AGELESS LEARNING

In the News

Plus 50 In the News

- “Lone Star College System to Train Older Workers for New Jobs,” Houston Chronicle, November 14, 2013
- “Plus 50 Trains Workers for ‘Encore’ Careers,” Aztec Press, November 14, 2013
- “Delta College Joins Project to Train 10,000 Older Workers for New Jobs,” Delta College (press release), November 14, 2013
- “LSCS Joins Program to Train 10,000 Older Workers for New Jobs,” The Humble Observer, November 13, 2013
- “Henderson Community College Joins Project to Train 10,000 Older Workers for New Jobs,” 14 News WFIE, November 13, 2013
- “HCC Joins Project to Train 10,000 Older Workers,” Henderson Community College (press release), November 13, 2013

“National Program Serving Older Workers Grows to 100 Colleges”

Another 38 community colleges have joined the ranks of the Plus 50 Encore Completion program. The new member colleges bring the total to 100 2-year colleges participating in the initiative, which is working to train 10,000 baby boomers over the next 2 years for new jobs in health care, education, and social services, while helping them complete certificates or degrees. See the list of new colleges and read more in Community College Times.
ACCN Webinars Offer Support, Inspiration
The Adult College Completion Network (ACCN), facilitated by the Western Interstate Commission for Higher Education, offers free webinars focused on issues crucial to increasing degree completion by adults with postsecondary credit. Webinar recordings and notes from the sessions are archived online, so even if you miss a webinar broadcast, you can go online and watch it later at your convenience. On December 3, ACCN will host a webinar on evaluation basics, with a presentation by the external evaluator for Lumina Foundation’s adult completion strategy. On December 10, 2013, the Adult College Completion Network will host a free webinar discussing Project Win Win, an effort that brought together 61 institutions to identify students who had completed enough credits for an associate degree but never received one. Webinars are free, but registration is required.

Resources to Support Your Plus 50 Program

COMPLETION

Searching for Our Lost Associate’s Degrees: Project Win-Win at the Finish Line
This 44-page paper overviews Project Win-Win while offering lessons learned. Project Win-Win used data mining to identify and find former students whose records qualified them for degrees but who never received those degrees, and retroactively award them their associate degrees. They also identified and found former students whose records indicated that they were within striking distance of an associate award, and brought them back to school to complete the few credits they had left to qualify. Each participating institution had 2 years to complete these tasks, and 60 of them did, to different degrees. In addition, four of these institutions took on a second project, a version of what contemporary discourse calls “reverse transfer,” an attempt to transfer back credits from a 4-year college to the community college from which currently degree-less students had come. Organizers recruited 61 associate degree-granting institutions in nine states—Florida, Louisiana, Michigan, Missouri, New York, Ohio, Oregon, Virginia, and Wisconsin.

LEARNING

Developmental or Remedial Coursework in Reading, Writing, and/or Mathematics is a Significant Barrier for a Majority of Students at Community Colleges.
Developmental math is a substantial stumbling block to college completion. These lengthy sequences—often required for college-level work—can be daunting, and many students leave college before completing their developmental requirements, let alone attaining a credential. Many Achieving the Dream Institutions are experimenting with
ways to reform developmental education. Gaining momentum are acceleration strategies, which modify the structure and/or pedagogy of developmental math courses to help students move more quickly toward college-level coursework. This report from Achieving the Dream presents a case study of acceleration programs at Broward College and Tarrant County College.

**TRAINING & RE-TRAINING**

**Workforce Solutions Grantee Product Catalogs**
Jobseekers, community college staff, and employers can find a wealth of resources, curricula, course materials, outreach items, program management tools, reports, case studies, career lattices, and databases to support workforce training efforts by searching through these U.S. Department of Labor Employment and Training Administration grantee product catalogs. The searchable online catalogs compile hundreds of products developed with Employment & Training Administration investments in the American Recovery and Reinvestment Act, Community-Based and High Growth Job Training, and Workforce Innovations in Regional Economic Development initiatives. Searching across all categories with keyword “community college” produced hundreds of resources spanning a variety of topics. All of the materials are in the public domain and available for community colleges to use.

**PLUS 50 TRENDS**

**“Reaching Today’s Boomers and Seniors Online”**
This set of PowerPoint slides from Immersion Active presents research data from Google and Ipsos about online behavior and habits for baby boomers and seniors. The Internet is an everyday part of life for baby boomers and seniors. It is the top source for gathering information on topics of interest, outpacing TV and print media by a substantial margin. More than half of baby boomers and seniors watch online video. YouTube was their preferred site for video watching, with 82% of video watchers using it. Social networking sites are used by the majority of baby boomers and seniors on a daily basis, with more than half following a group or organization on a social platform. Facebook is their most used social network. Smartphone and tablet use is increasing as well among baby boomers and seniors. Almost two in five own a smartphone or tablet. Multi-screen use is also common, with more than 75% of mobile device owners reporting use of more than one device at a time. Registration is required to download the presentation.
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.