

Adult Education . . . A Vehicle Out of Poverty by John Cipora and Ann Traverso Moore

With the engaged, experienced facilitation of the presenters, attendees will explore and discuss:

1. The dramatically changing needs of the workforce in terms of professional development

- We will look at the recent shifts across the human services field through a lens focused by our work at Springfield College, a national partner with Community Action Partnerships. We will drill down to five core professional areas that are relevant to Community Action. We will also tease out the spectrum of types of professional development from training hours to academic degrees, using small- and large-group discussions to engage the participants.

2. Examples of promising practices of how adult education is currently meeting those needs, consequently shifting the future lives of these adult learners and their families

- We will incorporate rich interactive activities to identify and clarify the range of needs of adult learners, folding these findings into the larger arena of effective practices in adult education, with emphasis on the evolution of these methods over the past several decades. Throughout, principles of promising practices and best practices for supporting robust, dynamic, and engaged learning will serve as our conceptual foundation.

3. Direct links between outcomes of adult education and the creation of pathways from poverty to upward mobility and economic stability

- Current research makes clear the direct connections between the ability to articulate one's competencies--a typical outcome of adult education--and the likelihood of improved opportunities in the workplace. In turn, these enhanced workforce roles contribute directly to improved long-term economic circumstances. In a social justice-centered model, such enhancements not only improve the life of the individual job holder; they improve that person's family situation and the broader context of the community. The presenters will strive to make these linkages clear, compelling, and highly useful.

4. Models for mentoring adults from diverse circumstances in earning academic credit for their experiential learning

- In the final segment of our collective work, we will explore how each participant can be a mentor to the widest possible range of adult learners who they serve, whether as their supervisor, their case manager, their director, or their peer. The

Council for Adult and Experiential Learning (CAEL) is the national gold standard that provides clear guidance to mentors and mentees alike in making the most of previous experience to convert such work or life experience to college credit. We will seek to clarify the sequence by which those skill sets can be documented, explained, and assessed, and finally awarded credit. We will suggest that each CAP agency supports all their staff and those they serve in crafting and holding professional development portfolios. Such systematized approaches can save students a significant amount of time and money.