



**Fox Valley**  
TECHNICAL COLLEGE®  
*Knowledge That Works*

[www.fvtc.edu](http://www.fvtc.edu)

# Performance Monitoring Report: Basic Skills Programming

## **Basic Skills Programming Purpose Statement**

Provide basic skills programming necessary to enhance  
the success of students.

**March 17, 2020**

# BASIC SKILLS

## What We Do / For Whom 2018-19



**High School Age in  
Adult Basic Education**

97 students served



**Adults in  
Adult Basic Education**

1,473 students served



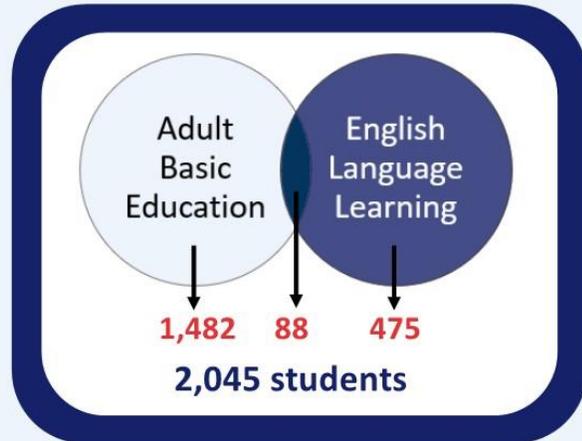
**English Language Learning**

563 students served

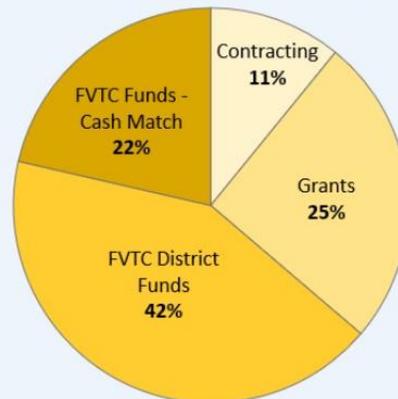


**GED/HSED Completers**

202 credentials earned



### Funding Sources



4.9

OF  
5.0

**FVTC Board Rating  
of Performance**

(March 2019)

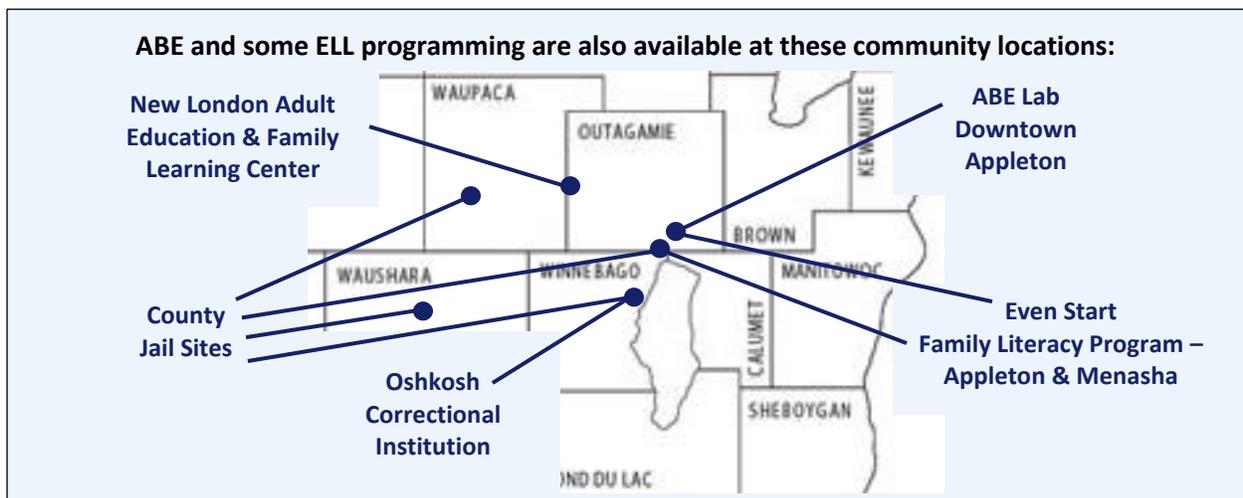
# Basic Skills Report Details

## Overview

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

## What We Do

ABE and ELL services are offered at the FVTC Appleton and Oshkosh campuses, and also at FVTC regional centers.



