

Precollege Programs at UW-La Crosse

boosting awareness, brokering entrance, bridging success

Board of Regents

Education Committee Meeting

February 10, 2011

Barbara Stewart, Associate Dean for Campus Climate and Diversity

Kate Oganowski, Program Coordinator – Precollege Programs

UW-La Crosse PreCollege Program Organization

Administration

Site Supervision

Mentors/Tutors (staff)

Precollege Participants (students)

Program Design and Planning

5. Strategies

- **Early connection**
- **Consistent staff/relationship building**
- **Year round contact**
- **Family communication**

The UW-La Crosse PreCollege Pipeline

Summer Mentoring, Adventures and Reading Together (SMART)-
BOOSTER

Mentoring and Readiness for College (MARC) –
BOOSTER/BROKER

Mississippi River Summer Adventure – BOOSTER/BROKER

Upward Bound – BROKER/BRIDGE

Academic Success Institute - BRIDGE



MARC

- Grades K-12
- Began in 1986
- 3000+ students served
- 1800 College student volunteers

September - May



SMART

- Grades 1-12
- Began in 2001
- 480 students served

June - July



Mississippi River Adventure

- Grades 7-12
- Began in 1994
- 1400+ students served

August

Elements of the Program that are working

Mentoring relationships

Consistent Staffing

Year round contact opportunities

Family outreach

College student retention

Professional development of future teachers

Connections to area school districts

Providing transportation and meals

Low staff:student ratio

UW-La Crosse Pre-College Challenges

Problems/
Sub-
problems

Waiting lists
for every site

Inputs

Grants &
Campus
Support

Activities

Grant writing
& District
Partnerships

Outputs

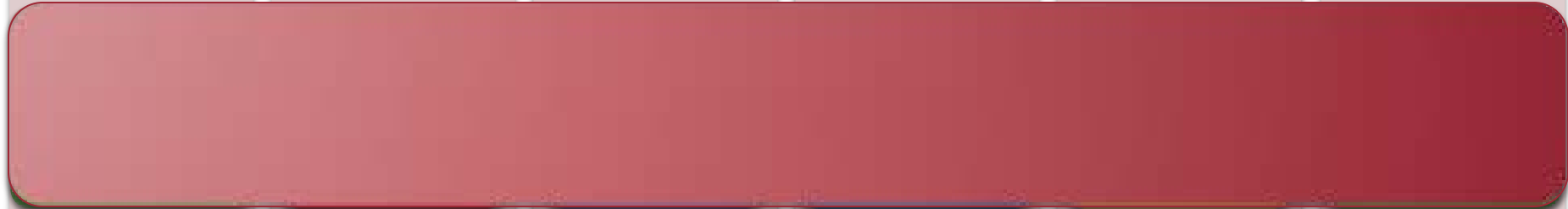
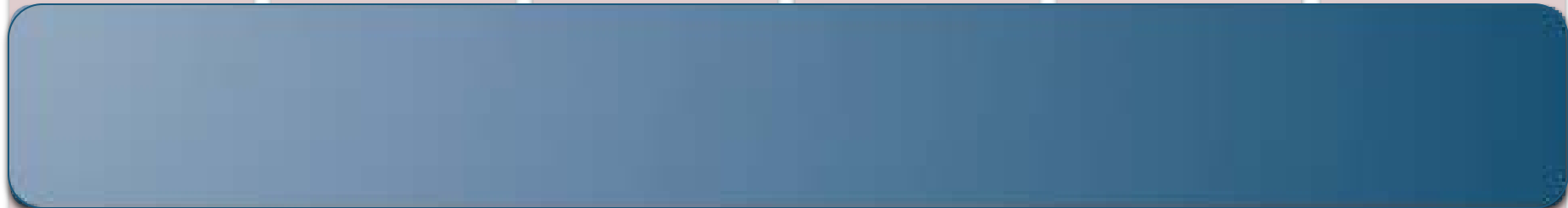
Increased
funding

