



## Statutory Purpose Monitoring Overview

### Basic Skills

### 2023-24 Academic Year Review

April 15, 2025

**College Mission:** *Provide relevant technical education and training to support student goals, a skilled workforce, and the economic vitality of our communities.*

#### Basic Skills

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



## **College Statutory Purposes**

Fox Valley Technical College, consistent with statutorily mandated purposes, holds to the following purposes:

### ***Focus on our Students***

- Deliver (a) Associate Degree, Diploma, and (b) certificate-level educational programs which provide the skills and knowledge necessary to address occupational competencies from initial job-entry to advanced certification.
- Provide (a) basic skills programming and (b) counseling services necessary to enhance the success of students.
- Offer educational programming and supportive services for special populations to address barriers prohibiting participation in education and employment.

### ***Focus on our Regional Employers***

- Provide training and education to upgrade the occupational skills of individuals and the business and industry work force.
- Design and deliver customized training, consulting services, and technical assistance in partnership with public and private sector employers to further economic development.
- Offer related academic and technical support courses for joint labor/management apprenticeship programs.

### ***Focus on our K-12 & Community Partners***

- Provide community services and avocational or self-enrichment activities.
- Collaborate with secondary schools, colleges, and universities to enable students' smooth passage between educational systems.

# Focus on our Students

## Purpose:

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



## Overview

Basic Skills programming, referred to as Adult Education (AE) and English Language Learning (ELL), is primarily designed for out-of-school youth and adult learners. Many 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. AE 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

AE supports the College and community by providing basic literacy skills, preparation for post-secondary academics, and high school completion options. ELL supports those seeking to learn English to enhance their lives, prepare for programs, and improve English skills for current employment or professional advancement.

## For Whom

Helping Youth (age 18 & under) Complete High School – Under Contract	
	<b>High School Credit Recovery</b> Provides credits for classes not completed in high school
	<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
Helping Adults (age 18+) Complete High School	
	<b>Adult High School</b> Provides adults a place to earn high school credit to complete his/her high school diploma
	<b>GED (General Educational Development Certificate)</b> Provides test preparation for the four GED tests and the Wisconsin Civics Test
	<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)

## Focus on our Students

Helping Adults Learn Basic Skills and/or English	
	<b>Family Literacy</b> Provides programming to parents and pre-school aged children
	<b>ELL (English Language Learning)</b> Provides skill development in six levels of linguistic proficiency
	<b>Incarcerated</b> Provides programming to incarcerated individuals
	<b>Enrichment</b> Provides opportunities for self-improvement in academic areas
Helping Adults with Post-Secondary Preparation	
	<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)
	<b>Integrated, Contextualized</b> Provides courses taught simultaneously to or integrated with occupational course work
	<b>Pre-Program</b> Provides opportunities to strengthen basic skills prior to General Education coursework

