

# ABE on the HPOG Pathway

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# HPOG and ABE

Authorized by the Affordable Care Act, and administered by the Department of Health and Human Services' Administration for Children and Families, the Health Professions Opportunity Grant (HPOG) provides an opportunity for low income individuals to obtain an education and training in high-demand healthcare careers. HPOG was established to alleviate the shortage of health professionals and to assure that qualified students were not denied careers in health professions due to a lack of financial resources. **HPOG 2.0** requires that grant recipients incorporate an ABE component to their services

**HPOG helps to promote collaboration among human service agencies, workforce agencies, and educational institutions.**

# What is Adult Basic Education?

Adult education programs provide adults ages 16 years and older who have less than a high school education with opportunities to acquire the skills necessary to function more effectively in society and the workplace of the 21st century. Through these programs a student may accomplish the following goals:

- Acquire the basic reading, writing, and math skills necessary to obtain or advance in a job.
- Meet entrance requirements for vocational training programs.
- Obtain the skills needed to become a better parent.
- Acquire the skills needed to be a functional, contributing member of society and a wiser consumer.
- Learn English as a Second Language (ESL) and citizenship skills.
- Study to pass the GED or HiSET examination, a nationally recognized test for a certificate of high school equivalency.
- Earn high school credit toward a high school diploma.
- Obtain an alternative high school diploma.
- Attain high-level employment skills.

# What is Adult Basic Education?

**Adult education and literacy programs provide instruction in the following areas:**

- **Adult basic education**
- **Literacy and numeracy**
- **Adult secondary education (including GED/HiSET/TASC preparation, high school credit courses, and vocational training for entry-level employment)**
- **Life-coping skills**
- **Parenting skills**
- **Citizenship training for immigrants**
- **English as a second language**
- **Job-seeking skills**
- **Classes for public assistance recipients to prepare them for employment**

# Who are ABE Healthcare students?

**Adult Basic Education** – A component of adult education with instruction in the basic skills below the 9th grade level (0-8). Includes instruction for learners at the Beginning and Intermediate levels. **Key objectives** include increasing **basic academic skills**, life skills, **job readiness skills**, **job seeking skills**, **job retention skills**, parenting skills, and meeting personal goals.

- Individuals who fall under those key objectives above
- Individuals that have minimal competence in reading, writing, and computation
- Individuals that are not sufficiently competent to meet the educational requirements of adult life in the United States
- Individuals who are not sufficiently competent to speak, read, or write the English language to allow employment commensurate with the adult's real ability.
- Individuals that need assistance not only for access to the on-ramp but for successful navigation and advancement along the pathway
- Individuals who need assistance to be able to enter AND succeed at entry-level training along the pathway or to move on to higher-level training along that healthcare pathway

# Who are ABE Healthcare students?

- Individuals that would benefit from a seamless referral process that eliminates barriers to participation
- Individuals that would benefit from non-traditional procedures for intake and referrals designed for non-traditional students
- Individuals that may have difficulty with entrance requirements
- Individuals that may benefit from an shorter, more intensified, accelerated program
- Individuals that would benefit from an integrated education training, contextualized or bridge model
- Individuals that would benefit from a contextualized delivery model where basic skills are taught in the context of the specific healthcare training
- Individuals that would benefit from support services such as child care, tutoring, tuition assistance, transportation assistance and help finding a job

# Contextualized Teaching & Learning

- U.S. Department of Education Office of Vocational and Adult Education (2001): “a conception of teaching and learning that helps teachers relate subject matter content to real world applications Mazzeo (2008): “diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student” Wider Opportunities for Women (2011): “Functional Context Education (FCE) is an instructional strategy that integrates the teaching of literacy skills and job content to move learners more successfully and quickly toward their educational and employment goals.”

