



The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. **The EAP does not expect any school to divulge any sensitive, proprietary business information.** The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

Wisconsin ESL Institute - WESLI

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

WESLI Teacher Training Program (WTTP) is a five-week, 130 hour, certificate program which trains aspiring teachers, or current practitioners, to teach English as a Second or Other Language abroad (TESOL/TEFL) in an environment that encourages collaboration, critical thinking and cultural competency. Teacher trainees receive intensive instruction in the practical and basic theoretical aspects of English as a Second Language teaching, and are required to complete a 30-hour practicum in which they teach their own class of students, tutor individual students and observe experienced teachers. The program provides candidates with the opportunity to apply and reflect upon theoretical knowledge of language acquisition theory, ESL/EFL methodology, and assessment theory in a real ESL classroom. Trainees also receive assistance in overseas job placement. Courses in WTTP are taught by experienced ESL teachers with M.A. degrees in Applied English Linguistics/TESOL.

The mission of WTTP is to revolutionize the way our candidates look at learning and teaching through a practical, hands-on program that prepares them to teach English overseas. WTTP will accomplish this mission in an atmosphere that supports growth in the science and the art of teaching, guided by the following principles: Critical Thinking, Collaboration and Cultural Competency.

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

WESLI is a private institution providing English language instruction and teacher training in Madison, Wisconsin. WESLI has operated for over 40 years and welcomes students from abroad and within the United States. WESLI's curriculum has been accredited by CEA, which grants this accreditation for in-person instruction. WESLI does also offer custom programming for domestic and international partners for both in-person and online offerings.

For the WESLI Teacher Training Program (WTTP), our target market has been local/domestic students that are seeking credentials for teaching English (or other languages) abroad. Typically our WTTP student cohorts are made up of recent university graduations, retirees, and those looking for a career change. While in its early years, the WTTP was oriented to those looking to travel abroad and teach to support themselves, we have seen a shift in motivation that is more professional in nature. WTTP candidates are more interested in making a career of teaching, and not always looking for options abroad, but more locally.

Recently, we have seen an increase in interest and participation from international students seeking this certification, both in in-person and online formats. We have even seen students from WESLI's English language program continue to the WTTP once they have sufficient English language proficiency (the only requirement of the program). Foreign in-country teacher training programs are still lacking, but the desire for in-country teachers to be certified to teach English has been on the rise. We see this as the main motivation for international audiences.

This increase in interest from international audiences may be due to how the WTTP is promoted, including on our website as well as with international partners and agencies during marketing trips abroad. This is especially the case with South Korea, Japan, Colombia, and Argentina. We also run an online partner program with teachers in training in West Africa, a connection that came via WESLI's English Language Program. Locally, we to experience frequent word-of-mouth marketing, and we frequently attend local markets and post flyers in town to advertise upcoming program offerings.

The major local competitor to the WTTP is UW-Madison's program, which is part of a Masters degree program, not a stand-alone option. Our program runs 3 to 4 times per year, and is a shorter, yet intensive, program compared with a semester or degree-long track. Also, online offerings of teacher training programs and Teaching English as a Second/Foreign Language (TES/FL) have increased, especially since the COVID-19 pandemic. However, most online programs do not provide practicum hours for their trainees, meaning candidates do not come out of these programs with classroom hours, which is often a requirement of many teaching positions abroad.

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

WESLI, and the WTTP, are managed by a team of administrative staff led by the school Director, Ashley Micklos. Application and enrollment processing is managed by our Admissions and Enrollment Coordinator, and oversight of the WTTP curriculum is done by the Director and Curriculum Coordinator. Together these three administrative staff support the WTTP.

WESLI and the WTTP undergo regular review, planning, and goal setting as part of our accreditation with CEA. Yearly planning meetings are held to review the programs of the previous year and set forth ideas, strategies, and goals for development in the upcoming year(s). Annual reviews of documents, policies, and procedures are carried out, including review of course evaluations, content, marketing, etc.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Please see attached document for a historical perspective on the SWOT analysis for the WTTP, as well as the review criteria for goals. Here we submit an updated institutional plan based on results from previous year's review:

Goal #1: Reassess Program Offerings, including Content Changes and Online Offerings

- a. Gather more data on what people are able to do attend to establish most consistent, large cohorts
- b. Online, Weekend, Hybrid, Evening Options, Fixed Dates
- c. Consider Continuing Education opportunities
- d. Reassess Curricular Structuring
 - i. Documentation for change in Practicum and Job Search and Online Program (include justification) - for CEA approval
 - ii. Rethink the Job Search class content (e.g. separate Entrepreneurship workshop)

Problem Statement

With declining enrollment, and changes to the candidates that are enrolling, we feel a reevaluation of the program offerings is needed. With some candidate inquiries, we get requests for part-time or evening options, as well as online opportunities from partners (agents, schools, etc.) that are out-of-country. This could result in the need to seek accreditation for an online offering of the WTTP for out-of-country cohorts. Similarly, with the changing candidate profile, we should reassess the Job Search course content in general. Not as many candidates are seeking teaching opportunities abroad, but rather more locally, especially following career changes and retirement. Online offerings could also open opportunities for more state-wide enrollment and partnership with teaching programs at partner universities and colleges.

