

CONTINUANCE MAGAZINE

Knowledge and Understanding Passing from Generation to Generation

Vol. 20: Nos. 1 & 2

Fall 2005/Winter 2006



A Senate Forum on Intergenerational Leadership:
Opportunities for Education in an Aging World

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Continuance presents a global view of multigenerational programs, policy, and trends. *Continuance* is a publication of the Intergenerational Initiative, a lifelong-learning coalition (P-16+) that seeks to stimulate new thinking about educational issues and intergenerational involvement. The goals are to foster intergenerational relationships and promote lifelong service and learning.

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About the Cover:

The Senate Forum on Intergenerational Leadership was held on November 1, 2005. Students and retirees from universities and community colleges discussed the past, (standing on the shoulders of our ancestors); the present (how we meet the challenges in our daily lives); and the future (how we can demonstrate intergenerational leadership and find the opportunities for education in an aging world).

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Cover photograph by Brandy Rees

Generations United Conference

The 13th Generations United Conference, *Intergenerational Current: Across the Life Span and Around the Globe*, was held in Washington, D.C. September 12-17, 2005. This intergenerational event featured presenters from around the world, including a fascinating plenary session on *Intergenerational Approaches in Asia* presented by a trio of experts from Singapore, Japan and Korea. The conference was jam-packed with workshops ranging from intergenerational mentoring to service-learning and kinship care.



Over 300 people attended the Generations United conference. Illinois was well represented by (left to right): Maureen Statland, University of Illinois Extension; Robin Tillotsen, Chicago Department on Aging; Christine Bertrand, Little Brothers-Friends of the Elderly; Shelley Levin, Harkness House for Children; and Ernie Mahaffey, Diversity Initiatives, Inc., Geneva; , Not pictured: Linette Kinchen, GrandFamilies of Chicago; Michael Marcus, Consultants for Community Resources, Evanston; and Robin Tillotsen, Chicago Department on Aging.



VIDEO CLIP

You will find a short video clip about writing at www.siu.edu/offices/iii (Click: What's New?). The video clip is sponsored by the SIUC School of Journalism; the Chicago Tribune (Don Wycliff); and the Intergenerational Initiative.

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AGING IN AMERICA

What
Should
We
Know
about
Aging?

What younger generations learn about aging has an impact on the older person they will become. Further, the workforce will experience an increasing number of older clients. Are we prepared to serve them? Do we understand aging?

Teaching Children that Growing Old is a Natural Part of Life

Robert N. Butler, M.D.

If we are to become a society that values its older citizens, we must teach our children by instruction and by example, for nowhere do we find a greater potential for change than in education. If we teach children that growing old is a natural part of life, and raise them to appreciate and value the contributions of older people to their world, ageist stereotypes and fears of growing old will become obsolete.

Our children will inherit the gains that have been made in the field of longevity over the past fifty years. It is our responsibility to equip them to benefit from the many years of healthy and productive living they will have beyond the age of 65. How they respond will depend in large measure on the way our schools teach them about aging. (Excerpts from *Learning for Longer Life*)

Robert Butler is Professor of Geriatrics at the Mount Sinai School of Medicine and President and CFO of the International Longevity Center, New York

Why Teach about Aging?

Fran Pratt

Children learn about aging whether we teach them or not. The issue is not whether they learn, but rather what they learn about the lifelong process of growing up and growing older. If left to happenstance, children learn about aging in the same ways they learn about so many other things—simply by absorbing what they see, often without being able to distinguish between fact and fiction. We might call this learning by osmosis. All too often, what children learn about aging is based on myths about the aging process and on stereotypes of older people that are deeply entrenched in our culture. These myths and stereotypes are transmitted from one generation to another in our language, humor and literature, and through all the media by which

we perpetuate the knowledge, values and attitudes of our society

For all these reasons, children need to learn about aging. It is better to prevent than to cure, easier to learn than to unlearn. Children should begin at the earliest possible age to develop a healthy and realistic view of aging, to understand that they can maximize their own opportunities for quality of life, and to develop understanding of the complex issues of living in an aging world. None of us, and least of all the young, can afford to face our individual or collective future(s) guided by ageist myths and stereotypes or by patterns of age discrimination and gerontophobic behavior. If preparation



for the future was ever a goal of education, then aging education should clearly be a high priority for all who play a role in educating and socializing young children. (Excerpts from Fran Pratt, *Why teach about aging?* Center for Understanding Aging, 1992, Framingham, MA)

If preparation for the future was ever a goal of education, then aging education should clearly be a high priority for all who play a role in educating and socializing young children.

Aging Education for the Future

Donna Couper and Fran Pratt

Children in elementary and secondary classrooms today have the potential of living longer than any previous generation. Barring some catastrophic development, it is possible that large proportions of these students will live into their eighties, nineties, or beyond. All around them will be people who will also be living longer. Population aging will affect virtually every aspect of society, including families, businesses, and government. Will these older adults of tomorrow be capable of taking advantage of their unique opportunity for long life? As family members, voters, and citizens of the community, how well will they deal with the challenges posed by the graying of the population? The answers will depend heavily on whether, when, and to what extent the educational community responds to the critical need for education about aging.