(Map excerpt from <https://dnr.wi.gov/topic/parks/coparks.html>)

ABE supports the College and community by providing basic literacy skills, preparation for post-secondary academics, and high school completion options. Classes and learning opportunities are offered via traditional classroom, guided independent study, and other alternative delivery formats. ABE program experiences begin with the development of a Personal Education Plan (PEP) written with guidance from advisors and instructors. The PEP is continuously updated with progress reviews 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, prepare for programs, or for professional advancement. ELL instruction covers all aspects of the language: reading, writing, speaking, and computer terminology. These adult students, whose native language is not English, utilize advisors, counselors, and support services offered through FVTC to learn about program options and community resources.

Table A describes 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**

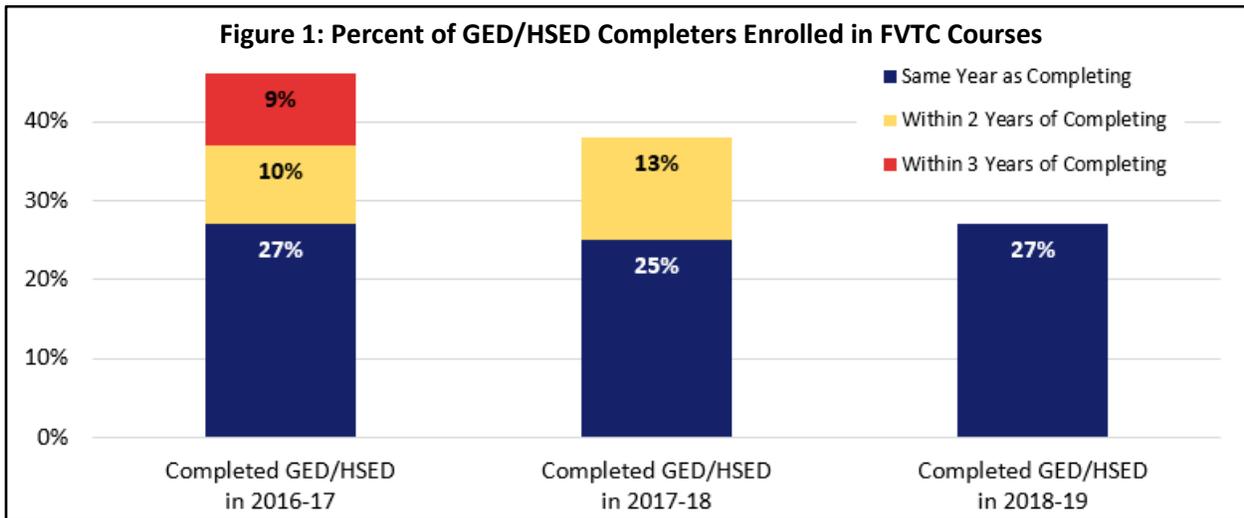
<b>Helping Youth (age 18 &amp; under) Complete High School – Under Contract</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>High School Credit Recovery</b> Provides credits for classes not completed in high school	6	4	5
	<b>Alternative High School</b> Provides at-risk youth a place to earn high school credit, prepare for his/her high school diploma, or earn an HSED	78	100	92
<b>Helping Adults (age 18+) Complete High School</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>Adult High School</b> Provides adults a place to earn high school credit to complete his/her high school diploma	25	14	11
	<b>GED (General Educational Development Certificate)</b> Provides test preparation for the four GED tests and the Wisconsin Civics Test	269	240	251
	<b>HSED (High School Equivalency Diploma)</b> Provides preparation for the HSED and the Wisconsin Civics Test, employability skills, and health (students choose 1 of 5 options for the HSED)	576	445	459
<b>Helping Adults Learn Basic Skills and/or English</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>Family Literacy</b> Provides programming to parents and pre-school aged children	54	64	70
	<b>ELL (English Language Learning)</b> Provides skill development in six levels of linguistic proficiency	651	584	563
	<b>Incarcerated</b> Provides programming to incarcerated individuals	681	653	597
	<b>Enrichment</b> Provides opportunities for self-improvement in academic areas	114	133	99
<b>Helping Adults with Post-Secondary Preparation</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>Transition Services</b> 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)	121	114	141
	<b>Integrated, Contextualized</b> Provides courses taught simultaneously to or integrated with occupational course work	73	101	85
	<b>Pre-Program</b> Provides opportunities to strengthen basic skills prior to General Education coursework	n/a	n/a	25

