



Performance Monitoring Report: Basic Skills Programming

March 16, 2021

Basic Skills Programming Purpose

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

Basic Skills Report Details

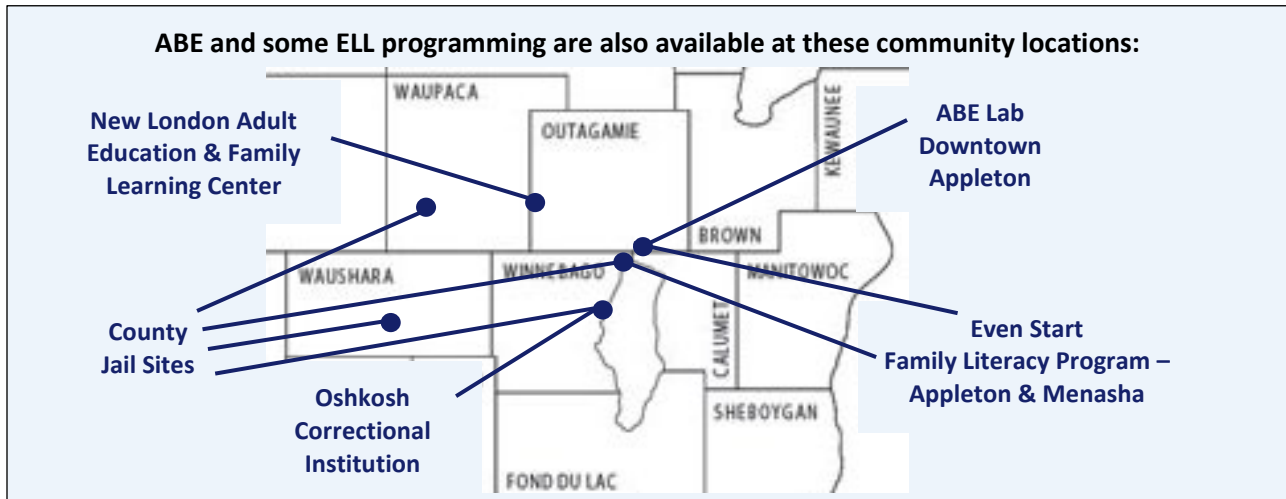
Overview

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/or 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 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. Up to March 2020, classes and learning opportunities were offered primarily via traditional classroom, guided independent study, and some on-line delivery formats. In March of 2020, the ABE and ELL faculty and staff were challenged to move these in-person programs to a completely on-line format. The students also faced the many challenges that come along with remote learning. During the remaining months of the 2019-2020 academic year, many great strides were taken to continue to provide the ABE and ELL students the academic programming they needed.

FVTC District communities are home to a 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, improve English skills for current employment, or for professional advancement. ELL instruction covers all aspects of the language: reading, writing, speaking, cultural studies, and digital literacy. 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.

The table below 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.

Basic Skills Programming Student Count				
Helping Youth (age 18 & under) Complete High School – Under Contract		2017-18	2018-19	2019-20
	High School Credit Recovery Provides credits for classes not completed in high school	4	5	16
	Alternative High School Provides at-risk youth a place to earn high school credit, prepare for his/her high school diploma, or earn an HSED	100	92	93
Helping Adults (age 18+) Complete High School		2017-18	2018-19	2019-20
	Adult High School Provides adults a place to earn high school credit to complete his/her high school diploma	14	11	6
	GED (General Educational Development Certificate) Provides test preparation for the four GED tests and the Wisconsin Civics Test	240	251	202
	HSED (High School Equivalency Diploma) Provides preparation for the HSED and the Wisconsin Civics Test, employability skills, and health (students choose 1 of 5 options for the HSED)	445	459	422
Helping Adults Learn Basic Skills and/or English		2017-18	2018-19	2019-20
	Family Literacy Provides programming to parents and pre-school aged children	64	70	57
	ELL (English Language Learning) Provides skill development in six levels of linguistic proficiency	584	563	567
	Incarcerated Provides programming to incarcerated individuals	653	597	673
	Enrichment Provides opportunities for self-improvement in academic areas	133	99	128
Helping Adults with Post-Secondary Preparation		2017-18	2018-19	2019-20
	Transition Services 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)	114	141	126
	Integrated, Contextualized Provides courses taught simultaneously to or integrated with occupational course work	101	85	55
	Pre-Program Provides opportunities to strengthen basic skills prior to General Education coursework	n/a	25	52


