















## ABE TRANSITIONS

Adult Basic Education (ABE) helps adults with reading, writing, mathematics skills and career education at levels ranging from first through twelfth grade. English Language Learning (ELL) provides instruction for those whose native or dominant language is other than English. ELL helps these learners to read, write and communicate in English in order to achieve high school completion, entry into occupational programs and work placement.

A primary mission of Wisconsin's technical colleges is to enable full participation in the workforce, regardless of an individual's prior educational background. Over the past three years, technical colleges helped over 17,000 students transition out of basic education and successfully complete postsecondary work.

Table 4 shows the number of adults over a three-year period transitioning from ABE to postsecondary coursework in the same year or the following year.

**TABLE 4:** 3-Year Total, Transitions from Adult Basic to Postsecondary Education

<sup>c</sup>	<b>3-Year Total</b>
Blackhawk	613
Chippewa Valley	127
Fox Valley	436
Gateway	1,696
Lakeshore	536
Madison Area	3,459
Mid-State	316
Milwaukee Area	4,082
Moraine Park	929
Nicolet	502
Northcentral	1,474
Northeast Wisconsin	523
Southwest Wisconsin	419
Waukesha County	449
Western	857
Wisconsin Indianhead	708
<b>Statewide</b>	<b>17,126</b>

Funds are distributed based on each college's share of the number of adult students who: (a) were enrolled in at least 12 hours of adult basic education, adult high school, or ELL courses; and then (b) successfully completed a postsecondary course, in either the year of their ABE enrollment or in the following academic year.



## ABE SERVICES AND SUCCESS

A core function of Wisconsin's technical colleges is to provide basic skills education and promote a fully literate society. Basic skills education enables students to fully participate in Wisconsin's workforce and helps ensure that all state residents have an opportunity to better themselves economically.

As shown in Table 5, more than 76,000 students took advantage of ABE services at technical colleges over the past three years. (To facilitate access to Wisconsin's technical colleges and to promote these statewide interests, state law requires ABE services must be provided tuition-free.)

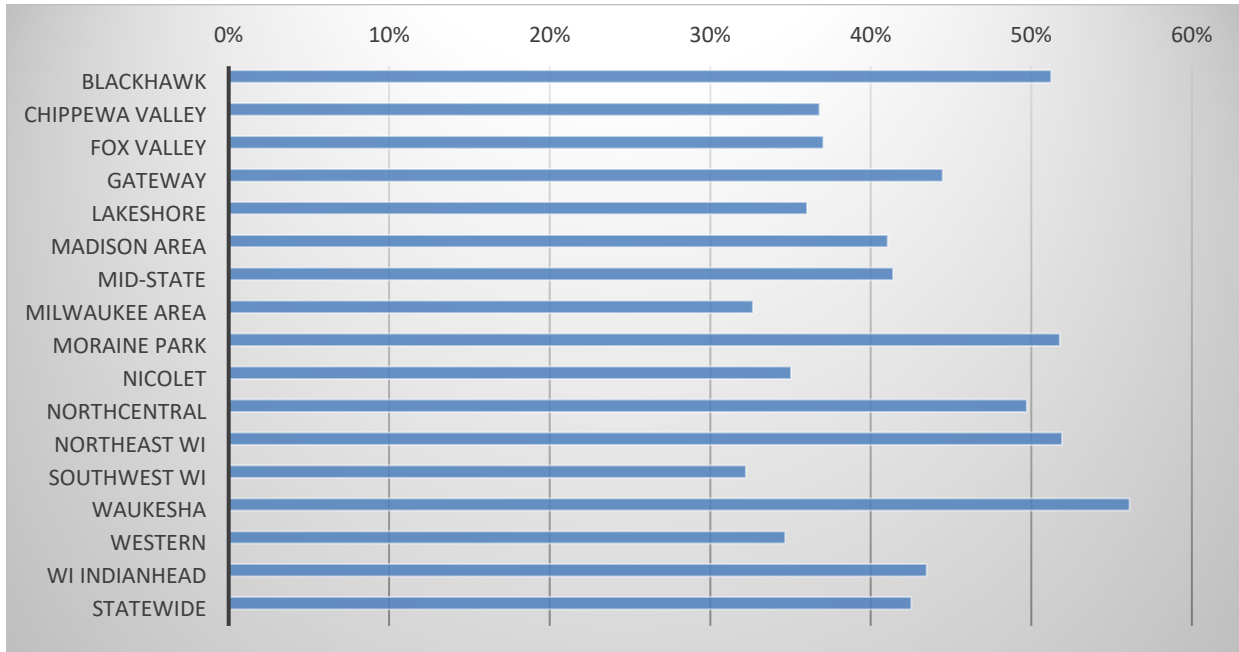
**TABLE 5:** 3-Year Total, Adult Basic Education Students

