AGELESS LEARNING

In the News

Plus 50 In the News

- “Program Urges Schooling for Older Residents,” Henderson Daily Dispatch, July 17, 2014
- “It’s Never Too Late to Go Back to School,” Houston Chronicle, July 15, 2014
- “Zane State Plans Open House at Cambridge Campus,” The Daily and Sunday Jeffersonian, July 13, 2014
- “Plus 50 Health Career Opportunities Tour July 9,” Today@Santa Fe, July 7, 2014

Lessons from the Field: Colleges Offer Tips on Securing Broad-Based Organizational & Institutional Support and Developing Community Partnerships

Community colleges in the Plus 50 Encore Completion Program recently submitted their latest progress reports to AACC. A tradition of the Plus 50 program is sharing tips and great ideas among colleagues. Below are some comments and approaches from community colleges in the program for securing broad-based organizational and institutional support and developing community partnerships, two of the Standards of Excellence for plus 50 programs. We will feature more tips in our next newsletter.
Securing Board-based Organizational and Institutional Support

In Michigan, Lansing Community College’s president requested the Plus 50 program present at the college board of trustees December meeting. Following a brief presentation from the dean and program coordinator, a plus 50 student spoke to the board regarding her experience at the college, which led to her successful completion of a health care program. The provost invited eight plus 50 students to his December cabinet meeting where they shared their perspectives as older students on campus. The cabinet includes the provost, deans, and the college’s executive leadership.

In Massachusetts, Greenfield Community College’s Plus 50 Encore Completion coordinator delivered a presentation on the program to the chief academic and student affairs officer and four divisional deans.

In Alabama, Jefferson State Community College’s president sent a letter to all faculty and staff encouraging them to support the college’s plus 50 program. The letter asked them to attend a professional development program on the needs of plus 50 students.

While reaching out to the plus 50 community, the College of Southern Maryland increased the program’s visibility across the college community by collaborating with other departments. A joint kick-off event was held. Representatives from college credit programs were on hand to assist plus 50 adults seeking to transfer credit and/or pursue a degree program. Advising staff demonstrated the use of a software program called My Career Plan, an assessment tool used to help people discover their strengths in specific career areas.

Hinds Community College in Mississippi is maximizing an opportunity that can arise when you are small rural college. The city’s mayor serves on the Plus 50 Advisory Committee.

In Texas, Tarrant County College District began its Plus 50 Encore Completion program on one campus. It’s now expanding programming to all five campuses. A designated Plus 50 concierge and advisor have already been identified for four of the district’s five campuses. Tarrant County College District has successfully advocated with the public relations/marketing director for the inclusion of plus 50 images not only in materials for the Plus 50 program, but in other college marketing materials.
Developing Community Partnerships

Virginia Western Community College collaborates with a local community-based organization that provides more than 60 free computer courses. The local Goodwill Industries provides 2-hour introductory, basic, and intermediate level computer classes that plus 50 students can participate in.

New York’s Broome Community College is connecting with another initiative in its local area—the Binghamton Opportunity Center, which is proposing to provide refresher courses in literacy, mathematics, and computer skills.

Arizona’s Phoenix College has been successful in receiving contributed equipment from employers for its medical programs, reducing the demand on clinical sites for placement. The college’s medical laboratory assisting/histology programs received donated equipment to be used in a simulation center being created for student practice. Employers and community partners have also supported the design of a new simulation “hospital” for use by nursing students.

El Camino College in California offers a free computer boot camp for plus 50 students enrolled in the pharmacy technician and medical billing and coding workforce training programs. The director of the Workforce Investment Bureau asked for El Camino College Board’s approval for inclusion of the new “combined” computer and medical training programs on the training provider list, making WIA funding a possibility for those plus 50 students who may be eligible.

Credential Feature Added to O*NET Online

O*NET Online has now added certifications, training, licensing, and apprenticeship information into the summary, details, and custom reports pages. This newly-available certificate information is also included within the education level required section and makes this valuable career information available to Career One Stop.

50 Over 50 Initiative: Huffington Post/TODAY Show Seek Plus 50 Adult Nominations

Do you know a plus 50 adult who has gone or is going to college, or doing something else that is amazing to re-invent themselves? Consider nominating that person for the Huffington Post and the TODAY Show’s 50 Over 50 Initiative. Community colleges: if you nominate a plus 50 student,
please include a reference to the AACC Plus 50 Initiative with your nomination. Linking to a national effort may improve the likelihood of nomination selection. Apply quickly! Applications are due by midnight July 21, 2014.

Resources to Support Your Plus 50 Program

COMPLETION

Complete to Compete: Improving Postsecondary Attainment Among Adults
State governments and statewide initiatives can play a substantial role in improving education for adults returning for a postsecondary education, says this report by the National Governors Association. To successfully increase the proportion of postsecondary degree or certificate holders in the United States, the authors say that the focus must be on adult learner completion. To improve postsecondary credential attainment rates for adults, states and programs will need to provide flexible and integrated learning environments for adult learners, offer comprehensive support services to assist them, use cross-institutional data to track performance toward completion goals by adult learners, and create financing structures to incentivize improved performance.

LEARNING

Adult Learners and Technology: How to Deliver Effective Instruction and Overcome Barriers to Learning
In this paper, an instructor discusses how adult learners can utilize technology to enhance their learning experience. This paper outlines the factors that cause technophobia and anxiety among adult learners. It suggests several ways to cope with and address these anxieties so the adult learner can participate successfully in higher education.

TRAINING & RE-TRAINING

Congress Passes Workforce Innovation and Opportunity Act
The House of Representatives passed the Workforce Innovation and Opportunity Act on July 9 with a strong bipartisan vote of 415 to 6. The House vote follows approval of the bill in the Senate (95 to 3) in late June and will now be sent to President Obama for his signature. The legislation is the first and long-awaited update to the Workforce Investment Act of 1998, which serves as the foundation for federal job training programs. Among the areas of the bill of interest to Plus 50 workforce programs
• The bill eliminates the perceived “sequence of services” requiring an individual to proceed through core and intensive services before being eligible for training by consolidating core and intensive services into a new “career services” category.
• Mechanisms for local workforce boards to provide education and training to eligible participants are improved by adding optional methods, under certain guidelines, for contracting for classes of training for multiple participants, or on a pay-for-performance basis; incumbent worker training; and transitional job strategies. The bill allows for combined use of individual training accounts, cohort training, and pay-for-performance contracts.
• Change is made to the funding formulas for dislocated worker programs to attempt to reduce funding volatility for states from year to year.
• The bill emphasizes that basic skills, adult education, literacy activities, and English language acquisition occur concurrently or integrated with occupational skills training to accelerate attainment of secondary school diplomas and postsecondary credentials.
• A career pathways approach is emphasized for adult learners to support transition to postsecondary education or training and employment.