- **Integrating Contextualized Learning and Basic Skills: Instructional Strategies that Increase Student Success**

Barbara Illowsky, Ph.D. [illowskybarbara@deanza.edu](mailto:illowskybarbara@deanza.edu)

<http://www.cmc3.org/conference/Monterey11/illowsky.pdf>

- **Contextualized Teaching and Learning: A Promising Approach for Basic Skills Instruction**

Baker, E., Hope, L. & Karandjeff, K

<http://rpgroup.org/css/CTL.html>

# Integrated Education & Training

- Education offered concurrently with and in the same context as general workforce preparation and training for a specific occupation.
- Under WIOA Title II, adult education providers must offer such “integrated education REALIZING INNOVATION AND OPPORTUNITY IN WIOA Aligned by Design: WIOA and Adult Education and training” either themselves or in partnership with other programs.
- Adult educators should seek out appropriate partners to ensure that their integrated education and training programs can meet the needs of local participants. In particular, these partners may include one-stop centers and postsecondary Career and Technical Education programs.
- Adult educators should draw on employer input via sector partnerships to ensure that integrated education and training programs are aligned with local employers’ skill need.

## Bridge Program

- A formal partnership between two post-secondary institutions that provides students with advanced standing in a degree **program** at one institution as recognition of previous academic experience in a similar field of study at another institution.



# Challenges and Opportunities

- In the United States 36 Million working-age adults lack basic skills in literacy or numeracy (basic math)/ Two out of three of these low-skilled adults are actually currently in the workforce with one-third of them being immigrants
- Only 1.5 million adults are being served by the newly reauthorized Workforce Innovation and Opportunity Act (WIOA) funded Title II adult education programs thus meeting the needs of only a fraction of those who could benefit
- The US has a middle-skill level gap where workers need training greater than a high school diploma but less than a four-year degree
- Low-skilled individuals who completed at least 100 hours of adult education saw their annual incomes increase by a remarkable \$9621.

*Source: National Skills Coalition*

# Challenges and Opportunities (continued)

- What does a typical ABE student look like and what do they bring to the table? What support services can you provide them?
- What are the entrance criteria for participating in your HPOG Program and can they be adjusted?
- What role, if any, are local adult education service providers serving within the grant. Who are you partnering with to ensure the success of the student?
- Is it an integrated model where each partner at the local level is aware of the benefits to all?
- Have you considered the entire pathway and what it will take for EVERY student to succeed along the way if basic skills services are needed?
- Are new ABE programs being created or implemented if a Title II funded program exists nearby? How can you maximize the collective expertise of the partners?

# Resources and Best Practices

## Augusta Adult & Community Education - Augusta, Maine

### Workforce Academy/Integrated Education & Training

- Partnered with Maine General Hospital & Local Career Center
  
- Program Included:
  - CNA Training
  - Ready2Work (soft skills and industry specific)
  - Digital Literacy
  - Critical Reading
  - Contextualized Vocabulary Instruction
  - Job Shadowing and Peer/Employer Interviews
  - OJT Eligible
  
- ABE Level Students - Low CASAS score led to remediation to bring academic skills up to a level to be successful in the program

# Resources and Best Practices

## South Dakota Adult Education

“The National AHEC (Area Health Education Centers) program was developed by Congress in 1971 to recruit, train, and retain a health professions workforce committed to underserved populations. With the objective of eliminating Health Profession Shortage Areas, the national program was designed to encourage universities and educators to look beyond their institutions and partner with communities to promote cooperative solutions with local benefits.”

<https://www.nesdahec.org/>

- SDAE partnered with the AHEC to try and integrate some of their curriculum into GED and ELA classrooms and special projects.
- Received a health literacy research grant project and then contracted with the state adult education association to facilitate the instruction of the project on 4 Native American Reservations in SD.

# Resources and Best Practices

## Colorado Department of Education – Adult Career Pathways

### The ABE Career Connections Project

- Promotes career pathways as a framework for assisting ABE students to successfully transition to postsecondary programs and begin careers in high-demand fields.
- Each step on the pathway is designed to prepare the participant for the next level of education and employment.