While education serves many purposes, one key objective is to prepare people for what lies ahead. Education not only gets people ready for what may happen in the future, it also creates an individual's potential for shaping the future and making it what they want it to be. On an individual level, the person with the broadest knowledge base and most developed skills is likely to be at the head of the line for career of

choice. On a broader level, the society whose people are well educated is able to offer everyone a high quality of life. This is why the cost of building and maintaining schools is typically the highest budget outlay for cities and towns. This is why parents scrimp and save for years to put their children through college. The assumption of parents and society is that "getting ahead in life" depends on education.

When educators lose sight of the future, they lose sight of their mission. In a constantly changing world, it is never possible to know exactly what lies ahead. However, it is possible to look at ongoing developments, make plausible estimates of what the future holds, and plan accordingly. Leaders of business and government do this all the time. So do educators. Preparation for the future means that education must be continuously in the process of reform.

Often, a significant lag exists between the emergence of a situation and general recognition of its relevance to education, especially if the situation develops gradually over time. Such is the case with education about aging. In spite of the fact that growing longevity and issues of population aging are constantly in the public eye, the topic of aging has so far received only scattered attention in schools and colleges. Over the past 25 years, teachers across the country have experimented with aging

education in settings that range from primary grades to graduate school. Yet, most young people still reach adulthood with little preparation for their own aging. Nor do they recognize the enormous implications of population aging as the longevity revolution of the twentieth century spills over into the twenty-first.

This situation will not continue. Whatever is important to society eventually finds its way into the classroom. Just as issues of environment, race, ethnicity, and gender have been embraced by educators in recent decades, aging will be recognized as a relevant topic. Excerpts from *Learning for Longer Life: A Guide for Developers of K-12 Curriculum and Instructional Materials* by Donna Couper and Fran Pratt

Donna Couper, Ph.D., is a consultant on lifespan aging-related issues for education, corporate, health care, and social service organizations since the late 1980s. She developed secondary curricula called Schools in an Aging Society, authored Children's Images of Aging, and Aging and Our Families.

Fran Pratt, M.A., is the founder and former executive director of the Center for Understanding Aging and the acknowledged aging education guru. He has authored several intergenerational books and manuals. He is retired and living in Maine.

Aging Across the Curriculum

Aging Across the Curriculum was developed in 1989 to address the need for learning about aging. Aging Across the Curriculum (AATC) provides P-20 curricula for teaching aging in the sciences, arts, humanities, math, and social sciences. Currently, AATC is being revised but the earlier version is still available at www.siu.edu/offices/iii . . .Click publications. The following summary visits the four levels of education with thoughts on curricula.

Aging Across the Curriculum

- Gives teachers and professors preschool through postsecondary suggestions to incorporate aging concepts into their existing classroom work.
- Integrates aging concepts into general studies, language arts, math, science, social studies, and creative arts.
- Targets all educational levels: preschool, elementary education, secondary education, and postsecondary education.
- Gives teachers an opportunity to plan aging education as an ongoing continuum preschool through postsecondary levels. Teachers and professors can observe how other levels of education are using aging education curricula, what precedes their instruction and what follows.
- Suggests activities that bring older persons into the classroom as volunteers.

Preschool

Helene Block, Emerita
Oakton Community College

We know that our children will grow up in an aging society; but research shows that ageist attitudes begin very early in life. Too often preschool children pick up myths and stereotypes about aging from their families, the media, and even in the school. Since

teachers are a potent force in the lives of young children, they can help dispel these myths by including life-cycle activities in their day-to-day programs. Children need models of healthy and productive aging so that their emerging self-concepts and worth as individuals can continue throughout their lives.

Elementary Education

Ann Gale, Chicago Department on Aging and Disability

Children in the primary grades today will enjoy an unprecedented longevity stretching for eighty or more years. A curriculum on aging for elementary school children needs to provide information about the aging process and offers experiences with older people. Fifteen to twenty years from now, these experiences will help the children, who have become adults, relate effectively to older persons. The intergenerational contact now will also assist students with their own continuous aging.

High School

Fran Pratt, Director
Center for Understanding Aging
Framingham, Mass

Many of the same concepts introduced in preschool and elemen-

tary classes are important to high school students. The definitions, vocabulary, and basic physiological and mental aspects of aging should be understood by the time a student graduates from high school. High school students can study the aging process with more depth, and it can be included during regularly scheduled classes in language arts, mathematics, social studies, and science classes.

Direct contact with older people will reinforce their knowledge and provide additional educational experiences for secondary students.

Postsecondary

Jane Angelis and Joanne Kaufman
SIU Carbondale

Goals for aging education at the postsecondary level resemble those of elementary and secondary education. College and university students have passed through several of the life stages and have experienced aging. Thus they can identify many of the changes produced by aging and assimilate these concepts and the wide range of disciplines of aging education.

