

**Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting Form
January 2007**

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| Your Institution: College of Education & Human Services; UW Oshkosh | |
| Program/Initiative: Project Adelante | Year Established: 2000 |
| Target Audience (check all that apply): Administration: <input type="checkbox"/> Faculty: XX Academic Staff: <input type="checkbox"/> Classified Staff: <input type="checkbox"/> Students: XX Campus Community: <input type="checkbox"/> Other: XX If other, please specify: PK-12 school districts and classroom teachers | |
| Race/Ethnic Groups Affected by this Program/Initiative (check all that apply): African American/Black: <input type="checkbox"/> American Indian: <input type="checkbox"/> Latino/Hispanic: XX Southeast Asian: XX Other Asian: <input type="checkbox"/> European American: <input type="checkbox"/> Other: <input type="checkbox"/> If other, please specify: | |
| Cost of Program/Initiative: \$ 1,500,000 | Funding Sources: U.S. Dept. of Education, OELA Grant |
| Description: This project was funded by a 1.5 million dollar grant from the U.S. Dept of Education, Office of English Acquisition, entitled as <i>Project Adelante</i> , and intended to work with pre-service teachers, school districts, administrators and classroom teachers to improve educational achievement for firstly, K-12 LEP students and secondly, improve the preparation of pre-service teachers and graduate teachers at UW Oshkosh and several cooperating two year UW and UW Tech campuses in methodologies of teaching ESL/Bilingual in the PK-12 environment. The program was for 5 years and involved a number of campuses and school districts in the Fox Valley Region. | |
| Point Person(s): Dr. Don Hones & Dr. Kathy Henn-Reinke Department/Unit(s): COEHS; Curriculum & Instruction Dept. | |
| Departments/Units/Groups Involved: At UW Oshkosh, the College of Education & Human Services (COEHS) was involved, the UW Oshkosh Finance Office handled post-award issues, the Dept of Curriculum & Instruction (COEHS) managed the courses and curriculum involved in the program, workshops and some general education courses were managed by UW Fox Valley and Fox Valley Tech Colleg, and numerous school districts in the Fox Valley Area were involved; e.g. Oshkosh Area School District, Neena Sch. District, Menasha Schools, Appleton School District. | |
| Goals & Expected Outcomes: The program was funded for five years and was intended to train and license 160 new ESL trained teachers from PK to grade 12; train at least 100 school administrators in ESL methods, and approximately 1000 pre-service teachers given UW Oshkosh's normal teacher education graduate numbers. In addition, it was intended to regularly organize workshops, in-service training and regional annual conferences on ESL/Bilingual Education issues. | |
| Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof: While difficult to measure the impact on UW Oshkosh as a whole, the impact on the college and surrounding school districts is much clearer. The directors of the project included a number of tables in their federal grant reports, which will be summarized here. For example, in just three years, 74 students acquired either initial or professional level ESL licensures through the alternative venue of the project, half of those are in or completed MS degrees. 204 undergraduate students have received initial or additional licensures for ESL/Bilingual teaching. Twelve districts and two Head Start programs have hired program graduates thereby doubling in four years the number of licensed ESL teachers in the Fox River Valley region. The COEHS undergraduate teacher education program(s) all added substantial credits to incorporate ESL material, including as specific courses. In 2005, the ESL/Bilingual Program, which was created by the efforts of the grant/project directors, received high marks from DPI and UW System in its academic program review. | |
| Intersections Across Plan 2008 Goals: Goal 1 by increasing the number of Hmong and Hispanic students moving from high schools to teacher education and other college majors; Goal 3; creating a climate in teacher education that would encourage increased awareness of ELL students and their particular needs to become successful students and new teachers; Goal 6 in increasing the overall awareness of ESL, Bilingual issues in teaching, education and teacher education. | |

Assessment Practices and Program Changes in Response to Challenges: Initially intended at the post-baccalaureate level to become an emphasis area in the COEHS Curriculum & Instruction Department's MS program, with PI34 dramatically reducing the need for MS programs for initial educators, the project moved to work more intensely with undergraduates and school district workshops and in-services. Considerable more effort was put into the annual conference as well. In addition, the Dept of Curr. & Instruction added increased ESL/Bilingual curriculum to a number of undergraduate programs. The program has also caused a spin-off with another unit at the university that has worked with a number of districts to provide ESL interns; a successful program between the university and local districts made possible by the five years of work by Project Adelante. On the other hand, the program has not been able to effectively respond to PI34 due mostly to the open-ended nature of that process' professional development approach.

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