“The Adult Education Department within the Colorado Department of Education is connecting to this work by engaging with sector partnerships, and supporting the growth of robust adult education programs that are connected to industry needs. The vision is to implement adult career pathways through which adults can receive a basic education in literacy and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and self-sufficient employment.”

<https://www.cde.state.co.us/cdeadult/adultcareerpathways>

# Resources and Best Practices

## Southwest Minnesota Private Industry Council Partnering with the Workforce Centers

### Universal Health Care Worker Training

- Provides a foundation for work in the health care field, allowing continue training in a variety of fields, including C.P.R. (Cardio-Pulmonary Resuscitation), Home Health Aide, Trained Medication Administration, Serve Safe Food Handling License, and more
- Scholarship funds available to those who qualify
- Participants were assisted with career planning and employment plan development to ensure a smooth transition through training to employment

<http://www.southwestabe.org/#!/universal-health-care-worker/czgc>

# Resources and Best Practices

## Innovative Approaches to Providing Basic Skills Education in Healthcare Career Pathways Julie Strawn - April 2015

- Resources for practitioners on Washington State's I-BEST program.  
[http://www.sbctc.ctc.edu/college/\\_e-ibest-planning-resources.aspx](http://www.sbctc.ctc.edu/college/_e-ibest-planning-resources.aspx) and  
[http://www.sbctc.ctc.edu/college/abepds/ibest\\_ccrc\\_report\\_december2012.pdf](http://www.sbctc.ctc.edu/college/abepds/ibest_ccrc_report_december2012.pdf)
- *Creating A Successful Bridge Program: A "How to" Guide*. Illinois Department of Commerce and Economic Opportunity and the Illinois Community College Board.  
[http://www.iccb.org/pdf/shiftinggears/iccb\\_2012bridgeguide\\_web\\_rev\\_oct2012.pdf](http://www.iccb.org/pdf/shiftinggears/iccb_2012bridgeguide_web_rev_oct2012.pdf)
- LaGuardia College NYBEST (New York Basic Education and Skills Training Programs) health care examples and sample lesson plans.  
<http://www.laguardia.edu/ACE/Programs/CCPI/NY-BEST/>
- Women Employed and City Colleges of Chicago. Free, downloadable adult education lesson plans for healthcare career pathways.  
<http://womenemployed.org/adult-education-lesson-plans>

- **Innovative Approaches to Providing Basic Skills Education in Healthcare Career Pathways**

*Julie Strawn - April 2015*

**More information on featured examples:**

- *How to Build Bridge Programs that Fit into a Career Pathway.* Instituto del Progreso Latino.  
[http://www.idpl.org/images/publicationsPDFs/Instituto2010\\_HowToBuildBridgePrograms%20ofinal.pdf](http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20ofinal.pdf)
- *Innovative Strategies for Increasing Self-Sufficiency Career Pathways Profile: Madison Area Technical College Patient Care Pathway Program.* Office of Planning, Research and Evaluation, Administration for Children and Families, HHS. [http://careerpathways.org/wp-content/uploads/2012/04/ISIS\\_MATC-Profile.pdf](http://careerpathways.org/wp-content/uploads/2012/04/ISIS_MATC-Profile.pdf)

[http://www.acf.hhs.gov/sites/default/files/ofa/hpog\\_basic\\_skills\\_webinar\\_strawn\\_slides.pdf](http://www.acf.hhs.gov/sites/default/files/ofa/hpog_basic_skills_webinar_strawn_slides.pdf)



To learn more about adult education, you might want to check out one or more of the following resources:

[The Modern Practice of Adult Education: From Pedagogy to Andragogy](#), Malcolm S. Knowles, 1980.

[Adult Education: Evolution and Achievements in a Developing Field of Study](#), John M. Peters, Peter Jarvis & Assoc., 1991.