Finding Positive Books about Aging for Young Readers



Sandra McGuire is the director of Kids Are Tomorrow's Seniors (KATS) Program and Chair, MSN Program, College of Nursing at the University of Tennessee

Sandra L. McGuire

Children's literature can be used to offer positive portrayals of older people, help educate children about aging, and promote positive attitudes about aging. Teachers need to include books with older characters in their children's reading activities and even use them to focus discussions on aging. Book collections in schools, libraries, bookstores, and homes need to have books that promote positive attitudes about aging and that integrate intergenerational activities. We need to help children see the potential that exists for growth and development throughout life, and share with children the joys of aging.

Developing children's knowledge about and positive attitudes toward aging (their own and others) will help them live each day more fully and give them the ability, understanding, and self-confidence to adapt to aging. They will be able to understand that old age does not have to be a time of personal and societal devaluation, but rather can be a time of continued growth, development, and fulfillment.

Finding early children's literature that has positive portrayals of older adults is a challenge. Older characters are underrepresented and stereotyped, and often do not have a major role. Early research

by Dr. Edward Anselmo showed that the cumulative effect of the portrayals of older adults in early children's literature showed them as unimportant, unexciting, inarticulate, flat, unidimensional, unimaginative, noncreative, and boring. Subsequent reviews of the literature largely concur with these earlier findings.

Today's children will likely live into their 80s, 90s or beyond. What they find about aging in much of early children's literature often perpetuates negative attitudes. Children need to be exposed to early children's literature that shows positive models of old age. Excerpts from *Childhood Education*, Spring 2003.

The *Growing Up and Growing Older* booklist started over 20 years ago as a way to use early children's literature to teach children about aging and to promote positive attitudes about aging. The books on the list have a positive portrayal of older adults. <http://www.lib.utk.edu/refs/ccyal/research.html>. Earlier versions of the booklist are available through ERIC (ERIC: ED347515, ED445344).

If you have books you would like to have considered for the booklist please contact Dr. Sandra McGuire smcguire@utk.edu.

Key Concepts for Aging Education

Concept I: Aging is a natural and lifelong process of growing and developing.

Concept II: Older people and younger people are similar in many ways.

Concept III: Older people are valuable and contributing members of society.

Concept IV: Old and young can enjoy each other and learn from each other.

Concept V: People need to plan for becoming older.

Concept VI: People have much control over the older person they become.

Sandra McGuire, Ph.D.

A Word about the Future

Fran Pratt and Donna Couper

When today's elementary school students reach their seventies, they may well be regarded as the "young-old" in a country that has about a million living centenarians. If such a vision of the future seems unsettling, it may be because we are projecting into the future our concept of what it means to be very old based on the centenarians we see today. Perhaps the worst kind of education we could provide children would be to teach them that their own future can be seen in the conditions of older people today. No one can say what it will be like to grow old in the middle or late twenty-first century, or under what kinds of conditions older people will live. We do know that old age today means something vastly different from what old age meant 50 or 100 years ago. We do not know whether the life of older people in the future will be better or worse, but we can be certain that it will be different. We can also be certain that,

for better or worse, those who are now growing up and growing older will largely determine what it means to grow old in years to come.

In the world of every-accelerating change, technological advances alone will not assure a better future for an aging society. Building a better future will require an educated public. Through education, those who have yet to grow old can prepare to create a better social climate in which to live a long life. People who are free of age-biases, knowledgeable about aging, and think positively about growing older will be in a far better position to create a brighter future for themselves and for others growing older. People educated about aging may be more likely to adopt healthy life styles and maximize their own chances for living long and living well. They may be better able to care for aging relatives, neighbors, and friends. They may be less likely to practice age discrimination, and as voters will make informed decisions on issues affecting all generations. It will be these human factors, not just



Children need models of healthy and productive aging.

technology, that will decide what the future holds.

As the graying of America continues, quality education about aging will be a key ingredient in creating a better social environment in which to grow and grow old. Quality education about aging will, in turn, depend largely on high quality curriculum and instructional materials that make this kind of education possible. Educators, authors, editors, and publishers have important roles. In the words of Charles Kettering, "We should all be concerned about the future, because we will spend the rest of our lives there."

As the graying of American continues, quality education about aging will be a key ingredient in creating a better social environment in which to grow and grow old.

Resources

Aging Education Resources

Aging in the United States: An Education Module. Population Reference Bureau. Washington, D.C., 1999.

"Aging Content in Elementary and Secondary School Curriculum." *Gerontology and Geriatrics Education*, Lucchino R, Lane W, Ferguson KD 18(2):37-49, 199

Schools in an Aging Society, a series of six books from Connecticut's Department of Education and Department on Aging and the Center for Understanding Aging. Titles include, Health/Home Economics Classroom Activities, Language Arts Classroom Activities, Social Studies Classroom Activities, Strengthening the School-Community Connection, Elders as Resources and Guide for Pupil Personnel Specialists. Available <http://www.cps.unt.edu/natla/>

Connecting Generations: Integrating Aging Education and Intergenerational Programs with Elementary and Middle Grades Curricula by Barbara M. Friedman.

"Retired Educators as Advocates: Promoting K-12 Education about Aging." *Educational Gerontology*, Couper DP, Norsman AS, Sulick BR. 25:1-12, 1999.

