Basic Skills Programming Purpose Statement
Provide basic skills programming necessary to enhance the success of students.

March 19, 2019
Basic Skills

What We Do

GED/HSED
English Language Learning
Employability Skills
Health Writing
Health Writing and Health Literacy
Science Career Exploration
Family Literacy
Alternative High School Social Studies
Transition
Employment Skills

For Whom

- ABE Students: 1,555
- ELL Students: 498
- Students in both ABE & ELL: 86

2,139 Basic Skills Students Served in 2017-18

At What Cost

2017-18 Basic Skills Funding Sources

GED/HSED Completions

2015-16 2016-17 2017-18

194 171 200

4.8 OF 5.0

2017-18 FVTC Board Rating of Performance
Overview

Basic Skills programming is primarily designed for out-of-school youth and adult learners and is commonly referred to as Adult Basic Education (ABE) and English Language Learning (ELL). The majority of basic skills students have come to a realization that to improve their lives and earning capabilities, they need to take a first or next step toward improving basic language and academic skills, or getting skills training. In addition, ABE serves as a resource for high school age students in need of an alternative educational setting to complete a high school credential. All basic skills classes have little or no cost to students. Basic skills students represent a promising population with the potential to transition to FVTC programs.

What We Do

Adult Basic Education (ABE) and English Language Learning (ELL) are offered at the FVTC Appleton and Oshkosh campuses. All regional centers provide ABE with ELL as an option when needed. ABE and some ELL programming are also available at the following locations:

- New London Adult Education & Family Learning Center
- Homeless Connections/ABE Lab Downtown Appleton
- Even Start Family Literacy Program – Appleton & Menasha
- Oshkosh Correctional Institute
- County Jail Sites (4)

ABE supports the College and community by providing basic literacy skills, preparation for post-secondary academics, high school completion options, and workplace skills. Traditional classroom, guided independent study, and alternative delivery formats provide the venue for skills building. With ongoing guidance from advisors and instructors, the ABE program experience begins with the development of a Personal Education Plan (PEP). ABE faculty continuously update the PEP and review progress records throughout the student’s educational experience.

FVTC District communities are home to a growing number of immigrants who vary significantly in age, learning styles, education, country of origin, and goals. Many newcomers strive to learn about the American culture and the workplace by attending ELL classes to enhance their daily lives, to prepare for programs, or for professional advancement. ELL instruction covers all aspects of the language: reading, writing, speaking, and computer terminology. As adults whose native language is not English, these students utilize the network of advisors and support services offered through FVTC to learn about program options and navigating community resources such as school enrollment for their children.

Table A describes the FVTC Basic Skills programming according to the primary goals of students. These goals include remedial education, high school completion, and transition to FVTC programs. Instructional areas include ELL, English, math, science, reading, social science, health, civics, and career/employment.
Table A: Basic Skills Participants by Category

<table>
<thead>
<tr>
<th>Helping Youth (age 18 &amp; under) Complete High School – Under Contract</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Credit Recovery</td>
<td>Provides credits for classes not completed in high school</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Alternative High School</td>
<td>Provides at-risk youth a place to earn high school credit, prepare for his/her high school diploma, or earn an HSED</td>
<td>96</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helping Adults (age 18+) Complete High School</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult High School</td>
<td>Provides adults a place to earn high school credit to complete his/her high school diploma</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>GED (General Educational Development Certificate)</td>
<td>Provides test preparation for the four GED tests and the Wisconsin Civics Test</td>
<td>269</td>
<td>269</td>
</tr>
<tr>
<td>HSED (High School Equivalency Diploma)</td>
<td>Provides preparation for the HSED and the Wisconsin Civics Test, employability skills, and health (students choose 1 of 5 options for the HSED)</td>
<td>659</td>
<td>576</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helping Adults Learn Basic Skills and/or English</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Literacy</td>
<td>Provides programming to parents and pre-school aged children</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>ELL (English Language Learning)</td>
<td>Provides skill development in six levels of linguistic proficiency</td>
<td>597</td>
<td>651</td>
</tr>
<tr>
<td>Incarcerated</td>
<td>Provides programming to incarcerated individuals</td>
<td>516</td>
<td>681</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>Provides programming to business and industry partners</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Provides opportunities for self-improvement in academic areas</td>
<td>105</td>
<td>114</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helping Adults with Postsecondary Preparation</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Services</td>
<td>Provides opportunities to transition into Pathway Certificate, Technical Diploma, Associate Degree, and Apprenticeship programs (participant count is the number of new program students each year who transitioned from Basic Skills)</td>
<td>118</td>
<td>121</td>
</tr>
<tr>
<td>Integrated, Contextualized</td>
<td>Provides courses taught simultaneously to or integrated with occupational course work</td>
<td>62</td>
<td>73</td>
</tr>
</tbody>
</table>

Source: FVTC data warehouse as of 1/11/2019

Transition to Programs

Many students enter Basic Skills programming with plans to only complete their high school credential or improve their English skills. Our goal for all basic skills students is to transition them into occupational programming. In recent years, the increasing demand for trained workers has elevated the emphasis on helping all students recognize the need for some level of post-secondary training to enter occupations that provide sustainable, living wages. Students who faced barriers to finishing high school as teenagers require additional time to prepare for and achieve that credential. Building the feeling of empowerment to achieve also requires significantly more support and financial resources to assist in their transition into college. Investing resources into transitioning activities is important to improve students’ individual prospects for financial stability as well as fill the employment needs of our communities.
Figure 1 shows the percentage of adult high school (GED/HSED) completers from FVTC who subsequently enrolled in program-level or occupational adult courses.