Source: FVTC data warehouse as of 1/30/2020

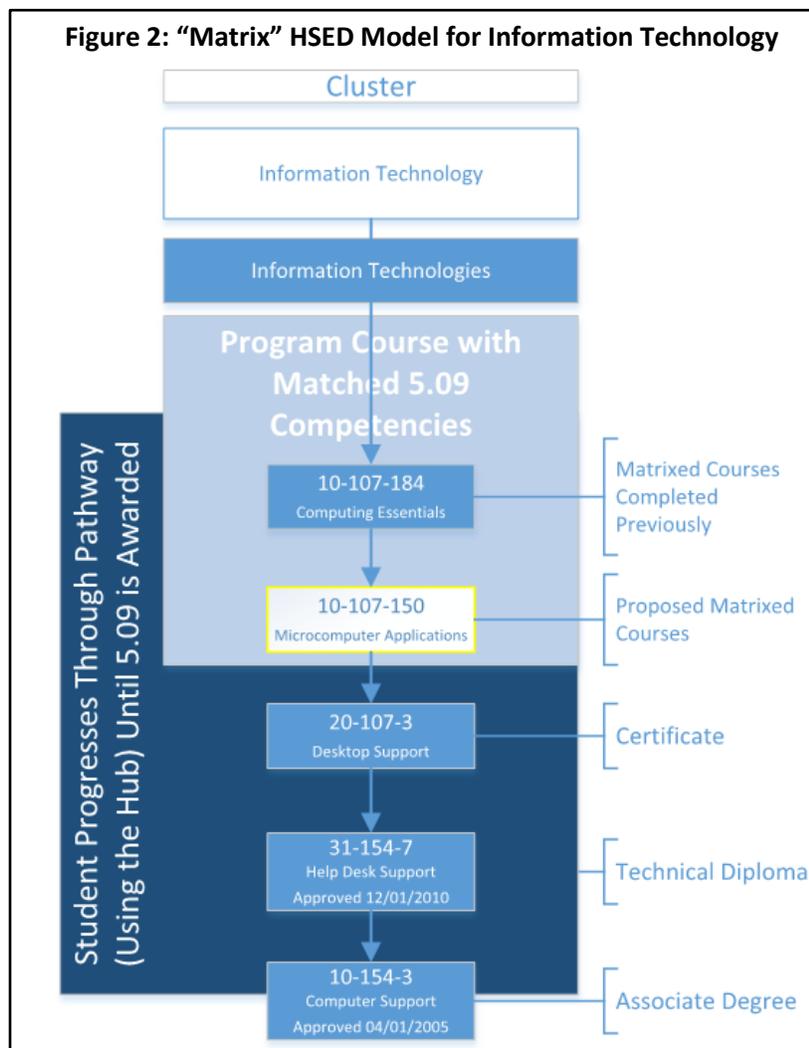
### Transition to Programs

Many students enter Basic Skills programming with plans to only complete their high school credential or improve their English skills. The 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 and resources to prepare for and achieve that credential. Transition activities for ABE and ELL students are 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.



Source: SASR00001056 as of 1/30/2020



In addition to working towards transitioning students who have completed a high school credential, ABE continues to offer a “matrix” HSED model. The “matrix” model enrolls students in both high school completion courses and post-secondary courses at the same time. By co-enrolling, students earn credit towards their HSED and program credential. The objective is to shorten the student’s time to degree and entry into a program/career.

To date, twelve programs have partnered with ABE to “matrix” 17 courses.

An example of how this model moves students through ABE into the IT Program more quickly is shown in Figure 2.

## Specialized Support

Another option available to students who are enrolled in post-secondary programming while completing their high school credential is called the “Hub”, a scheduled, instructor-led class where students get individualized educational support to help facilitate educational success. Each student is also provided a “coach” or “mentor” to help navigate the educational and personal barriers that may arise.