Walk in My Shoes: A 4-H Aging Awareness Project by Molly McElean. Youth & leaders guides available from University of Illinois Extension or <http://www.urbanext.uiuc.edu/wims/wimsproject.html>

Other Resources

Although not teaching resources, these books make a significant, implicit argument for the need for aging education and intergenerational interaction to combat ageism and provide for the growing population of older adults.

AgePower. How the 21st Century Will be Ruled by the New Old. Ken Dychtwald. Penguin Putnam, Inc, New York (1999).

Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America. Marc Freedman. Public Affairs, New York. (1999).

What are Old People For? How Elders Will Save the World? William H. Thomas, M.D. VanderWyk & Burnham, Acton, MA. (2004).

Web sites

Aging Education in the K-12 Health Curriculum
http://www.pbs.org/teachersource/whats_new/health/april00.shtm

Intergenerational Initiative: Comprehensive intergenerational website
www.siu.edu/offices/iii

Music and Intergenerational Activities
<http://www.umaine.edu/mainecenteronaging/muse-youth.htm>

National Academy for Teaching and Learning About Aging
<http://www.cps.unt.edu/natla/>

Reinventing Aging: Baby boomers and civic engagement www.reinventingaging.org

Compiled by Maureen Statland, University of Illinois Cooperative Extension Service, Mt. Prospect

A Family Story Is a Gift



Jane Angelis, Editor

Interviewing an older person was a key assignment for an intergenerational course. When I gave the assignment, there was a notable sigh and a few complaints. "Where will I find an older person?" "How do I talk to them?" "Why is this important?"

The students procrastinated but as the deadline drew near, they began mentioning their interviews and how much they were learning. When the day came for them to report on their interviews, it was a revealing moment. Without exception, they prized the class presentation to share their interviews with their classmates. They were dynamic and passionate in their presentations, as though they had just discovered a key part of history. They were given 10 minutes, but most talked 15-20 minutes. "Couldn't I tell just one more story?"

Students who interviewed family members found new connections with parents and grandparents. "I didn't realize my dad held three jobs when I was a baby." "My grandmother made butter

A new publication promotes communication skills and saving family stories

to help support the family." "My uncle, the Marine, wrote a book of poetry."

Students who had been shy about speaking in front of a group lost that fear when it came to telling their stories. The assignment helped them with communication skills (interviewing, reading, writing) and the analysis of their life in relation to older generations. This great learning moment was one of the factors that prompted me to work with the Board of Higher Education to promote the writing of family stories.

As a nation, we value our family stories because they connect the past to the present and give us direction for the future. Throughout the long history of the United States, the role of family has always been central to the strength and resourcefulness of our communities and our nation. The stories of families and their contributions are the threads that have woven the fabric of American history.

All generations need to understand the role that their ancestors played in the building of our nation. All generations need to understand the diverse ethnic heritages that are America. Older generations must feel the urgency

of writing or recording their stories so that their legacies are not lost. Young people must ask the questions so they can write and preserve their heritage.

A Family Story is a Gift was produced by the Saving Our Stories (SOS) Coalition, a group of historians and educators. It is an effort to persuade, nudge, and challenge everyone to ask questions about the life experiences of parents, grandparents, and great-grandparents; to learn more about family history and our ancestors, and to write their stories. The publication seeks to foster communication skills--interviewing, listening, writing, reading.

PILOTING THE PUBLICATION: YOU CAN HELP

You will find the publication, *A Family Story Is a Gift*, at www.siu.edu/offices/iii. Leaf through the guide and then call or visit an older relative to ask questions, look at photos, start talking about your stories, and write them. Your input will help us revise this version. What was helpful? What was lacking?

A Family Story Is a Gift

State Education Superintendent Talks about His Family Stories, Intergenerational Experiences, and a Career in Education

Randy Dunn says he was a farm kid from the Rock Island area growing up in the early 60s. "Being from the farm, you had to make your own entertainment, so school and church had a profound effect on me. They captured my attention because there were no competing interests. Nowadays kids are overscheduled and for many, there is no time to reflect or create their own entertainment."

"My first school left a profound impression on me. Like many students, I had favorite teachers who took an interest in me and went above and beyond. I had an English teacher who organized speech contests even though we didn't have a speech team. She said, 'You need to be doing this.' So we practiced speaking in public settings, something I wouldn't have done without her encouragement. She pushed us to read and build a good literary background."

The extended family is important to Dunn, "We got together with older and younger generations. I spent chunks of time with my paternal grandparents. They shared memories and I learned about their early lives."

"Many things change and many things don't but we need to keep connections with the past. Now when the family gets together, the grandkids ask, 'What did you do for entertainment?'"

"My parents responded to my children, 'In the summer we would sit out in the yard and stay cool, drink ice tea, and make home made ice cream. Sometimes we listened to Fiber McGee and Molly on the radio.'"

"I didn't have any big national figures who were my heroes. I admire people who do the right thing, who champion ideas, and hold to their principles."