	Number of Students
Blackhawk	2,313
Chippewa Valley	1,057
Fox Valley	4,732
Gateway	7,060
Lakeshore	2,989
Madison Area	11,336
Mid-State	1,466
Milwaukee Area	21,094
Moraine Park	4,531
Nicolet	1,295
Northcentral	4,630
Northeast Wisconsin	3,908
Southwest Wisconsin	1,141
Waukesha County	3,238
Western	3,348
Wisconsin Indianhead	2,536
<b>Statewide</b>	<b>76,674</b>

Student success in ABE courses is defined as demonstrated educational gains on standardized national tests, which are administered and reported as a condition of the colleges' receiving federal adult basic education grants.

Figure 2 shows the average ABE student success rates by college.

**FIGURE 2:** 3-Year Success Rate: ABE Students Demonstrating Educational Gains



Funds are distributed based on two factors. Fifty percent of funding is distributed based on each college's proportionate share of the number of adult students who were enrolled in at least 12 hours of adult basic education, adult high school or ELL courses. The other 50 percent of funding is distributed based on each college's "success rate," which is defined as the percentage of adult basic education, adult high school or ELL students who have demonstrated educational gains under standardized pre- and post-testing regimens.

## DUAL ENROLLMENT

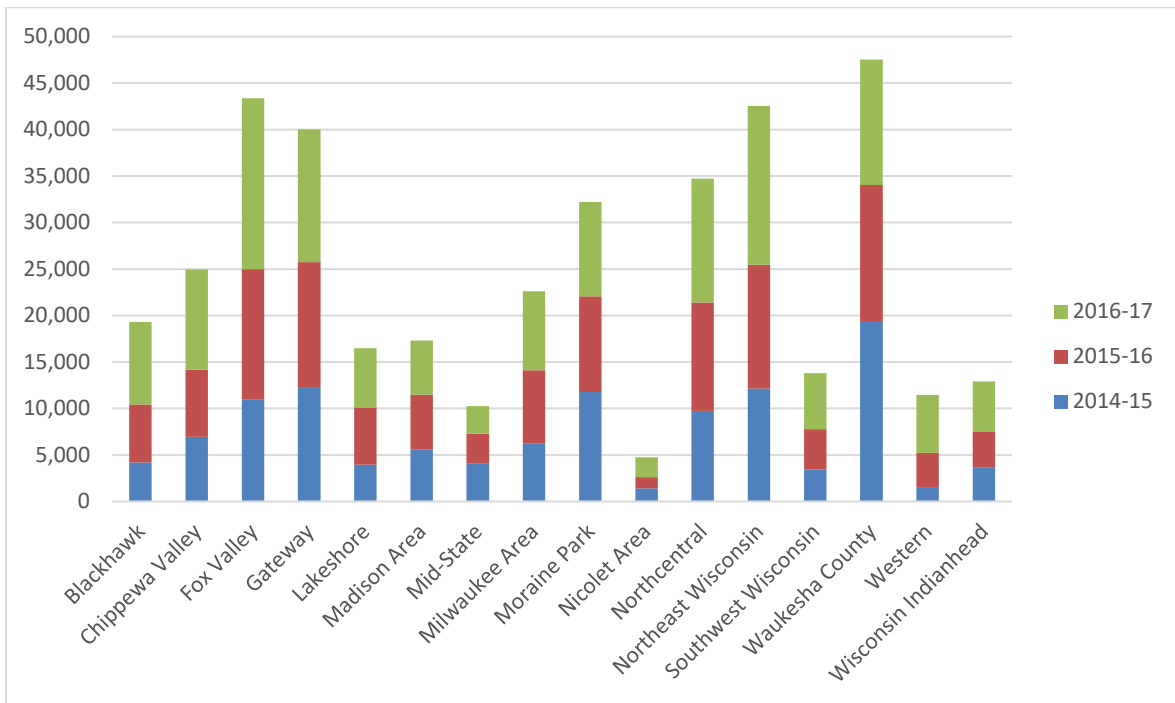
Wisconsin's technical colleges have provided college credit to high school students for more than 20 years, under a variety of programs designed to maximize access and minimize costs to students and their school districts.