### 2018-19 Highlights

- **Hub students showed a 75% success rate in their post-secondary courses.**
- **36 students enrolled in the first level of matrixed coursework which equates to 60 post-secondary courses.**
- **To date, 26 students have completed their HSED requirements through the “matrix” model.**

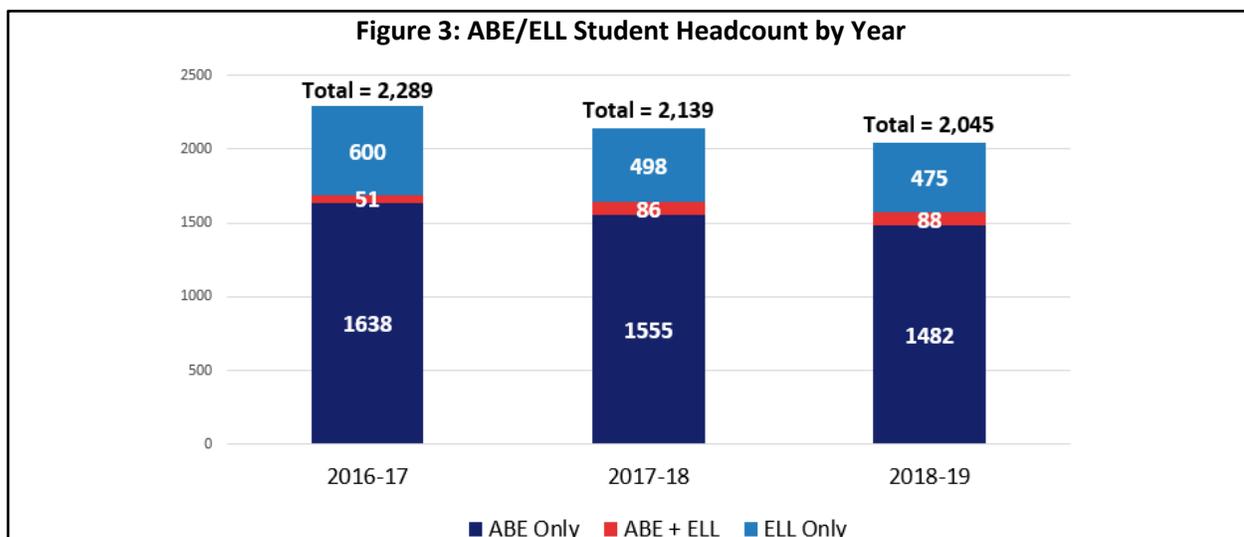
### Transition to the Workforce

ABE has partnered with employers to speed up the journey of students who are ready to join the workforce as quickly as possible. Pierce Manufacturing worked with FVTC to implement a GED to Work program, hiring individuals to work at Pierce at the same time as they complete ABE courses at FVTC for credential completion. So far, 7 individuals have completed the GED to Work program and were hired full-time at Pierce.

To help fill the welding shortage, a Welding Bootcamp model was developed to include ABE coursework, welding courses, and an internship at businesses that needed trained welders. Nineteen students successfully completed the Bootcamp.

## For Whom

The ABE/ELL population is a viable source of untapped talent that could help address the skills gap faced by many employers now and in the future. In 2018-19, the number of students working on basic skills at FVTC totaled 2,045 students. While this is a slight decline from the prior year (Figure 3), there was an increase in the number of GED/HSED students served. Jobs, though potentially low wage, are plentiful for individuals without a high school credential or with low English-speaking skills. In addition, more employers are hiring individuals without high school credentials even if it was not past practice.



Source: FVTC data warehouse as of 1/30/2020

## Enrollment Trends by Region and Instructional Purpose

Table B shows the distribution of Basic Skills enrollments by region. Enrollment at Appleton and Oshkosh declined, while Clintonville and Wautoma experienced growth.

**Table B: FVTC Basic Skills Students by Region**

Region	2016-17	2017-18	2018-19
Appleton	1,069	1,003	907
Chilton	52	67	56
Clintonville	85	72	77
Oshkosh	937	882	863
Waupaca	98	95	63
Wautoma	89	96	116
Online Courses	96	143	68

Source: FVTC Data Warehouse as of 1/30/2020

**2018-19 Special Programming**

**Appleton Family Literacy:**  
49 families served

**Menasha Family Literacy:**  
21 families served

**County Jails:**  
176 individuals served

**Starting Point:**  
13 students served

**EmpowHER:**  
14 students served

**EARN:**  
30 students served

## Special Programming

Starting Point and EmpowHER are programs designed to help women ages 18-29 with financial planning skills, empowerment, and career planning that will lead to further education and/or a new career. Starting Point is specifically targeted to single mothers, while EmpowHER is for women who do not have children. The EARN program, which stands for Education and Redirection Now, is a project to divert low level offenders who lack the necessary educational and/or career skills to survive in today's world. EARN is a joint project with the Winnebago County District Attorney's Office.