In addition to working towards transitioning students who have completed a high school credential, ABE piloted a “matrix” HSED model in 2017-18. The “matrix” model enrolls students in both high school completion courses and post-secondary courses at the same time. The objective is to economize the student’s time to degree and entry into a program/career. The post-secondary course competencies count toward HSED completion (see example in Figure 2).

In 2017-18, 40 students enrolled in the first level of matrixed coursework. These 40 students enrolled in 58 postsecondary courses and 14 of those students have completed their HSED.
For Whom

Basic Skills students account for about 13% of all FVTC credit students for 2017-18. With a combination of academic and technical skills training matched to the needs of employers, this student population is a viable source of untapped talent to address the skills gap faced by many employers now and into the future.

In 2017-18, the number of students working on basic skills at FVTC totaled 2,139 students, which is a slight decline from the prior year (Figure 3). Reasons for the decline in ABE and ELL enrollment may be due to the strong economy. Jobs, though potentially low wage, are plentiful for individuals without a high school credential or low English speaking skills. In addition, more employers are hiring individuals without a high school credential even if it was not past practice.

![Figure 3: ABE/ELL Student Headcount by Year](source)

Enrollment Trends by Region and Instructional Purpose

Table B shows the distribution of Basic Skills enrollments by region. Enrollment at Appleton and Oshkosh declined. In contrast, growth occurred at Chilton, Wautoma, and online.

<table>
<thead>
<tr>
<th>Location</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleton Campus</td>
<td>1,030</td>
<td>1,069</td>
<td>1,003</td>
</tr>
<tr>
<td>Chilton Regional Center</td>
<td>78</td>
<td>52</td>
<td>67</td>
</tr>
<tr>
<td>Clintonville Regional Center</td>
<td>78</td>
<td>85</td>
<td>72</td>
</tr>
<tr>
<td>Oshkosh Riverside Campus</td>
<td>801</td>
<td>937</td>
<td>882</td>
</tr>
<tr>
<td>Waupaca Regional Center</td>
<td>99</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Wautoma Regional Center</td>
<td>108</td>
<td>89</td>
<td>96</td>
</tr>
<tr>
<td>Online Courses</td>
<td>82</td>
<td>96</td>
<td>143</td>
</tr>
</tbody>
</table>

Source: FVTC Data Warehouse as of 1/7/2019
The Family Literacy program at the Community Early Learning Center served 51 families from the Appleton Area School District (AASD) during 2017-18. The Menasha Family Literacy program, located at Gegan Elementary School, served 19 families from the Menasha Joint School District (MJSD) over the course of the 2017-18 school year. FVTC district funds and ABE grant funds continue to support the adult portion of the programs. A strong commitment by the AASD supports the Early Childhood Education component of the Appleton program. Currently, a grant from the United Way Fox Cities financially supports the Early Childhood Education component of the Menasha program with MJSD providing direct support for the Early Childhood staff.

**Benchmarking FVTC Basic Skills Enrollments with Other WTCS Colleges**

ABE and ELL programs across the WTCS are measured on a variety of factors, including Measurable Skill Gains (MSGs). There are two types of MSGs applied to the ABE and ELL programs. The first type of gain for our program is the percentage of participants who obtain a secondary credential. The second type of gain is the percentage of participants who attain an Educational Functional Level gain through pre- and post-testing.

Figure 4 shows measurable skill gains for the last three years. In 2017-2018, FVTC surpassed the WTCS goal of 44% for both ABE and ELL students.

![Figure 4: Measurable Skills Gains 2017-18](image)

Source: WTCS Portal Participants Measurable Skills Gain Achievement Report

**Student Feedback and Continuous Improvement**

Qualitative feedback from ABE and ELL students indicates high levels of satisfaction. A sampling of student comments include:

- Since I started coming to FVTC my life changed and I am happy to say I’m a student of FVTC.
- I now have a better understanding with this course; I have struggled with this course even in grade school. Thanks to my instructor and this course, I am more confident.
- I explained my plan for how fast I wanted to get through my GED, [instructor] helped explained the best possible way for my plan to work out and by the end of our conversation I knew what I need to do.
- It was hard in the beginning but [instructor] has helped me every step of the way.
The College has worked hard to continue to provide new and innovative options to help remove barriers that may prevent ABE and ELL students from achieving their educational goals. To remove one hurdle for program admission at FVTC, during 2017-18, FVTC began to waive the Accuplacer requirement for GED testers who scored 165 or higher on the GED exams. FVTC also waives the application fee for individuals who complete a high school credential at FVTC.

As students without a high school credential cannot apply for Federal Financial Aid, the FVTC Foundation established the Adult Promise Scholarship Program in January 2018. The scholarship will pay for up to six (6) credits of post-secondary coursework for currently attending ABE students. This scholarship program addresses a critical need, tuition, to transition ABE students into post-secondary coursework earlier.

### At What Cost

Figure 5 shows district funding is a significant funding source for ABE and ELL programming. In addition, some grant sources require the district to provide a percentage of the funds (cash match) to support the total project costs. WTCS 2017-18 grant funding paid for some instructional costs for ABE and ELL students along with contracting revenue.

![Figure 5: Four-Year Funding Levels](source: FVTC Financial Services)