AGELESS LEARNING

In the News

Plus 50 in the News

- “Community Colleges Put Baby Boomers Back in School” University Business, November 27, 2012

Plus 50 Students in Alaska Celebrate Success!
Participants in the University of Alaska Anchorage (UAA) Community & Technical College’s (CTC) Plus 50 Bridge to College & Careers Instruction Program celebrated last week when they became the first students to complete the 120-hour noncredit program. Geared specifically toward adults over 50 whose goal is to attend college and/or become actively employed, the program includes instruction and training in technology, math, communications, personal financial management, and job search preparation. “It virtually brought me up to date with math and English,” said Edward Bouwens, one of the program’s participants. “The computer program far exceeded my expectations. The instructor put us through a step-by-step process in Excel, PowerPoint, and Word. It will help me present myself to employers." Students earn noncredit instructional units on a UAA transcript. Currently, CTC is developing a noncredit workforce credential. Once approved through the required university review processes, the workforce credential will be made available to program participants. The program partners with state and local agencies to help train older workers including the Alaska Department of Labor and Workforce Development’s Mature Alaskans Seeking Skills
Training program. Have a success story about your college’s plus 50 program? E-mail Mary Sue Vickers so we can consider it for a future newsletter!

**Obtaining Financial Support for Your College’s Plus 50 Program**

Community college programs assisting adult learners age 50 and over often want to attract additional grant funding to support their programs. All funders—whether they are government agencies, foundations, or corporations—award grants based on thoughtful and well-researched presentations of needs, strategies, and goals that align with their own missions. College staff seeking grant funding must do their homework and build the alliances that will give funders assurance that their program will be a sound and sustainable investment. AACC assembled [this helpful guide](#) to assist colleges applying for grant funding.

**Academic Advising: The Second Most Important Function of the Community College**

Quality academic advising programs are key to student success, notes Terry O’Banion in [this article](#) in the *Community College Journal*. He says that while many authorities agree that advising is an important function for the college and its students, there is little agreement on who should be advising students. O’Banion says that the process of academic advising involves five steps: (1) explore life goals, (2) explore vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses. Many academic advising programs make the mistake of starting with a focus on program choice and assuming that students have already thought through their life and vocational goals. O’Banion believes that academic advising should be required every term and for every student.

**Prior Learning Assessment Assists Adult Learners: One Option for Implementation**

Colleges can improve their ability to attract adult learners by offering them the opportunity to earn college credit for prior work and education experiences. *Learning Counts* offers several services to colleges who join their network, including free educational advising to students, an online course in prior learning assessment, access to an extensive and trained faculty roster, and review of learning experiences by faculty experts for college-level equivalency. Partner institutions must be a Council of Adult & Experiential Learning member and agree to accept Learning Counts credit recommendations as any other transfer credit. To learn how to create their portfolios, students have a choice between a self-paced non-credit course (Developing Your Portfolio for College Credit), or an instructor-led 6-week, 3-credit course (CAEL 100).

**Video: St. Louis Community College Plus 50 Program Profiled**

In a new video posted to AACC’s Plus 50 Initiative YouTube channel,
Heather Ellison of St. Louis Community College talks about the college’s programs for adults age 50 and over. Watch the video online and visit the Plus 50 Initiative channel.

U.S. Census Bureau Resources Profile Older Worker Employment in 12 States
These state profiles, available through the U.S. Census Bureau, examine where older workers are getting hired in 12 states—California, Colorado, Idaho, Illinois, Iowa, Maryland, Missouri, New Mexico, Oregon, Pennsylvania, Virginia, and West Virginia. The profiles provide information about the changes occurring in the age composition of each state’s workforce. They also examine what industries older people tend to continue working in and how new jobs are created for older workers. The information in “California’s Profile of Older Workers” is included in this PowerPoint presentation developed for a webinar by the California Employment Development Department.

AACC Plus 50 Encore Completion Grant Competition: Next Round Jan. 2–Feb. 15
AACC held two rounds of grant applications for the Plus 50 Encore Completion Program this year. The goal of the program is to help 10,000 students age 50 and over earn certificates or degrees in the high-demand fields of healthcare, education, and social services, enabling them to increase their employment competitiveness while improving their communities. Grant recipients from the second round will be announced in the next newsletter! The next round of grant applications will be accepted January 2 through February 15, 2013. You can get more information and submit your application here.

Upcoming Webinar: Hunger & Nutrition Across the Generations
Learn more about how hunger impacts children, families, and older adults. Join Generations United for a free webinar on December 13, 2012, at 6:00 p.m. (ET), on how to address hunger and improve nutrition across the generations. Discover the innovative intergenerational solutions being used to address these problems. Hear public opinion poll results and recommendations from Generations United’s new report Hunger and Nutrition: What’s at Stake for Children, Families and Older Adults. The webinar features Kim Caldwell from Share Our Strength and Jaia Peterson Lent from Generations United. Register to attend.

Resources to Support Your Plus 50 Program

COMPLETION

The Completion Arch: Measuring Community College Student Success
This Web-based tool provided by the College Board provides quick and
easy access to national, state, and initiative-level data that describe the progress and success of community college students. The Completion Arch groups indicators into five topical areas representing the progression of students into and through community college and eventually into the workplace. The five areas are Enrollment, Developmental Education Placement, Progress, Transfer and Completion, and Workforce Preparation and Employment Outcomes. You can use the site to examine indicators and the data supporting them.

LEARNING

College 101 Courses for Applied Learning and Student Success
Using interview, observational, and documentation data, the authors of this study investigated College 101 courses at three community colleges in Virginia. Although the authors found strong evidence of the worth and promise of College 101 courses, contextual factors made implementation challenging and undermined the courses’ potential to create long-lasting impacts. College 101 courses provided students with important information, but offered few opportunities for in-depth exploration and skill-building practice. The authors suggest that College 101 courses may lead to positive long-term outcomes if they are optimized to include pedagogies that promote applied learning, contextualization, reflection, and deliberate practice. The study was published by the Community College Research Center at Columbia University.

TRAINING & RE-TRAINING

50+ Entrepreneurs
This website from the Small Business Administration offers advice to help adults age 50 and over start a business. A self-assessment tool, business planning tips, advice on franchising, assistance locating a mentor or counselor, and many additional resources are provided.

VOLUNTEERING & SERVICE

Intergenerational Community Building Resource Guide
Produced by Communities for All Ages, this guide is designed for community leaders, organizations, funders and intermediaries interested in using an intergenerational approach to community building. The resource guide focuses on developing/strengthening cross-sector collaboration, building intergenerational leadership, assessing your community using an intergenerational lens, and using intergenerational approaches for strategic planning and action. Communities For All Ages has found that when critical community issues are addressed across age groups, there is increased investment from all generations. Opportunities to match complementary needs and skills also begin to emerge (i.e. older
adults providing mentoring and tutoring to youth both supports educational outcomes for kids and promotes healthy aging by providing opportunities to contribute and give back.) Furthermore, intentionally mobilizing different age groups to serve as resources for each other and their communities can help counteract the negative effects of age segregation and begin to bridge racial generational divides through building social capital.

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents nearly 1,200 two-year, associate degree-granting institutions and more than 13 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. Information about AACC and community colleges may be found at www.aacc.nche.edu.