## Barrier Removal

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, FVTC waives the Accuplacer requirement for GED testers who pass their GED exams with a certain score. FVTC also waives the application fee for individuals who complete a high school credential at FVTC.

The FVTC Foundation established the Adult Promise Scholarship Program. This scholarship pays for up to six (6) credits of post-secondary coursework for currently enrolled ABE students. By addressing the critical need of covering tuition costs, books, and supplies, ABE students are able to transition into post-secondary coursework more smoothly. An even bigger benefit of the Adult Promise program is that by covering six (6) credits of coursework, students become eligible for financial aid benefits.

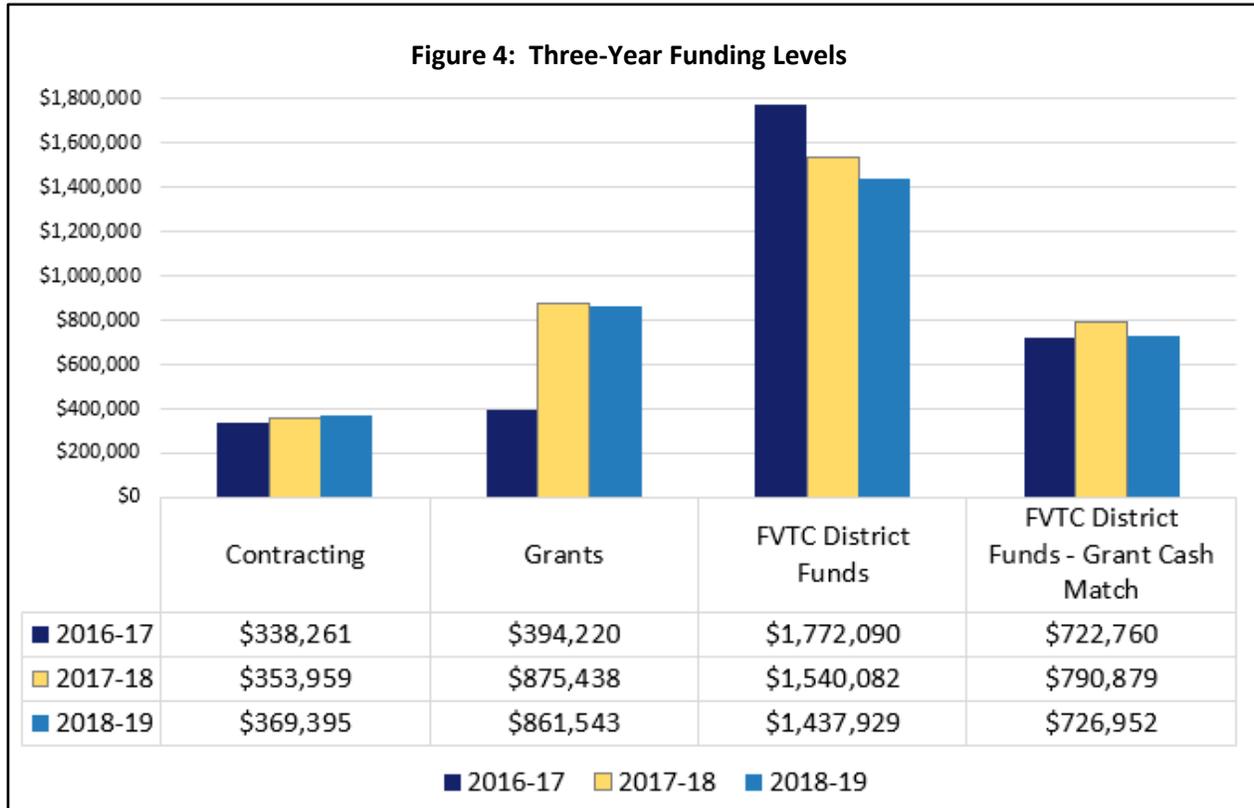
## ABE and ELL students indicate high levels of satisfaction

*"[Instructor] has done so much to help me complete something I have been waiting for in years. I can now finally take college classes and do the career I want to do."*



## At What Cost

Figure 4 shows district funding is a significant funding source for ABE and ELL programming. In addition, some grants require the district to provide a percentage of funds (cash match) to support the total project costs. WTCS 2018-19 grant funding and contract revenue paid for some instructional costs for ABE and ELL students.



Source: FVTC Financial Services