The most popular and fastest growing of these is known as "transcribed credit." It permits students to study technical college curricula at their high school — taught by qualified high school instructors — under agreements that are revenue-neutral to both the college and the school district.

Each college works to establish and continually grow participation in these programs, even in those districts that are sparsely populated, cover a large geographical area, or have other challenges to participation.

Figure 3 shows the number of dual enrollment credits issued by colleges, over the three years.

**FIGURE 3:** Credits Awarded Under Dual Enrollment



Total statewide dual enrollment credits earned by high school students at Wisconsin’s technical colleges increased from 117,203 in 2014-15 to 149,673 in 2016-17 — an increase of 28 percent in three years. Thanks to WTCS dual enrollment programs, more than 37,000 Wisconsin high school students get a head start on college each year.

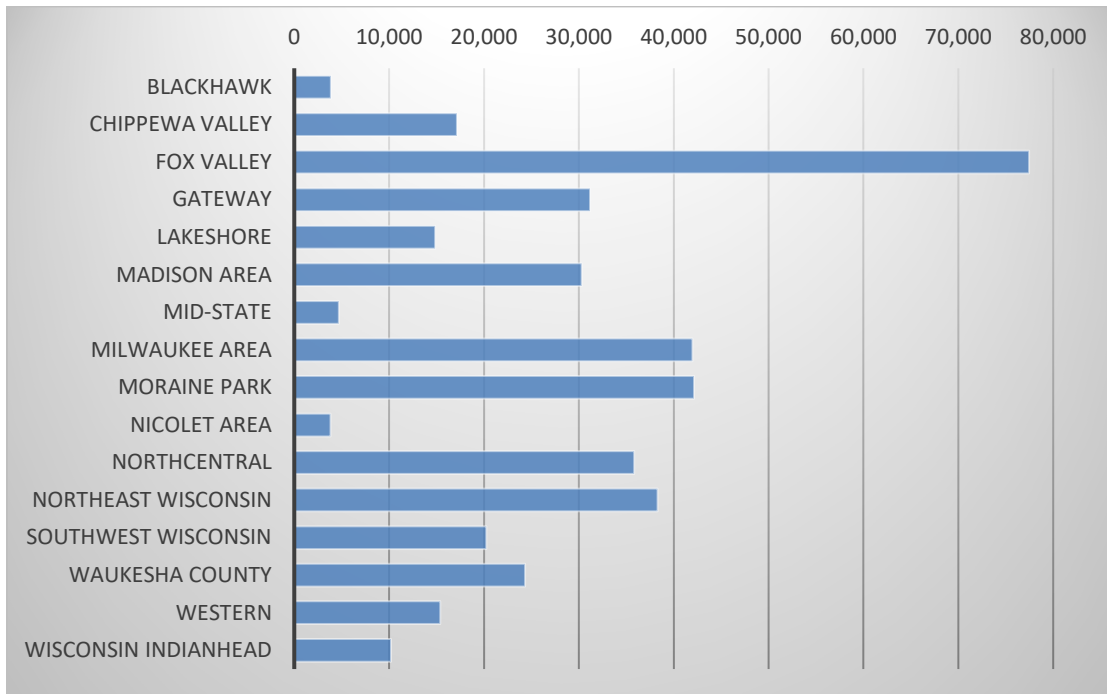
Funds are distributed based on each college’s proportionate share of statewide credits earned in all types of dual enrollment offerings, which include transcribed credit, advanced standing (reported once the student enrolls at a technical college, post-high school), and Youth Apprenticeship, Youth Options and Course Options programs.