Career in Education

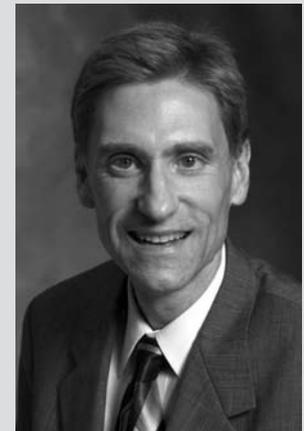
"If you don't have passion for this work in education; if you don't find meaning in public service, you should get another job. It should be a calling. If not, rethink what you are doing. For a career in education, "you need to have fire in your belly."

Intergenerational

"Intergenerational programs are a good things — real horsepower. Sometimes we find retirees who want to help, but are not driven

by the same things as we are.

They don't know how to go about volunteering in the schools, if their school experiences weren't that great. Often they are just waiting for an invitation to help out as a tutor or mentor or to share their talents and hobbies."



Randy J. Dunn was named Interim Illinois State Superintendent of Schools in September, 2004. He had served as Chair of the Department of Educational Administration and Higher Education at Southern Illinois University at Carbondale (SIU-C) since 2000. He joined the SIU-C faculty in 1995, after having served as a public school administrator and teacher in Illinois since 1980.

Intergenerational Leadership

The Sleeping Giant for Education

The first step toward intergenerational leadership is connecting generations and developing partnerships.

On November 1, Intergenerational Leadership was the topic of a Senate Forum convened by Senate President Emil Jones Jr. Retirees and students from universities and community colleges put their heads together in Senate and House hearing rooms, and found potential for joint leadership on their campuses and communities. They spoke from the Senate floor emphasizing their willingness to take leadership. Journalism students wrote about the events as they witnessed them from the Senate press box.

The history of our country is based on intergenerational leadership—all ages working together for the common good. In disasters like Katrina, we see losses suffered across generations. And then the rebuilding begins. Sons and daughters, grandchildren, nieces and nephews, pitch in to help extended families and the interconnectedness of generations is reaffirmed.

If intergenerational leader-

ship is such an important force for education why isn't it more visible in our universities, community colleges, and schools? James Belasco may have the answer. He describes the way that elephants are conditioned to quiet behavior in *Teaching the Elephant to Dance*. "Trainers shackle young elephants so that they will stay in place. Older elephants have been conditioned not to move as long as they have that metal piece around their leg. Like elephants, many universities and schools are bound by conditioning. They don't tap the potential for intergenerational leadership, not because they don't think it is important, but because they have never done it.

Peter Senge in *The Fifth Discipline* describes the importance of leadership skills in the learning organization: "Significant change will require imagination, perseverance, dialogue, deep caring, and a willingness to change on the part of millions of people." The essence of intergenerational leadership is learning—learning about

other generations, their needs, issues, and their willingness to be agents of change. In each of the following examples, the building blocks of intergenerational leadership are exemplified as younger and older generations combine their talents, goals, creativity, and energy.

When young volunteers from the Chicago Volunteer Corps toured the Botanical Garden with sight-impaired elders, the students described the plants and helped the elders touch the leaves. One student said, "I have learned not to push or pull my partner, but to touch her with my hand and let her get in balance with me. Now we understand each other." A retired policeman said, "Since I became blind, I have had to change my lifestyle. Having the students gives us the chance to go places rather than sitting home."

In Quincy, Carry Out Caravan paired students from Chaddock School and RSVP (Retired Senior and Volunteer Program) participants to deliver groceries to home-

bound elders.

In the Workforce Wisdom program, Momence high school students held a seminar to bridge the gap between what business needs of workers and what students believe that to be. The high school students organized the event with input from local retirees.

At the SIU School of Medicine, older people portray the signs and symptoms of a disease. Medical students examine their simulated patients and make the diagnosis.

The Generations Connect community forums throughout Illinois brought discussions between young and old about intergenerational ventures in their communities. The notion of intergenerational leadership was evident as they came to the table, found mutual interests, discussed important events, and jointly reported to their community.

Even the youngest students learn about leadership with older adults. At an East St. Louis Foster Grandparent Program, the kindergartners welcomed the elders to their classroom and served them tea and cookies.

United Township High School students discovered that the senior citizens needed \$500 to open a senior center. They raised the money and then the Superintendent made space at the high school for a senior center.

The Chicago State University Health with Intergenerational Partners joined students and retirees to help one another eat more healthful foods and to exercise. They did the planning together and monitored the success.

In each of these examples, stu-

dents and retirees come together for a specific purpose, identify their mission, set a goal, and make it happen. The goal isn't always achieved on the first try. For example, a computer program for elders was planned at Field School in Northbrook. Elders from a nearby senior center learned how to use a computer. One retiree was reticent about using the mouse. His student mentor asked a few questions and discovered that his arthritis was the culprit. So, together the student and retiree designed an attachment to the mouse that could be operated with comfort.

Yet intergenerational leadership is like the footprint of the abominable snowman described by leadership guru Warren Bennis, "we know it is there, but we can't see it." The recommendations from the Senate Forum give more tangible directions for change.

