AGELESS LEARNING

In the News

Plus 50 In the News

- “Drake State Participating in Program to Train Older Workers,” WHNT 19 News, January 1, 2014
- “Aiming to End Age Bias Against State’s Older Unemployed,” Connecticut Mirror, December 29, 2013

What Colleagues Are Saying: Semi-Annual Progress Reports Offer Insights
Colleges across the country recently submitted their semi-annual progress reports, and the AACC staff are reviewing them. They found some wonderful insights and feedback about the program:

- “The Plus 50 Advisory Committee has been effective because we are able to pinpoint the areas that are already being met by certain organizations within the community, to avoid overlap. For example, Michigan Works! [the WIA/Workforce Development/One-Stop agency] provides free and valuable interviewing training. We then know that is not something the college needs to look at developing. As we grow familiar with the services provided in our area, we can
work to support each other in a fuller way.” Natalie Joynton, West Shore Community College

- “An abundance of resources are available [in C-PAD]. Time is better spent understanding what is available and not to recreate the wheel. I found the rubric to be one of the best resources to assist with exact needs.” Kathy Berger, Terra State Community College

- “The program has made strides in making other college stakeholders aware of the potential for addressing the specific need of the plus 50 population, but additional discussion and evaluation is required to determine where change is needed and how best to bring about that change.” Stephan Edmonston, Community College of Baltimore County

- “This effort [first year of implementation of the Plus 50 Encore Completion Program] catapulted Plus 50 into a district-wide awareness of the existence of more than 3,000 plus 50 learners in credit and workforce training programs; acknowledgement of and sensitivity to the unique needs and preferences of the plus 50 learner community; and assures sustainability of efforts to improve the experience and completion success of the plus 50 learner.” Dr. Jackie Washington, Tarrant County College District

Reminder: January 10 Webinar Explores Best Practices for Career Pathways and Credentials
Many are developing career pathways models to better align education and training programs with the needs of employers. The goal is to help individuals attain relevant certifications, connect successfully to work, and advance to higher levels of education and wages over time. This webinar on January 10, 2014, at 11:00 a.m. (ET), will highlight two career pathways models and provide specific how-to information for other states and local areas interested in developing career pathways initiatives. This webinar will include an interactive question and answer period. Registration is required.

2014 Talbots Women’s Scholarship Program: January 20 Deadline
If you know a current or prospective plus 50 female student who is seeking scholarship assistance, suggest she apply for the Talbots Women’s Scholarship Program. The Talbots Charitable Foundation offers a scholarship program for women seeking to return to college later in life. This program is for the 2014 academic year and includes one $30,000 Nancy Talbots Scholarship Award, and 30 scholarship awards of $5,000. Students planning to attend a community college in 2014 are eligible to apply. Applicants must be women currently residing in the United States or Canada who have earned a high school diploma or their GED on or before September 2004. Applicants must be enrolled, or planning to enroll, in a full- or part-time undergraduate course of study at an
accredited 2-year or 4-year institution, be attending the entire 2014–2015 academic year, and receiving a degree no earlier than May 2015. Applications are due by January 20, 2014. Get more information and apply.

**Resources to Support Your Plus 50 Program**

**COMPLETION**

*Crossing The Finish Line: Helping Adults with Significant College Credit Get Back on Track to a College Degree*

This four-page briefing paper by the National Governors Association is designed to help state governments and higher education institutions assist adults with some college credit to get back on track and complete their degrees. The authors recommend examining the gaps and deterrents that are present for adult students. States with successful completion efforts targeting adult learners are profiled and their strategies for assisting adult learners summarized. The paper closes with "Ideas for Action," offering suggestions and resources for institutions and policymakers.

**LEARNING**

“How to Be a Better Learner”

For college staff seeking to motivate plus 50 students who may be struggling, this article from *U.S. News & World Report* offers sage advice. The author notes that there’s quite a bit of evidence showing that people underestimate how much they can learn if they try, especially if it is something new. The author offers tips to help any adult who is seeking to learn new things. Making learning a community activity can help, especially if the environment is not threatening. Challenging yourself to comprehend material is also important. Even if you are reluctant to try something you have not yet mastered and are struggling, your imperfections are actually part of the learning process. Being a more active learner who applies spaced learning—where study subjects are mixed up—can be more effective.

**TRAINING & RE-TRAINING**

*Skimming for Skills: Finding Skills Data*

If you want to find information on skills and educational attainment, the U.S. Employment and Training Administration’s guide will help you examine labor or skill shortages, skill mismatches, and skill deficiencies. *Skimming for Skills* provides links to surveys, reports, and customized data tools. Each entry notes whether the survey or source supplies information on current or projected employment, job openings, occupational or industry data, and earnings. Skill-related topics include
information on the education, training, or skills required for jobs; educational attainment; educational field (e.g., college major) or coursework; and the skills individuals possess, including skill assessments. For sources that collect information on educational credentials, a detailed definition is provided. Each entry also lists availability at the national, state, or local level, and the time period covered. Due to public interest in possible skill shortages and mismatches, the guide is organized to enable users to ascertain whether each source contains supply and demand information.

PLUS 50 TRENDS

Retirement Income Challenges in the Twenty-First Century: Testimony before the Senate Special Committee on Aging

The Urban Institute’s Richard Johnson describes the key challenges to retirement security in this testimony to the U.S. Senate's Special Committee on Aging. Although median retirement incomes will continue to rise in inflation-adjusted terms for generations retiring through the 2030s, increasing shares of Americans will see their living standards fall as they enter retirement because retirement incomes are not keeping pace with earnings. High out-of-pocket medical and especially long-term care costs pose the greatest threat to older Americans’ economic security. Income inequality is also growing at older ages and many seniors have difficulty turning retirement account balances into lifelong income.