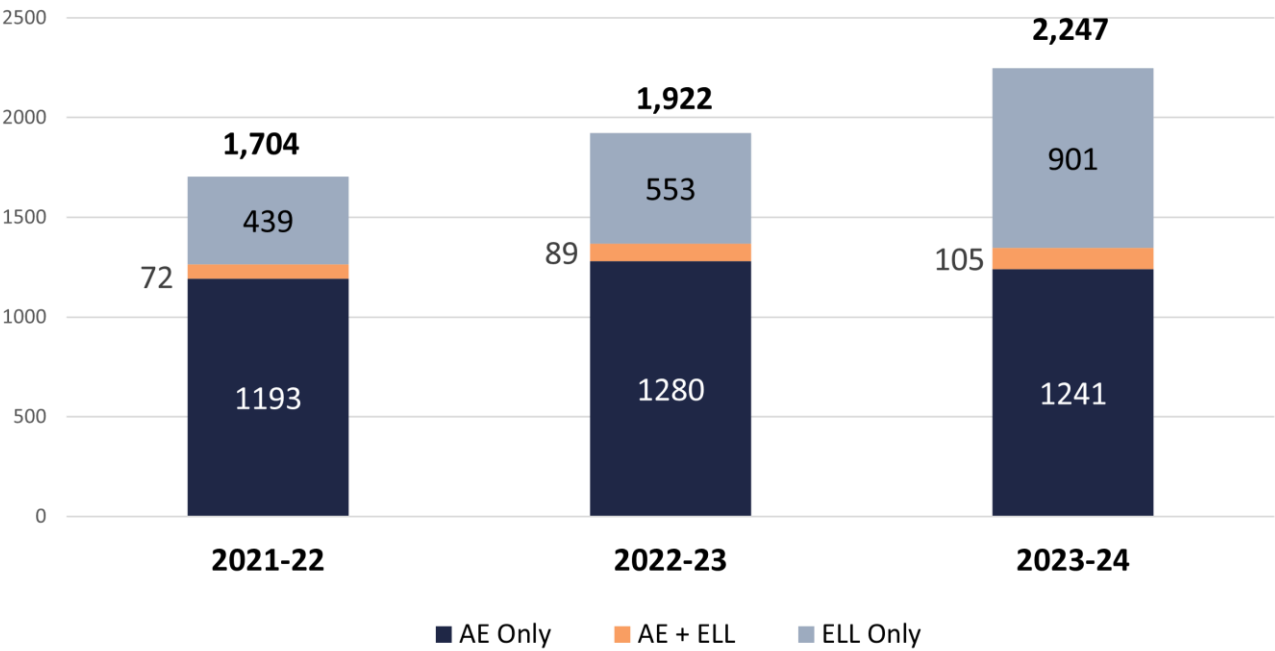
### At What Cost

Instructional costs for AE/ELL students are funded through contracting, grants, and district funds. Contract funds reflect alternative high school offerings. Grant funds can support AE and ELL offerings based on the requirements of associated WTCS grants. As some grants require the district to provide a percentage of funds to support projects, district funds support a grant “cash match” as well as non-grant funded instructional costs.