The 95 participants in the Senate Forum representing universities and community colleges throughout Illinois have some good suggestions. Their recommendations, listed below, speak to communication, inclusiveness, and partnerships based on trust, respect, and understanding. The outcome is an Intergenerational Leadership Model to improve the quality of education.

Getting the Word Out

Outcome: An effective communication system that keeps intergenerational efforts front and center.

Connecting the Generations

Outcome: An intergenerational infrastructure that provides easy access to

other generations.

Understanding All Generations throughout the Lifespan

Outcome: A greater sensitivity to the experiences throughout the lifecycle.

Preparing for the Aging World

Outcome: A blueprint for Educational Opportunities in the Aging World.

- Jane Angelis, Editor

Building Blocks for Intergenerational Leadership

- Contact between generations, which fosters respect and trust
- Communication, especially listening, telling intergenerational stories, and "getting the word out."
- Coalition building: identify the mission, set goals, and take action as an intergen'l team.
- Problem solving: addressing differences and building on similarities
- Perseverance: Failure is a life lesson and a critical part of learning. The important action is to keep trying.
- Learning is the essence of intergenerational leadership—learning about another generation's needs, issues, and achievements
- Understanding between generations is the result of dialogue and knowledge.
- Renewal and Reinvention are the foundation of intergenerational leadership, tapping creativity and wisdom.



Senate President
Emil Jones Jr.

SENATE FORUM ON INTERGENERATIONAL LEADERSHIP

Key sponsors included the President of the Illinois Senate, Office of the Senate, Illinois Board of Higher Education, and the Intergenerational Initiative, Southern Illinois University Carbondale



Forum Participants

American Family History Institute: Pat Bearden; **Changing World:** Mark Rodriguez; **Chicago Public Schools:** Martha Jantho, Yolanda Simmons; **Chicago State University:** Anthony Stephans, Jeri Richard, Naomi Stephens, Tiffany Hope, Anthony Bishop; Effie Stewart; **Eastern Illinois University:** Terry Weidner, Alan Baharlou; **Illinois Central College:** Allison Rodgers, Glenn Roberson, Rita Ali; **Illinois Board of Higher Education:** Frances Carroll, Proshanta Nandia, Terry Nunn, Judy Erwin; **Illinois Coalition for Community Service:** Joe Dunn; **Illinois Community College Board:** Bill Naegele; **Illinois Department on Aging:** Charles Johnson; **Illinois PTA:** Brenda Diehl; **Illinois State Board of Education:** Andrea Brown; **Illinois State University:** Anita Revelle, Bill Cockrell; **John Wood Community College:** Carla Gosney; **LifeTimes:** Thomas Laue; **Lincoln Land Community College:** Naomi Fowler; **Northeastern Illinois University:** Diana Navar, Joseph Morton; **North Central College:** Jan Fitzsimmons, Danielle Bank; Nick Berg, Jenna Mikolajczak, Kelly Mueller, Rogelio Aguilar; **Northern Illinois University:** Allison Loverher, Benetta Stearnes, Christina Vujnich, Lou Jean Moyer; **Prairie State Community College,** Jana McCloskey, David Whitaker; **Richland Community College,** Jolene Wiegard, Randy Hill; **Southern Illinois University Carbondale:** Jon Pressley, Ted Clark, Nate Brown, Tequia Hicks, Kevin Winstead, T.J. Zweideninger, Jim Maloney, Brian Pinksterhaus, Jarel Lovess, Pete Plesko, Javal Cecil, Andrea Zimmerman, Dave Christensen, Bruce Appleby, Howard Carter, Bernadette Summerville, Doug Bedient, Seymour Bryson, Kathleen Plesko, Joe Burton, Walter Wendler, Jane Angelis; **Southern Illinois University Edwardsville:** Virginia Bryan, Andrea Noland, Beonica McClanahan, Zack Groves, Adam Pallai, Lee Ann Lomax, Lisa Suliman; **State Universities Annuitants Association:** Don Naylor; **University of Illinois at Chicago:** Alex Sainvilier, Darryl Aguste, Umaair Mamsa, Vicram Patel; **University of Illinois at Springfield:** Bob Skorczewski, Kyle Simpson, Heather Shaffer, Delinda Chapman, James Forstall, Richard Adorjan; **University of Illinois at Urbana Champaign:** Charles Menchaca, Mary Beastall, Clarence Shelley; **Western Illinois University:** Bettye Thompson, Frank Sorenson, Beverly Crede, William DeJong, April Eichele, Hind Salah, Kristen Nicholson, Thom Koshwanez, Elliot Van Fleet

Preliminary Recommendations on Intergenerational Leadership

Getting the Word Out

- 1) Develop a communication network with the media, one another, and with friends and colleagues. Tell one person or tell five people about the importance of intergenerational connections.
- 2) Gather stories about successful intergenerational efforts and publicize them. Outcome: An effective communication system that keeps intergenerational efforts front and center.