Source: FVTC data warehouse as of 12/8/2020

The ABE program has incorporated several additional options for completing the competency based HSED 5.09. Traditionally, the 5.09 utilized 100% ABE coursework to fulfill the requirements. Over the past several years we have added:


- “Mix & Match” – student can take a combination of GED tests and complete coursework
- “Acceptance of High School Credit” – core subject areas are marked completed with verification of successful completion of high school credits

These additional options to complete the HSED 5.09 have proven to be very well received and students who elect these options complete the HSED 5.09 more quickly.


Removing Barriers to Program Enrollment



GED testers: Accuplacer requirement waived with minimum GED exam score



FVTC Foundation: Adult Promise Scholarship Program covers up to 6 credits of post-secondary coursework for currently enrolled ABE students

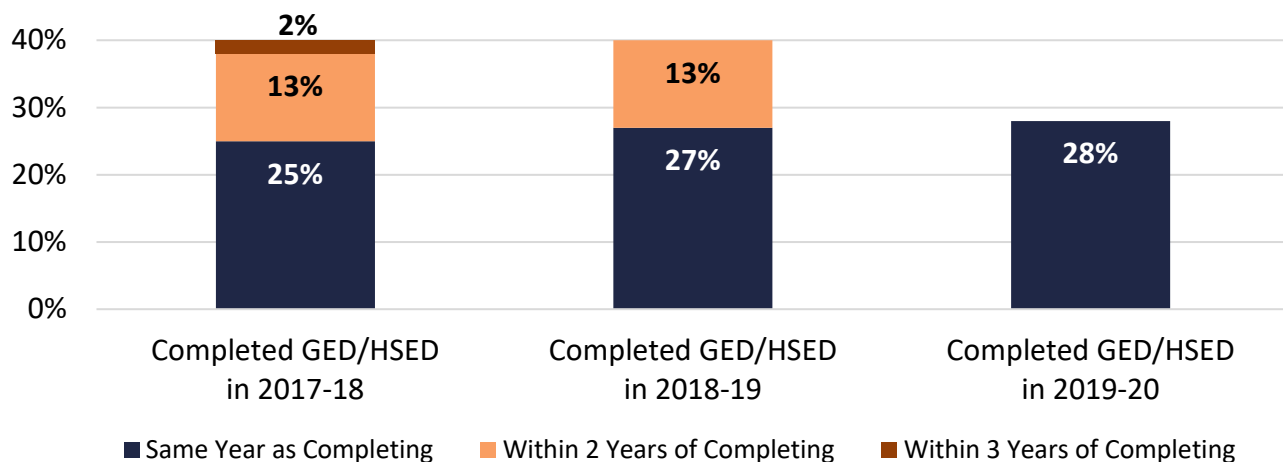


FVTC GED/HSED completers: No application fee

Transition to Programs

Many students enter Basic Skills programming with the intent 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. 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 and fill the employment needs of our communities. The chart below shows the percentage of adult high school (GED/HSED) completers from FVTC who subsequently enrolled in program-level or occupational adult courses.

Percent of GED/HSED Completers Enrolled in Post-Secondary Courses



Source: SASR00001056 as of 12/8/2020

2019-20 Highlights

- Hub students showed a **78%** success rate in their post-secondary courses for Fall 2019. This rate dropped to **61%** in Spring 2020 due to COVID.
- **40** Hub students enrolled in-matrixed coursework plus other post-secondary classes in targeted programs which equates to **65** post-secondary courses.
- To date, **210** students have participated in Hub and **47** students have completed their HSED requirements through the “matrix” model.