**WORKFORCE TRAINING**

Wisconsin’s technical colleges are an integral component of employer success across the state: as the premier providers of customized business solutions; apprenticeship-related classroom instruction; on-site training; and professional development, including APICS and supply chain, Lean Six Sigma, health care and human services, sustainability, continuous improvement, project management, leadership development, and other specialized training.

WTCS-delivered customized training helps businesses increase their efficiency, productivity and worker safety. For employees, it allows them to improve their employability and earning potential. Technical colleges provide workforce training for more than 5,000 employers each year, including businesses of every size and in every industry in the state. As shown in Figure 4, WTCS-delivered over 135,724 workforce training credits in 2016-17.

**FIGURE 4:** 3-Year Total, Workforce Training Credits



Workforce training funds are distributed based on each college's proportionate share of credits generated in each of the following areas:

- contracts to provide customized instruction to public and private employers,
- employer-paid tuition and training,
- apprenticeship education, and
- professional development seminars.

## COLLABORATION

Wisconsin's technical colleges participate in a variety of local and regional collaborations and partnerships aimed at increasing efficiencies, maximizing student success and opportunities, and making the most of instructional resources. The six statewide partnerships in which all 16 technical colleges participate were chosen as standard measures for the purposes of the collaboration criteria.

Districts Mutual Insurance (DMI), for example, was formed by the colleges for the purposes of insuring property, automobile, liability, workers' compensation and other

risk. Since its establishment more than 13 years ago, DMI has saved taxpayers over \$14 million in insurance premiums, through the collective buying power of all 16 institutions and lowered administrative overhead. Similarly, the WTCS Purchasing Consortium takes advantage of the colleges' combined purchasing power to save on supplies and services common across all 16 colleges.

Funds are distributed based 50 percent on each college's proportionate share of full-time equivalent students and 50 percent as an amount equally divided among the colleges. To be eligible under these criteria, a college must maintain membership in the following collaborative partnerships:

- Districts Mutual Insurance,
- District Boards Association,
- Purchasing Consortium,
- Marketing Consortium,
- Wisconsin Student Government, and
- Worldwide Instructional Design System (WIDS).

## SPECIAL POPULATIONS

The special populations criteria recognizes special student populations or demographic groups that may be considered unique to certain technical college districts, such as older dislocated workers and returning veterans. These groups may require specialized support services in order to reach their academic and career goals.

**TABLE 6:** 3-Year Total, Special Populations Served by Wisconsin Technical Colleges

	All Students	Pell Recipients (low income)	Students of Color	Veterans	Incarcerated	Dislocated Workers	Students with Disabilities
Blackhawk	22,167	3,993	3,995	294	345	59	656
Chippewa Valley	46,149	6,998	3,734	489	191	121	1,063
Fox Valley	138,553	9,325	18,957	1,139	2,133	420	1,951
Gateway	57,214	10,234	18,425	788	649	328	2,585
Lakeshore	34,125	3,050	4,264	235	528	243	591
Madison Area	105,222	13,901	23,802	1,358	983	755	3,949
Mid-State	21,359	5,008	1,932	267	344	190	1,528
Milwaukee Area	105,619	28,175	57,065	1,205	682	729	4,043
Moraine Park	51,570	3,709	7,109	334	4,947	322	2,177
Nicolet	18,817	1,794	1,532	113	183	79	610
Northcentral	55,234	6,911	5,246	413	2,365	386	1,435
Northeast WI	99,707	11,626	13,541	1,004	1,139	381	2,667
Southwest WI	24,382	2,113	1,446	105	455	94	1,351
Waukesha Cnty.	65,229	5,613	10,748	722	771	306	2,017
Western	33,403	5,572	4,499	579	1,461	168	1,873
WI Indianhead	59,032	4,083	3,484	303	387	157	1,038
<b>Statewide</b>	<b>937,782</b>	<b>122,105</b>	<b>179,779</b>	<b>9,348</b>	<b>17,563</b>	<b>4738</b>	<b>29,534</b>