# Fast Facts – Basic Skills

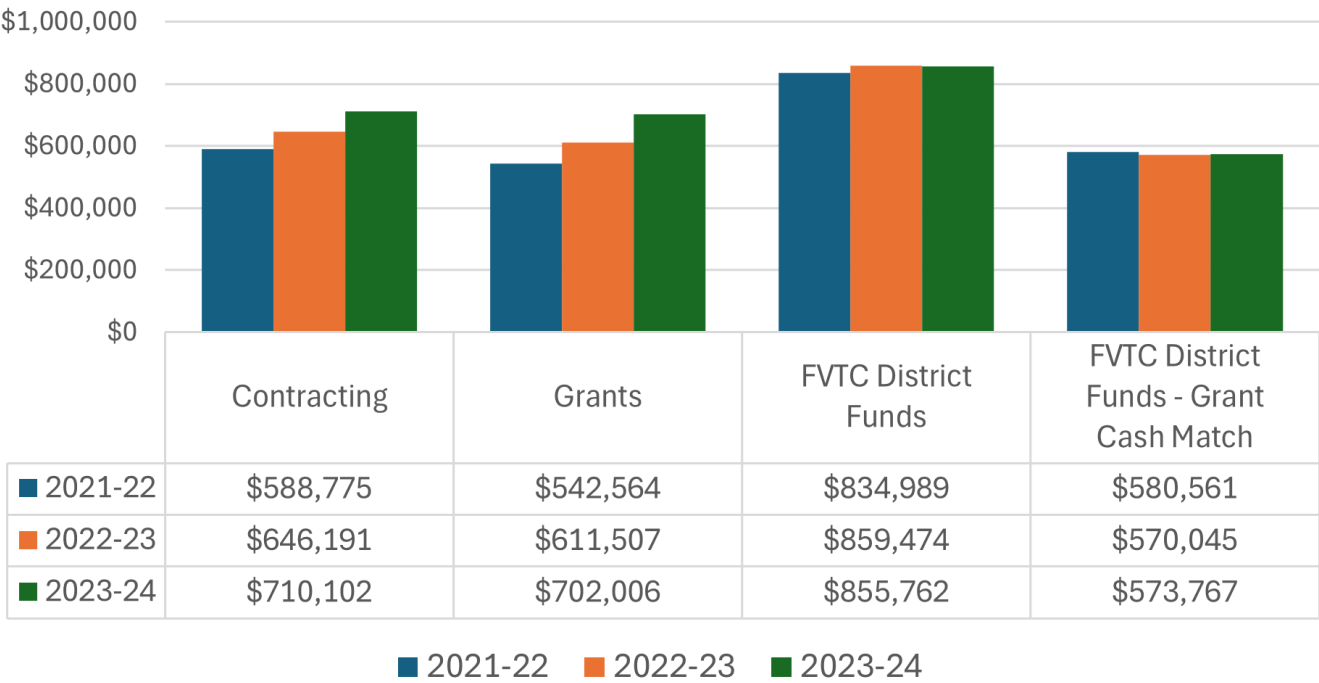
Focus on our **Students:**

### AE/ELL Student Headcount by Year



Focus on our **Teams & Organization:**

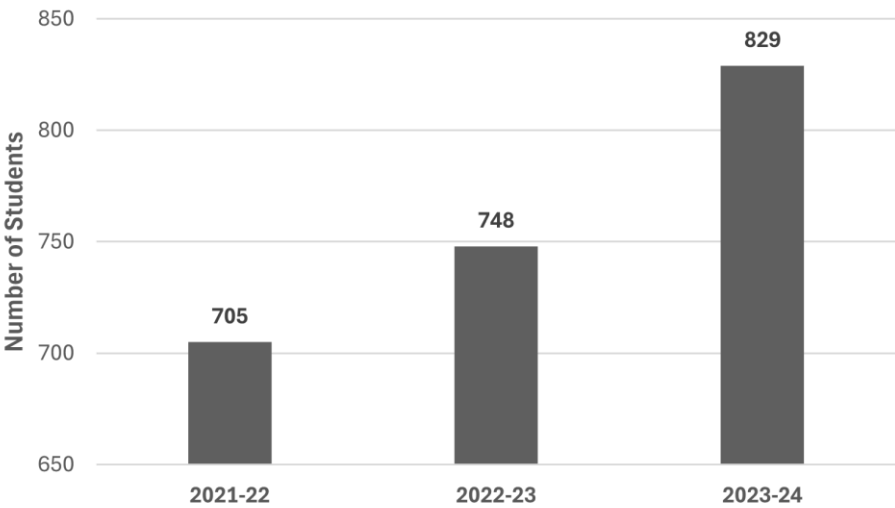
### Three-Year Funding Levels



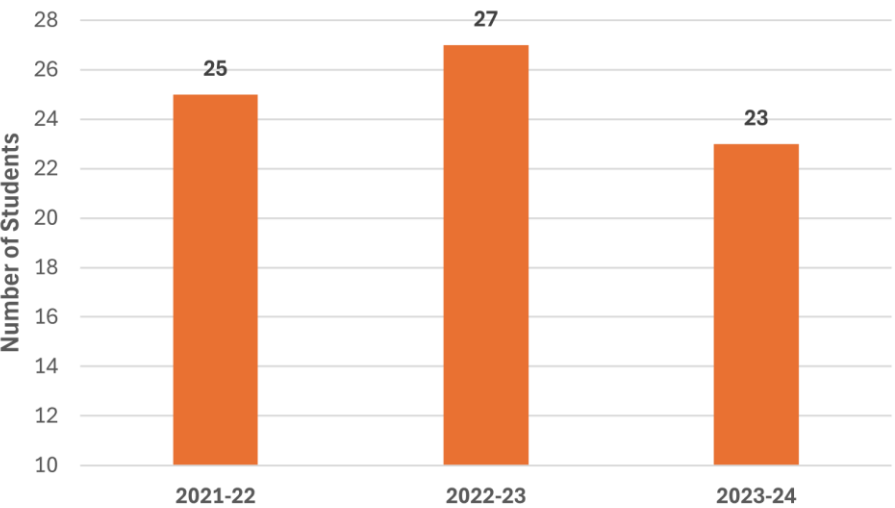
# Fast Facts – Basic Skills

Focus on our **K-12 and Community Partners**

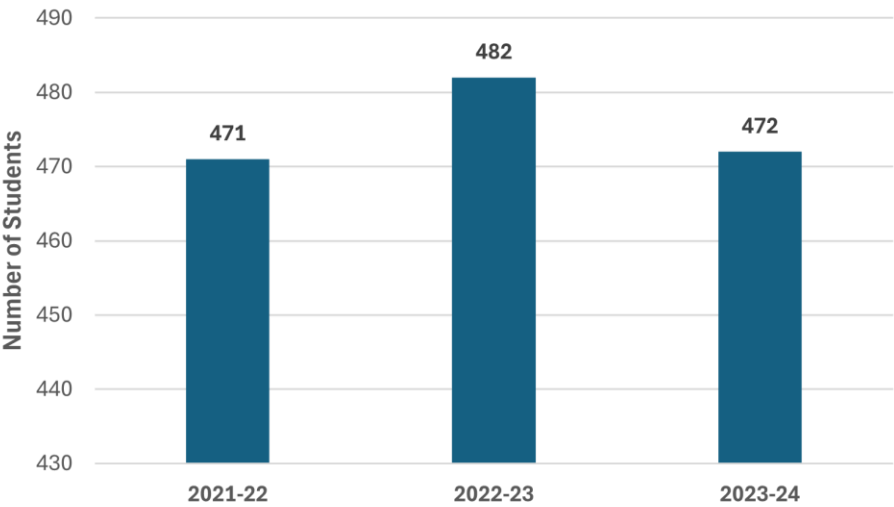
Alternative High School Student Count



ELL Students - Incarcerated Population

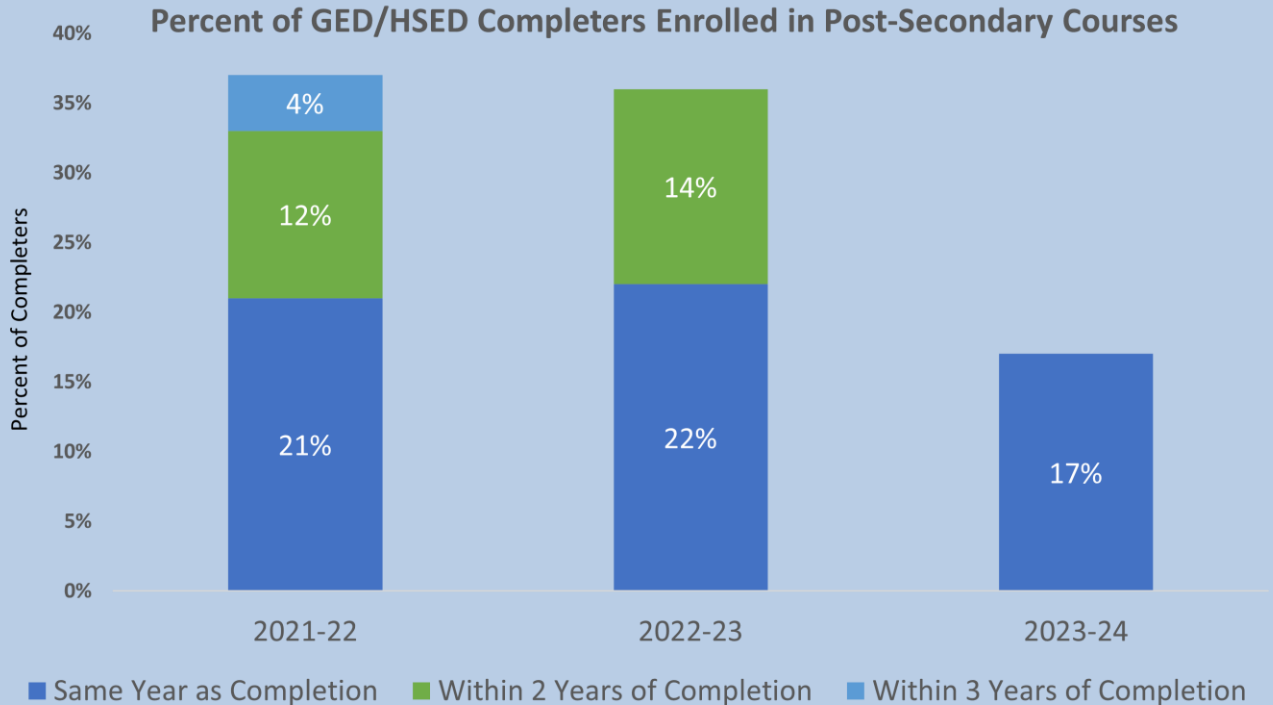


AE Students - Incarcerated Population

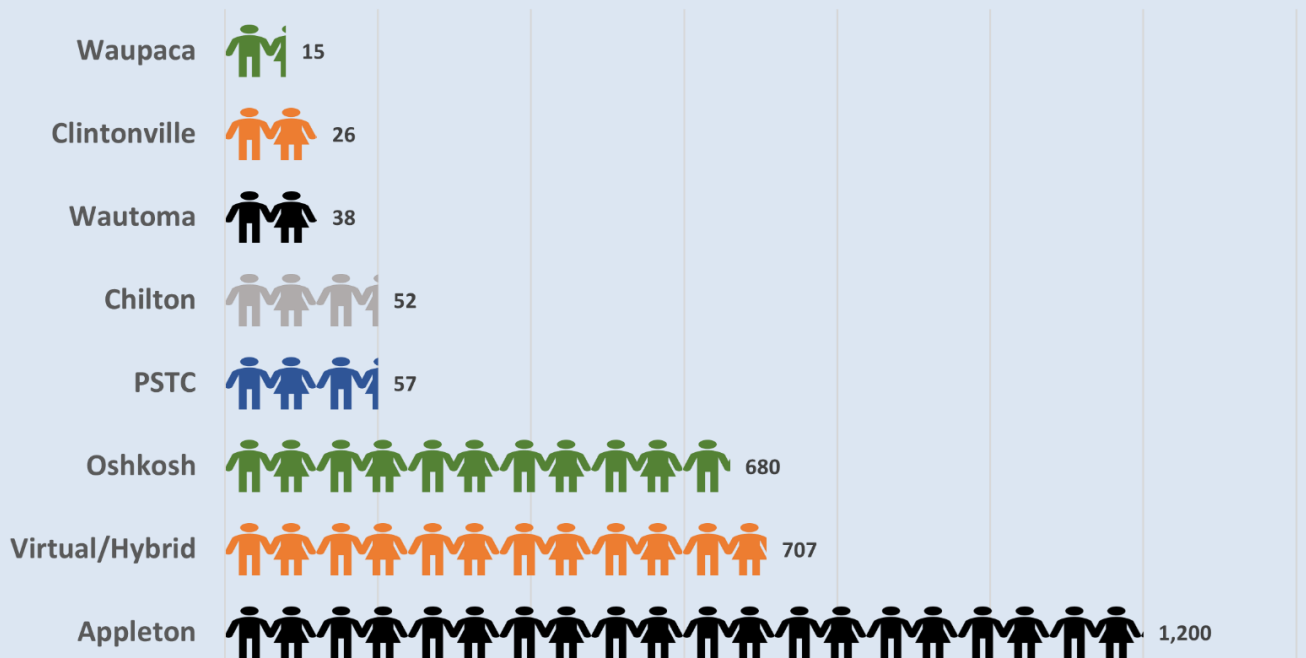


## Basic Skills 2023-24 Academic Year

### *Focus on Our Students*

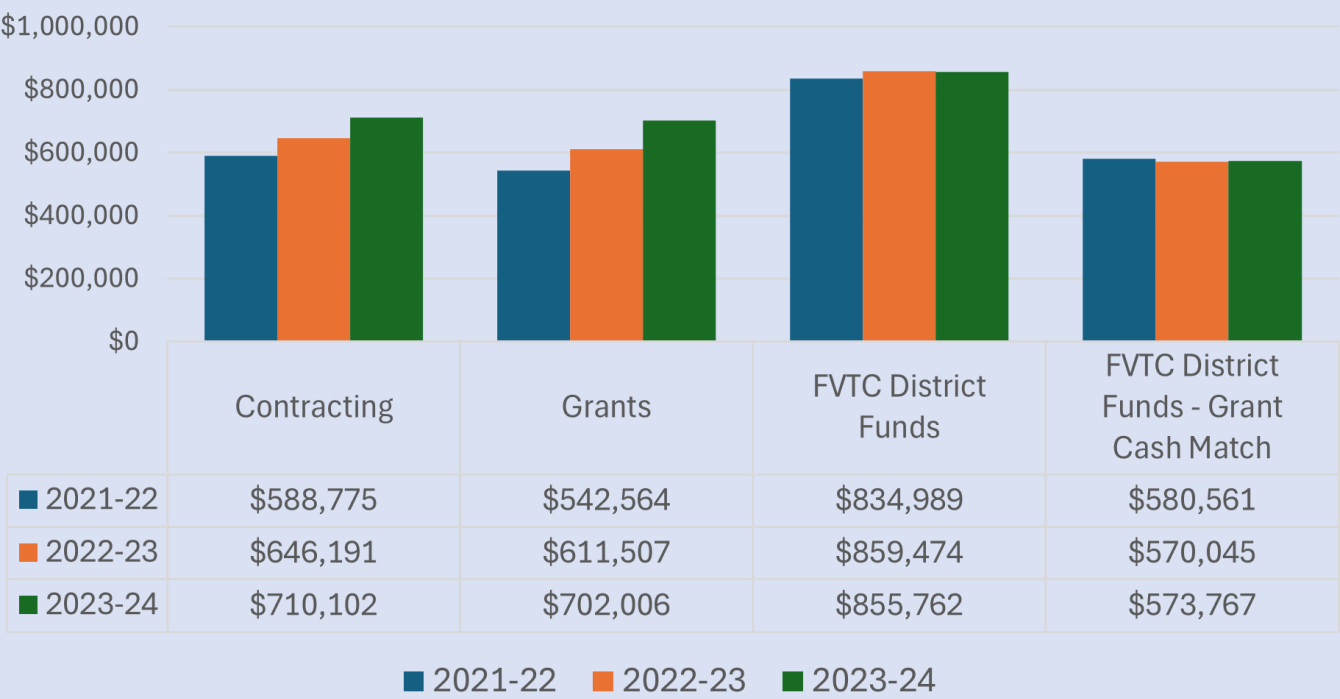


### 2023-24 Adult Education/English Language Learning Student Headcount by Location



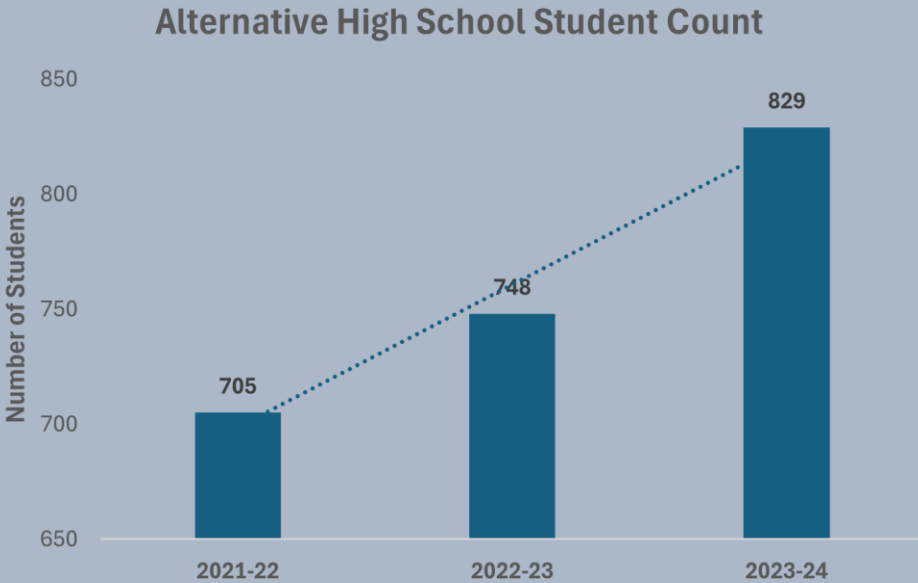