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 college program credential. The objective is to shorten the student’s time to high school credential completion and entry into a program/career. To date, twelve programs have partnered with ABE to “matrix” 19 courses. In addition, three general education courses have also been matrixed.

Specialized Support

Students who are enrolled in post-secondary programming while completing their high school credential attend 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.

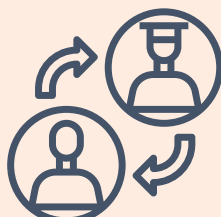
Contextualized Learning

The ELL program teamed up with the Culinary Arts & Hospitality program to provide a contextualized learning environment for ELL students. The students benefit from having an ELL instructor and Culinary Arts instructor team teach Culinary Arts classes and also have a separate ELL course targeted towards supporting ELL students to successful completion. Fourteen students have participated in this project, some taking all of the classes; others taking only one or two. The students who complete all five of the program courses will receive an Intro to Culinary & Hospitality Careers local certificate.



Transition to the Workforce

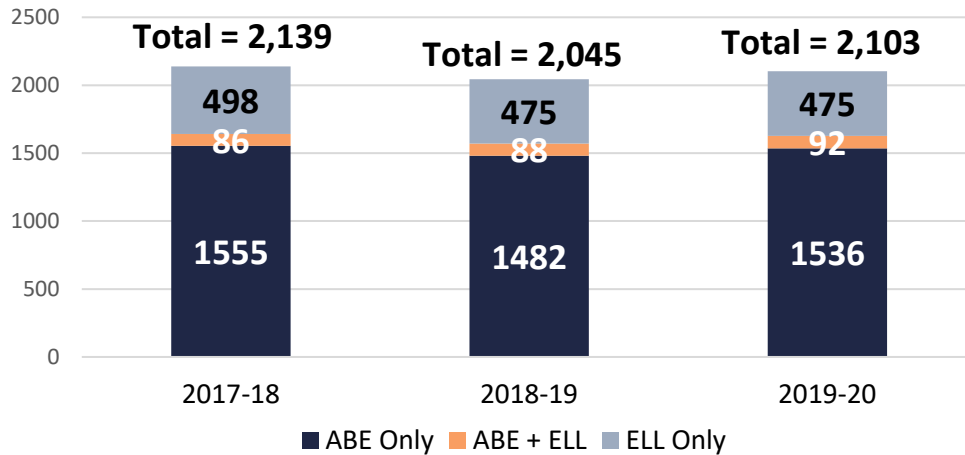
ABE has partnered with employers to speed up the journey of students who are ready to join the workforce as quickly as possible. In most cases, the students are employed and working on their credential at the same time. For example, through a partnership with Pierce Manufacturing 17 individuals have completed their GED/HSED and 16 were hired full time.



For Whom

Though many of the ABE and ELL students are employed, with additional education, the ABE/ELL population is a talent source that could help address many employers' skills gaps now and in the future. The COVID-19 pandemic has changed the landscape for some ABE and ELL students who may not be able to go back to prior employment and need additional skills training. In 2019-20, the number of students working on basic skills at FVTC totaled 2,103 students, slightly increasing from the prior year.

ABE/ELL Student Headcount by Year



Source: FVTC data warehouse as of 12/8/2020

The table below shows Basic Skills student counts by location. While most regional centers experienced declining Basic Skills enrollments in 2019-20, Waupaca showed marked growth. The 2019-20 delivery locations below indicate how courses started; the counts do not reflect the delivery mode changes that occurred from March-May 2020.