Goal & Objectives

Use data to better inform decisions on program offerings, structure, and content
Plan for potential accreditation of online WTTP

Strategies, Approach & Rational

Research what online teacher training programs offer, and determine comparisons for cost and programming value. Inquire with CEA about standards required for an online accreditation for the WTTP.

Summary of Action Plan

To gather and better track data on candidate demographics, create a document to record WTTP inquiries, including availability and goals, and potentially publish a poll on social media and/or with potential partners. In terms of reviewing the curricular structure and offerings, the school Director will lead this by initially documenting candidate goals, interests, and post-program plans. Along with WTTP instructors, discussion and evaluation of current offerings, contrasted with offerings from similar (local and online) programs, will be conducted.

Criteria for Review

Proposed changes from the reassessment will be discussed with Directors and WTTP instructors for feedback, as well as decisions on which changes to implement. Feedback from potential partners, especially for online offerings, would also inform offerings and structure.

Following the reassessment, if major changes are required, Ashley will prepare a report for CEA. This may include changes to curricular content, online options, etc.

Goal #2: Clarify how we contract, run, and report Cohort Programs (Partners)

- a. Clearly define the entry requirements for online programs
 - i. Can vary with program goals, cohort specific all within a band
- b. Clear on pricing and require a contract and payment upfront.
- c. Who to partner with, along with our rebrand, to bring gravitas to proposals?

Problem Statement

In light of increased desire from countries to train their own teachers, the potential for growth with WTTP may lie with offering online courses to out-of-country candidates, and in particular to cohort groups from the same school or program abroad. To follow through with this area of growth, we would need to establish more clearly defined policies when working with partners and cohort programs, including criteria for partnerships, pricings, program offerings and customizations. Some of these programs may continue to be in-person, and therefore we would also look to establish policies for in-person cohorts from one institution.

Goal & Objectives

Identify potential partners for WTTP online offerings and in-person cohorts from partners
Establish clear policies for enrollment, administration, and curriculum for cohort offerings/online offerings

Strategies, Approach & Rational

Research what similar programs offer in terms of scope and at what price points. Consider more one-off online programming with partners to pilot this option for broader implementation. In doing so, determine the criteria and standards that need to be met for online accreditation with CEA.

Summary of Action Plan

Initial identification of partners for cohorts (online or in-person) would start with existing contacts, but could also be promoted in this year's marketing trips (Asia and Europe). School Director has set up meetings with organizations for WESLI marketing coordinator to promote WTTP (among other programs) in Taiwan, Korea, and Japan for April. Also, an online, out-of-country cohort from YAM Education based in West Africa could serve as a pilot (and data point) for future offerings.

Criteria for Review

Feedback following pilot offerings, both from the partner and WTTP instructors, would help inform our progress toward this goal.

Goal #3: Determine review criteria and documentation review process

- a. Admission and Marketing materials
 - i. Sub task of overall WESLI marketing materials review - how to reach out to other markets, including alumni network, university partner programs, agent fairs, etc.
 - ii. Consider instituting \$500 tuition deposit after accepted
 - iii. Pass/Fail data and feedback

Problem Statement

In light of changing demographics for the WTTP, a re-evaluation certain materials (and how they are reviewed every two years) needs to be carried out. While we often see interest in the WTTP, sometimes interested parties either do not commit or may end up deciding not to enroll after they have applied. This makes it difficult to determine if/when a WTTP cohort will run or not, since we do have minimum enrollment requirements. To increase enrollment, we must review marketing materials (for different student populations) and potentially implement more financial incentives for enrolling.

Goal & Objectives

- Better promote WTTP to interested parties, including international groups, locals, and organizations (including the possibility of online options).
- Determine ways to increase enrollment via financial incentives and investment

Strategies, Approach & Rational

Compare enrollment policies with similar programs, including fees, deposits, tuition, and refunds. We know our program curricula are competitive but we want to be sure we have a good balance between cost competitiveness and resources.

Summary of Action Plan

Marketing Coordinator and Director will review the marketing materials for WTTP and update them as needed. These will be taken on the next marketing trips abroad. Policies for enrollment will be reviewed by the administrative team.

Criteria for Review

Take updated marketing materials to agent fairs and see what returns may follow. Application and enrollment numbers.

D. SWOT ANALYSIS *(continued)*

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

To further promote and increase enrollment in the WTTP, we see the need to expand options that include partnership with local educational institutions, online (or hybrid) offerings, and the potential for continuing education credit. With a training program open to more candidates via online options, increased promotion through local university partners - as well as partner organizations abroad - we hope to see the WTTP flourish in the next 5 years. These areas for growth would position WESLI's teacher training program as a competitive one both within Wisconsin (where programs have either closed or moved online) and abroad.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:



Print or Type Name and Title of Authorized School Official:
Ashley Micklos, Director

Date:
August 30, 2024

INSTITUTIONAL SYSTEMS