[Helping Adults Learn](#), Alan B. Knox, 1986.

[Enhancing Adult Motivation to Learn](#), Raymond J. Wlodkowski, 1985.

[The Making of an Adult Educator](#), Malcolm S. Knowles, 1989.

[Understanding and Facilitating Adult Learning](#), Stephen D. Brookfield, 1986.

[Adults as Learners](#), K. Patricia Cross, 1981.

[Learning How to Learn: Applied Theory for Adults](#), Robert M. Smith, 1982.

[How Adults Learn](#), J.R. Kidd, 1978.

[Handbook of Adult and Continuing Education](#), Sharan B. Merriam & Phyllis M. Cunningham, editors, 1989.

[Adult Literacy and New Technologies: Tools for a Lifetime](#), Office of Technology Assessment U.S. Congress, 1993.

[Mastering the Teaching of Adults](#), Jerold W. Apps, 1991.

[Total Quality Education: Profiles of Schools that Demonstrate the Power of Deming's Management Principles](#), Michael J. Schmoker & Richard B. Wilson, 1993.

[Adult Education in a Multicultural Society](#), Beverly B. Cassara, editor, 1991.

[Teaching from the Heart](#), Jerold W. Apps, 1996.

The background of the slide features a large, stylized graphic of a white circle on the left side, partially overlapping a blue wave-like shape that curves across the bottom and right. The blue shape has a gradient from light to dark blue. The text is centered over the white circle.

# COABE

**Commission on Adult Basic Education**



Inspiring educators so adults  
succeed and communities thrive



# About COABE

- Co-hosted 15 national conferences around the country
  - 14 national level strand partners
- Co-hosted 15 regional institutes
- 13,000+ members strong, and growing
  - 39 state association partners
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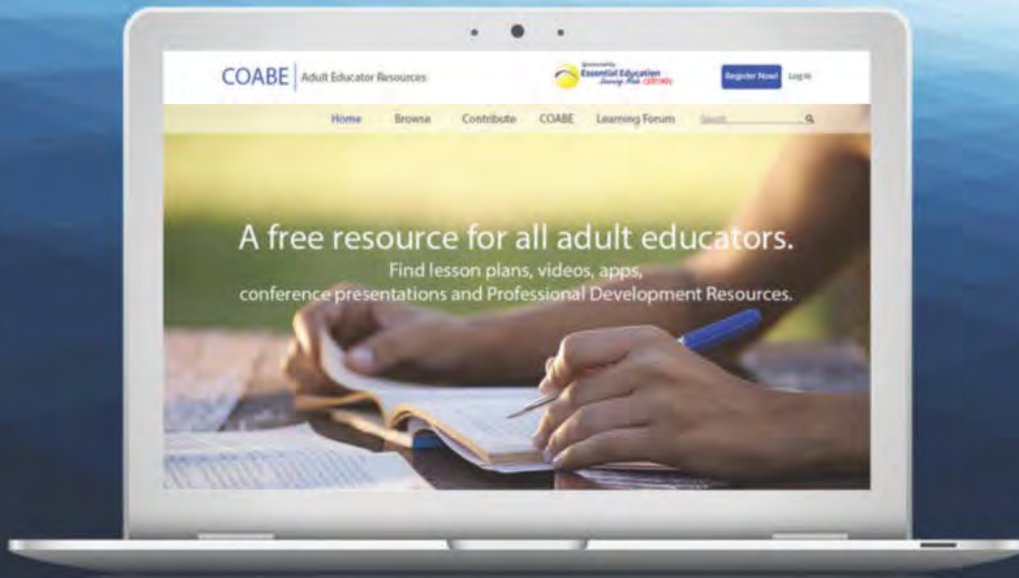
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# ADULT EDUCATOR RESOURCE

[www.coabe.org/adultedresource](http://www.coabe.org/adultedresource)



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