE BOUND** includes participants whose parents have not yet completed a 2 or 4-year college degree in the United States.

**COMPLETED PROGRAM** is defined by the completion of all program requirements and program activities.

# Finances

## HCOE grants

### Pre-college research grant

The Center was awarded a research grant from the National Institutes of Health (NIH) in 2011 to study high school students' attitudes, motivations, and behaviors related to pursuing health science careers. In addition, the study seeks to test whether the Multiple Worlds' Model (Phelan et al, 1991) can predict Hispanic students' educational trajectories.

The study involves a longitudinal mixed-method design with multi-site cohorts of high school students. Currently, there are five local high schools that are participating in the project. These include:

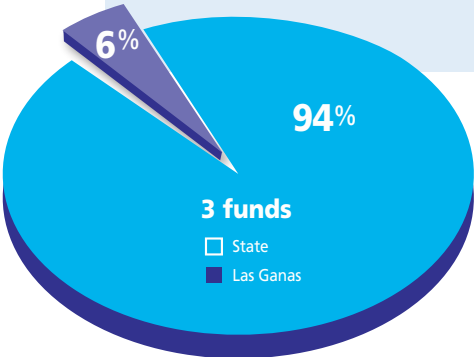
- ASPIRA Mirta Ramirez Computer Academy
- Benito Juarez Community Academy
- DePaul College Prep
- Instituto Health Sciences Career Academy
- UIC College Prep

Overall, this study will provide new knowledge on Hispanic students' attitudes and motivations toward pursuing health science careers, as well as provide insight on the factors that may enable, influence, or deter Hispanic students from entering the field. We believe these findings will inform future health science enrichment programs serving Latino high school students and serve as an interventional model across the United States.

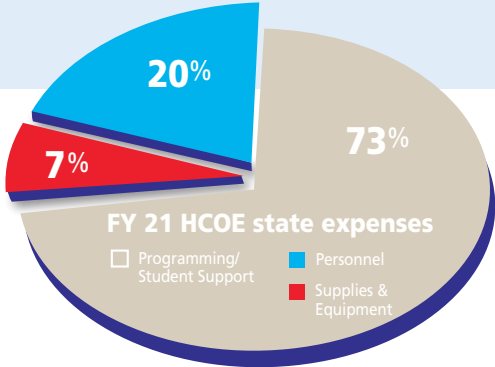
### HRSA grant

The purpose of the Centers of Excellence (COE) grant program is to assist eligible health professions schools to support education and training enhancement programs to increase opportunities for underrepresented minority (URM) individuals to enter and successfully complete a health professions academic program. COEs are intended to demonstrate an institutional commitment to URM populations by improving the level of skilled URM health professions faculty and health professions students, providing research and exposure to minority health issues, and progress towards eliminating health disparities. The COE programs will serve as resources for future health professions students and faculty to improve their cultural competency and experience providing health services to URM individuals.

*“The COE programs will serve as resources for future health professions students and faculty to improve their cultural competency and experience providing health services to URM individuals.”*



2 funds	
State	\$673,000.00
Las Ganas	\$ 42,573.00
<b>Total</b>	<b>\$715,573.00</b>



FY 21 HCOE state expenses	
Programming/Student Support	\$525,650.80
Supplies/Equipment	\$ 48,687.93
Personnel	\$141,234.00
<b>Total Expenses</b>	<b>\$715,572.73</b>



## Hispanic Center of Excellence

808 S. Wood Street, Room 990  
Chicago Illinois 60612-7333

Phone: 312-996-4493  
Fax: 312-996-9922  
<http://www.medicine.uic.edu/hcoe>  
Email: [hcoe@uic.edu](mailto:hcoe@uic.edu)



## How to stay connected:

### Visit our website

Learn more about our center and the programs that we provide by visiting our website at:

<http://www.medicine.uic.edu/hcoe>

### Like us

You can like us (@UIC\_HCOE) or any of our programs on Facebook or Instagram.

### Subscribe to our e-newsletter

Receive our biweekly e-newsletter to remain updated about all of our programs and events! Send an email to [hcoe@uic.edu](mailto:hcoe@uic.edu) to join. We currently have over 1,000 subscribers!

### Volunteer

Contact us by phone or email in order to hear about volunteer opportunities at our center. We are always looking for guest speakers and mentors in medicine.

### Donate

Please, consider making a donation today to help us continue our work serving the Latino community and strengthening the pipeline of Latino applicants pursuing health careers. You can donate by mail or online at <https://tinyurl.com/hcoe1>