

Multicultural and Disadvantaged Precollege Program Designation

Based upon the work of the Precollege Task Force on Common Characteristics with feedback from the Precollege Directors a definition for Multicultural/Disadvantaged (M/D) targeted programs was adopted in May 2003. To be classified as an M/D program, a program must:

Meet at least *one* of the following criteria:

1. Wisconsin Department of Public Instruction (DPI) Precollege Scholarship eligible.
2. Program literature clearly states that the program is targeted to M/D population; African American, Hispanic/Latino, American Indian, Asian with an emphasis on Southeast Asian, and economically disadvantaged.
3. Funded in part or whole by Fund 402.
4. Adheres to the best practices guidelines/common characteristics created by the UW System Precollege Task Force (see below).

Further clarification:

- Program funding can come from any source and be included in the M/D targeted cohort if it meets any one of the criteria.
- While DPI requires that any Precollege Scholarship student must be eligible for free or reduced lunch, have completed the 5th grade, and for some programs must have a 2.0 or 2.5 grade point average, our criteria for inclusion are broader. Programs for students younger than 12 years or funded by TRIO, GEAR UP, or private foundation dollars can be included.
- There are some programs with open enrollments that were not targeted for M/D that may attract a number of M/D students and programs enrolling DPI Precollege Scholarship recipients that attract few M/D students. At a campus level, with consideration of the number of M/D students served, each director will decide whether or not a program should be included.

Best Practices:

These are RECOMMENDED common characteristics that “ideal” University of Wisconsin System multicultural and/or disadvantaged targeted precollege programs could contain. These characteristics were formulated based upon the success of programs that encompass some or all of the characteristics and are not required program traits.

1. Strong relationship with area and/or feeder schools to address the skill needs of the targeted student population often including results of Wisconsin proficiency and other examinations. The depth to which targeted student needs can be assessed and addressed will necessarily be contingent upon the type and scope of the program, but the partnership with the schools is essential.
2. Measurable educational outcomes and rigorous evaluation and assessment of students and program participants including common student and program data elements and a common registration and data submission format across programs.
3. Bridge component(s) addressing the transitions from elementary to middle school, middle school to high school, and high school to college.

4. Parental and/caregiver component focusing on educating them about higher education and how to advocate for their children's K-16 education.
5. Professional development component for both K-12 teachers and campus faculty resulting in engaged teachers and faculty.
6. Whenever possible, include extended research experiences for students.
7. College student component encompassing multiple roles: mentors, contact persons for precollege students on the college campus, etc.
8. Comprehensive financial aid.
9. Institutional leaders, chancellors, and provosts are highly committed to the precollege programs as part of their institutional mission.
10. Personal attention to each student.