Connecting the Generations

- 1) Conduct an inventory of what is happening across the state through education, retiree, and existing organizations.
 - 2) Promote dialogue between education and aging organizations at the state level and between generations on campus and in the community
 - 3) Link student and retiree organizations through collaboration, partnerships, and mentoring programs.
 - 4) Encourage campus leadership to use the bully pulpit to foster bridges between generations.
- Outcome: An intergenerational infrastructure that provides easy access to other generations.

Understanding All Generations throughout the Lifespan

- 1) Promote a statewide effort to encourage study about aging from the early years until the older years, with particular emphasis on Gerontology and Aging Education
 - 2) Foster aging across the curriculum so that learning about development is a lifelong learning experience.
 - 3) Promote dialogue about the needs of all generations through campus and community discussions.
- Outcome: A greater sensitivity to the experiences throughout the lifecycle

Preparing for the Aging World

- 1) Begin a dialogue with state leaders on the opportunities for education in an aging world.
 - 2) Gather information on local efforts to develop partnerships between aging and education.
- Outcome: A Blueprint for Educational Opportunities in the Aging World



Terry Nunn, IBHE and Tequia Hicks, SIUC led with topics that included getting generations together and planning activities that can be mutually beneficial to the university and the community.



Dr. Francis Carroll, IBHE member and Jenna Mikolajczak, a North Central College student, focused on the importance of mentoring. Below: Retirees and students are writing the details of the discussion for later reporting to all in the Senate Chamber.



Senate Forum Sponsors

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L to R: Chairman James L. Kaplan, Board Member Dr. Frances Carroll, Board Member Dr. Proshanta Nandi, and Executive Director Judy Erwin

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President Al Bowman
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Chancellor Richard Ringeisen
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President Salme Steinberg
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L to R: Chairman Guy Alongi, Board Member Bill Naegele, Executive Director Geoff Obrzut, and President Alice Marie Jacobs, Council Community College Presidents, President, Danville Area College



L TO R: President Paul McCarthy, Prairie State College; President John Erwin, Illinois Central College; President William Simpson, John Wood Community College; Not pictured: President Gayle Saunders, Richland Community College

Illinois State Board of Education

L to R: Chairman Jesse Ruiz, Board Member Andrea Brown, State Superintendent Randy Dunn



Illinois Department on Aging



Director Charles Johnson

State Universities Annuitants Association



David Hilquist, President



Don Naylor, Executive Director



Photos above and below depict students from University of Illinois at Chicago, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, University of Illinois Springfield, Western Illinois University, and faculty from LifeTimes preparing articles for their newspapers.



Above: Deliberations continue in the Hearing Rooms.

What Happens After a Senate Forum?

The mark of a successful meeting is what happens afterward. Thirty five of the 95 forum participants made commitments on how they would continue their efforts on campus.

For example, the Office of Disability Services and SIUC students plan to interview senior citizens at the Carbondale Senior Center and write their stories. The students shared their idea with colleagues at UIUC who were also interested in starting a program.

Others made commitments to mentor others, start an intergenerational program, meet with leadership, make a speech, spread the word, start a service project, attend a meeting, and more.

Thank You! An event like the Senate Forum doesn't happen without teamwork. Thank you to the greatest team: President Emil Jones and the speakers, Frances Carroll, Walter Wendler, Charles Johnson, Tequia Hicks; to the sponsors, planners, and those who helped make the Senate Forum a success especially Linda Hawker, Office of the Senate, Deb Shipley, Cindy Davidsmeyer, and Brandy Rees, Office of the Senate President; to the facilitators: Frances Carroll, Andrea Brown, Bill Naegele, Seymour Bryson, and Terry Nunn; to IBHE staff, Linda Oseland, Trish Fenton, Yock Hoon Tan, Tom Lamont, Judy Erwin, Donna Logan, and Terry Nunn; to the presidents and chancellors who sent such incredible students and retirees, and went the extra mile to help them get to Springfield; and most of all for the loyal support of the planning and implementation committee, Pat Bearden, Yolanda Simmons, Martha Jantho, Mark Rodriguez, Bernadette Summerville; and to the SIUC Office of the Chancellor, particularly Julie McDannel and Jennifer Howell; to the School of Journalism; and to the SIUC departments that keep me in business: printing, travel service, campus mail, and Instructional Support Services, Morris Library.

-Jane Angelis

Helping Communities Help Themselves

Illinois Coalition for Community Services

I was privileged to serve as a delegate to the Senate Forum on Intergenerational Leadership sponsored by the Intergenerational Initiative. I found the dialogue to be of great value and look forward to a continued conversation.

Although most of the attendees were from the world of academia, I left with a sense of affirmation of what the nonprofit organization I represent has been doing for many years in communities across our state. Our stories of successful tutoring and mentoring programs might sound very different than those organized in communities that have a vast pool of retired educators and other professionals willing to offer their time and knowledge to young people. Our tutors might not have degrees, but they do have time. And just as important, they have a great desire to connect with the young people of their communities.

I am most proud of our efforts to develop out-of-school programming for kids in communities where, due to consolidation, there are no schools. Because of a lack of transportation and high levels of poverty, we have many young people with no ability to access our traditional after-school tutoring programs. We help those communities help themselves, as best they can.