# Focus on our Teams and Organization

## Three-Year Funding Levels



## Basic Skills 2023-24 Academic Year

2023-24 Alternative High School Student Count by District	
Oshkosh	594
Appleton	82
Wautoma	55
Chilton	42
Neenah	16
Omro	13
Winneconne	12
Menasha	11
Little Chute	4



## Board Monitoring Feedback – Prior Year’s Performance

**Purpose:** Basic Skills

**Board Meeting Date:** April 15, 2025

**Instructions:** As you consider the past year’s performance related to this purpose, please rate the prior year’s performance as follows:

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

### Rating Descriptions:

- ☐ 1 = The College did not fulfill the statutory requirements of this purpose.
- ☐ 2 = The College somewhat fulfilled the statutory requirements of this purpose.
- ☐ 3 = The College fulfilled the statutory requirements of this purpose.
- ☐ 4 = The College somewhat exceeded the statutory requirements of this purpose.
- ☐ 5 = The College is a best practice leader in this purpose.

**Comments/Observations on prior year’s performance:**

## Board Monitoring Feedback – Strategic Importance

**Purpose:** Basic Skills

**Board Meeting Date:** April 15, 2025

**Instructions:** As we consider College strategic efforts in the coming years, please rate the level of effort and resource you feel is needed to successfully meet our communities' needs going forward.

1

2

3

4

5

### Rating Descriptions:

- 1 = There is no further need as described and resources should be completely repurposed.