Short-
Term
Outcomes

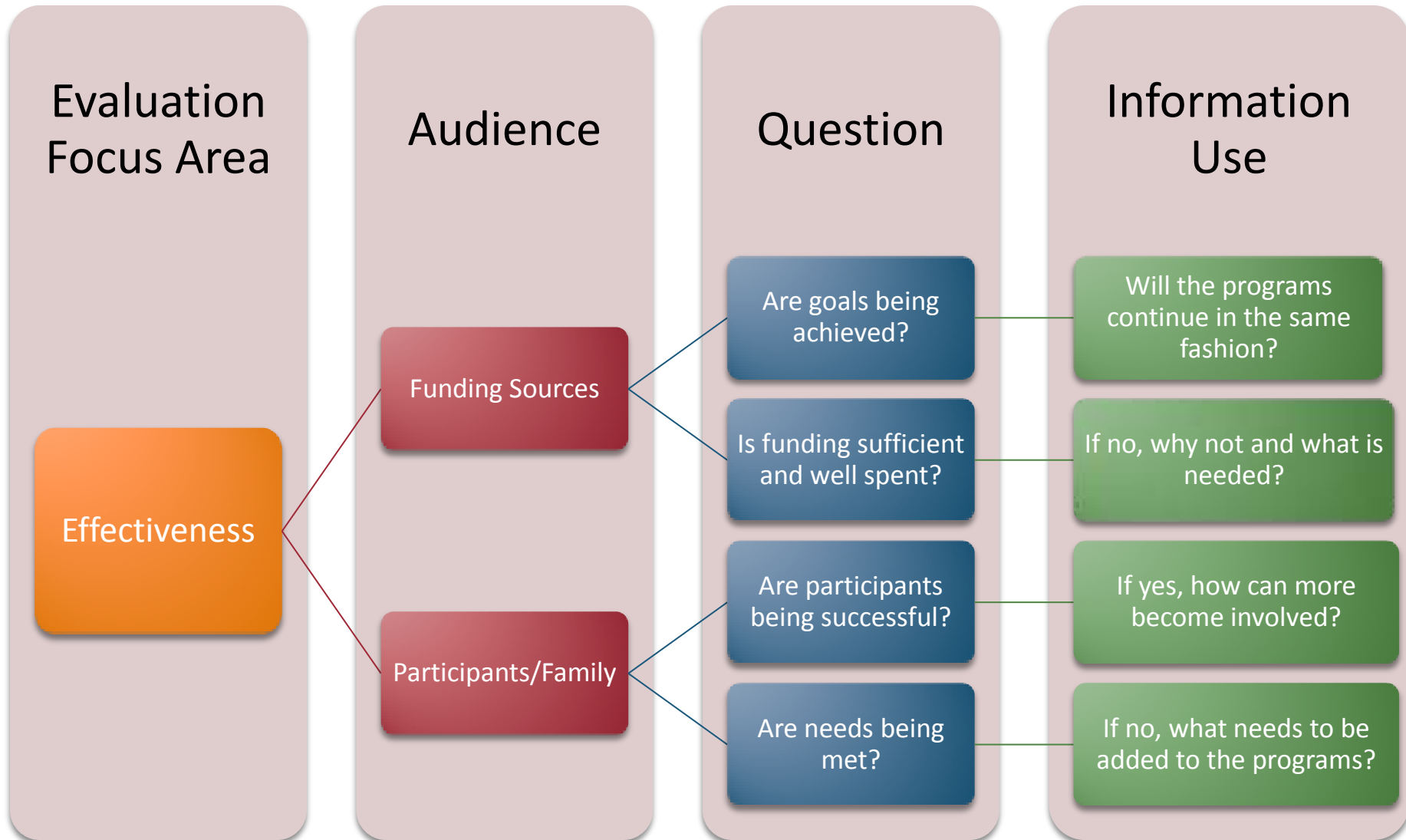
Increased
participants

Long Term
Outcomes

Increased
number of
prepared,
college bound
students



Program Evaluation and Strategic Planning



Thank you!

Questions?

Elements of the Program that are challenging

Proper locations to meet the needs, having to be mobile

Volunteer return rate is dropping due to course load and jobs

Could start 6 additional sites immediately with funds and proper staff

Supervising 4 sites leads to a loss in the personal contact/relationships

No regular contact outside of programs to give support to staff

Demands on volunteers begins to be too much

Information exists, we have no access (standardized tests, ELL tests, IEPs, progress reports)

Staff get caught in the day to day supervision

Without in-service, training is general

Booster

- Introduction to college
 - Campus visits
 - interaction with college students

Broker

- College preparation
 - Standardized test prep
 - Regular, continual contact

Bridge

- Transition between high school and college
 - Support services
 - Learning community/cohort building