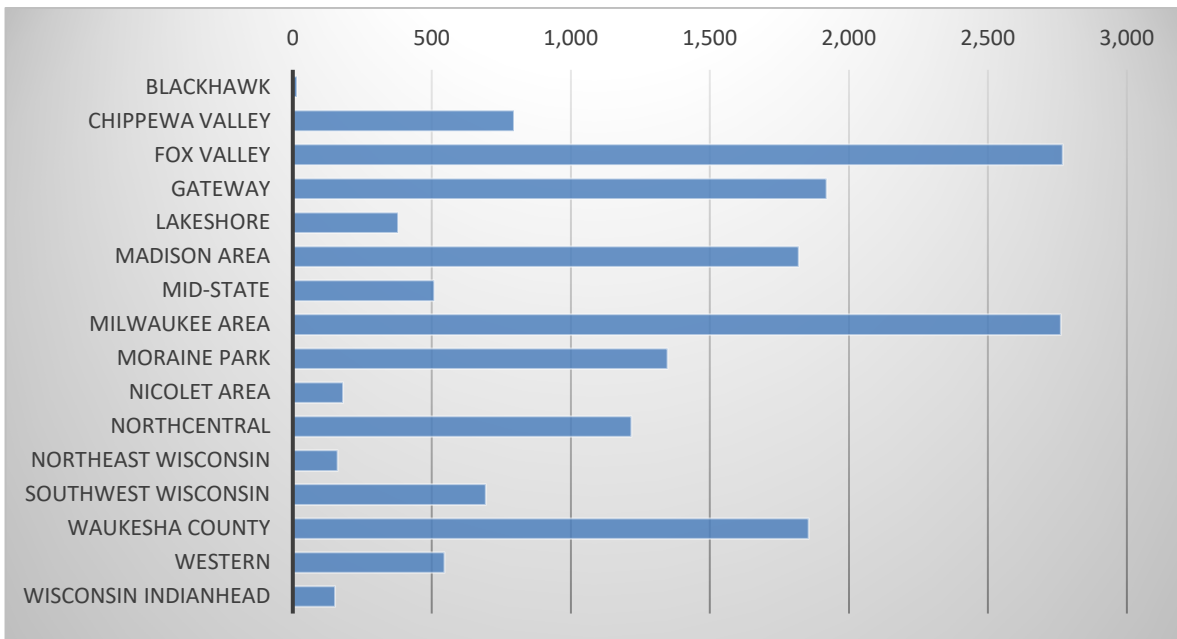
Half of available funds for these criteria are distributed based on each college's proportionate share of the six special populations: students of color, Pell Grant recipients, military veterans, incarcerated individuals, dislocated workers and persons with disabilities. The remainder is distributed based on each college's percentage of special population students, relative to their total student population.

### Credits Awarded for Relevant Educational Experience or Training

Wisconsin's technical colleges provide students with the opportunity to shorten their time to a credential by demonstrating their knowledge and skills they have gained outside the classroom.

Wisconsin's technical colleges award credits for relevant educational experience or training not obtained through an institution of higher education, including skills training received through military training. The colleges increased credits awarded for relevant educational experience and training in this category by 42 percent from 4,808 to 6,834 over the last three years.

**FIGURE 5:** 3-Year Total, Credits Awarded for Relevant Educational Experience or Training



Funds are distributed based on each college's credits awarded to students who successfully demonstrated relevant educational experience or training skills not obtained through an institution of higher education, but acquired through military and work experience, as well as other learning acquired outside traditional academic institutions.