- 2 = The need could be met if some resources were reallocated to other purposes.
- 3 = The effort and resources dedicated to the purpose are sufficient for meeting the needs.
- 4 = Somewhat more effort and resources should be placed here to meet emerging needs.
- 5 = Significant additional effort and resources should be applied to meet critical needs.

**Comments/Observations on strategic importance:**

## Board Monitoring Feedback – College Strategic Analysis

**Purpose:** Basic Skills

**Board Meeting Date:** April 15, 2025

**Instructions:** As we consider the topic discussion and presentation of the associated analysis to fulfill the College Strategic Plan and anticipate future needs, please rate the College's analysis of proposed strategy(ies) for this purpose.

1

2

3

4

5

### Rating Descriptions:

The presentation/panel discussion:

- 1 = did not relate to the purpose or identify anticipated future trends and needs impacting this purpose.
- 2 = related to the purpose but could have more clearly identified anticipated future trends and needs impacting this purpose.
- 3 = identified anticipated future trends, needs, and environmental factors impacting this purpose.
- 4 = adequately identified anticipated future trends and environmental factors impacting this purpose, and possible plans or strategies for addressing these factors.
- 5 = adequately identified anticipated future trends and environmental factors impacting this purpose and possible plans for addressing these factors, which are clearly linked to the College's Strategic Plan.

**Comments/Observations on strategic analysis:**