FVTC Basic Skills Students by Location

Location	2017-18	2018-19	2019-20
Appleton	1,003	891	943
Chilton	67	56	42
Clintonville	72	77	66
Oshkosh	881	862	852
Waupaca	95	63	103
Wautoma	96	116	99
Online Courses	143	96	219

Source: FVTC Data Warehouse as of 12/8/2020



2019-20 Special Programming

Appleton Family Literacy:

39 families served

Menasha Family Literacy:

18 families served

County Jails:

200 individuals served

Starting Point:

19 students served

EmpowHER:

23 students served

EARN:

22 students served

Family Literacy

- ABE and ELL have partnered with two K-12 school districts, Appleton Area School District and Menasha Joint School District, to provide a two-generational program called Family Literacy. The adult students learn English or increase academic skills while their children are in Early Childhood programming in the room next door.

County Jails

- County jail students primarily attend for enrichment or GED/HSED preparation. Since jail students may be moved to another facility or released quickly, these students are not able to attend for long periods of time. Due to the pandemic, FVTC has not had jail programming since March 2020.

Starting Point/EmpowHER

- 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.

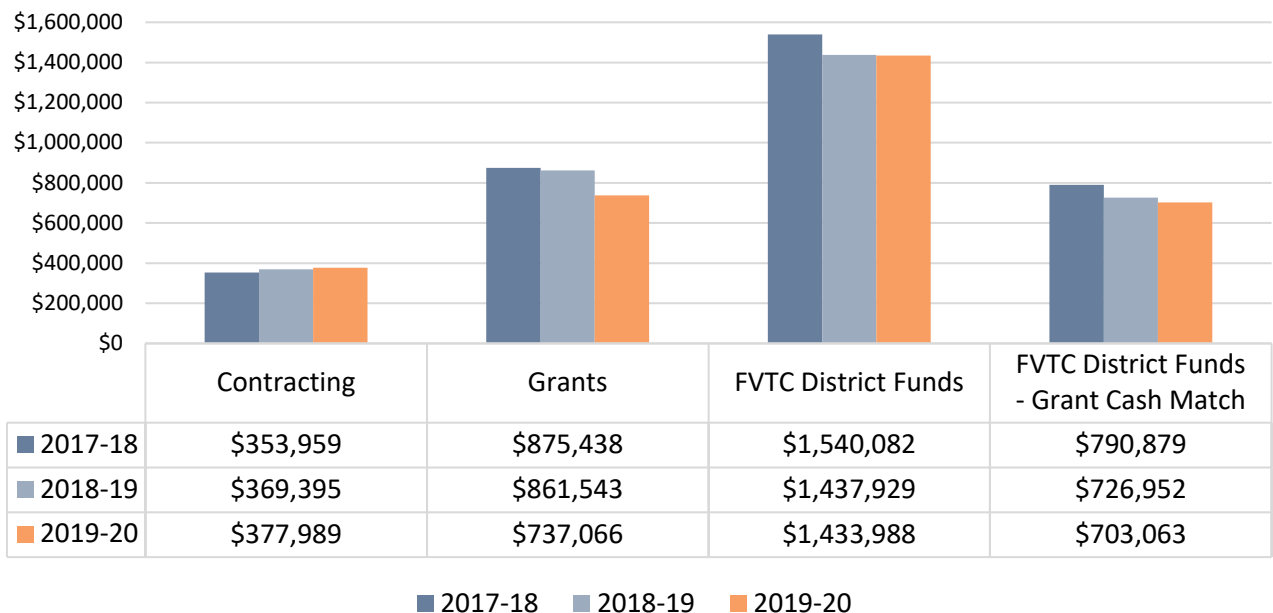
Education and Redirection Now (EARN)

- The EARN program 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.

At What Cost

District funding is a significant funding source for ABE and ELL programming. WTCS 2019-20 grant funding and contract revenue paid for some instructional costs for ABE and ELL students. In addition, some grants require the district to provide a percentage of funds (cash match) to support the total project costs.

Four-Year Funding Levels



Source: FVTC Financial Services