A few years ago when, in tiny Bush, Illinois, a group of volunteers took on the task of providing after school programming just once a week. Held in a building that had once been a tavern, this space was transformed into a nurturing, safe place for kids. The young people did their homework, had a snack and shared their lives with adult volunteers. One volunteer commented that she was surprised to hear that one little girl had never decorated cupcakes. Decorating them was a rich experience for both the student and the volunteer.

One of our former VISTA volunteers who organized several after school programs, told about her response to a potential volunteer who said she didn't have the skills to be a tutor: "You know your ABCs, don't you? You can tutor!" And



Joe Dunn
Executive Director
Illinois Coalition for
Community Services

she did. Our VISTA volunteer went on to organize five such programs in Alexander and Pulaski Counties, areas where traditional resources are few. These programs weren't held in schools, but rather in churches, public housing complexes, community centers and even fire stations, all in the neighborhoods where the kids lived. All of these efforts were sustained through local support, with no

public funds being spent other than the stipend to the VISTA volunteer.

Communities need not wait for our educational entities to offer these programs. ICCS would be glad to help. Give us a call. And, if you're an educational institution and you would like to enter into a relationship with one of the underserved communities in which we are active, we'd be glad to help with that too. For more information, 217-522-2378 www.time-to.org



Tending to landscaping is like all of life's lessons, it must be taught. This ICCS project brought generations together to beautify their neighborhood.

Higher Education Summit

“As a country, our future economy is at stake.”
Jeffery Mays, president, Illinois Business Roundtable

“The summit has put the spotlight on the status of higher education in Illinois and the need for leadership to immediately address critical concerns.”
Senator Miguel del Valle, Chicago

Purpose of the Summit

“In many ways this is a landmark occasion for all of us. It’s a rare opportunity for the leaders of higher education to be able to sit with legislators, with representatives from the office of the governor and his budget staff, with leaders of elementary and secondary education, and with executives of the business community to have an informed and thoughtful discussion of important issues like those on our agenda today. We ought to consider whether this summit might be a model for periodic meetings in the future for all sectors and levels of education together with policymakers, to learn, to talk, to resolve differences, and forge partnerships that will improve schooling for all students from preschool through graduate school in Illinois.”



Chairman James L. Kaplan

More than 200 Illinois legislators, state government officials, business leaders, and higher education leaders participated in the first higher education summit on November 9, 2005 in Chicago. Several major themes developed during the day-long meeting: building partnerships, strengthening the seamless path of education, and speaking with one voice. However, funding was the central theme, with a nonpartisan group of legislators giving suggestions on how to mount a campaign, market higher education, and demonstrate the value of higher education to the community and the state.



“Today, workers in the U.S. and western Europe are the most expensive in the world. It is easy for workers in other parts of the world to take the higher end professional jobs. The only way this country and state can respond is to prepare the best educated workers in the world.” Paul E. Lingenfelter, president of the State Higher Education Executive Officers

Challenges for Higher Education

1. For every 100 students who enter ninth grade in Illinois, 28 will not finish high school and only one of five of them will receive a college degree by age 24.
2. Needy college students face a growing challenge to pay for their education. With grants covering only a portion of their costs, they are left to find loans, work, and have greater distraction from their studies.
3. Eighty percent of the fastest growing jobs in the U.S. require a minimum of a two-year college degree. At the same time, the fastest growing populations are those with the lowest academic achievement rates.

ILLINOIS'S Educational Pipeline



In Illinois, for every 100 ninth grade students ...



... 72 students graduate from high school four years later.



... 43 students immediately enter college.



... 30 students are still enrolled in their second year.



... 20 students graduate with either an associate's degree within three years or a bachelor's degree within six years.

Higher Education: Why It Matters

Substantial increases in those segments of America's young population with the lowest level of education, combined with the coming retirement of the baby boomers—the most highly educated generation in U.S. history—are projected to lead to a drop in the average level of education of the U.S. workforce over the next two decades. This will happen unless states do a better job of raising the educational level of all racial/ethnic groups (Policy Alert Supplement, National Center for Public Policy and Higher Education).

“The income gap between those who have some postsecondary education and those who do not increasingly represents the difference between being able to earn a living wage or not.”

Readiness for Higher Education

College Readiness: A Critical Link in the Education Pipeline

Jennifer Presley

Evidence is growing that state and national economic strength is increasingly dependent on an educated workforce, and that some postsecondary education is needed for a growing number of employment opportunities. Furthermore, the skills and knowledge required in the workforce are no longer very different from those needed for success in college. Employers seek well-educated and committed employees. The income gap between those who have some postsecondary education and those who do not, increasingly represents the difference between being able to earn a living wage or not.

But performance gaps continue to persist between different economic and racial/ethnic groups even among those who reach the bar of high school graduation. Such discrepancies threaten not only Illinois' and the country's economic strength, but also the social contract of our education system to provide all students with opportunities to maximize their learning potential (and thus their earning potential). Excerpts from the Illinois Education Research Council report, *The Demographics and Academics of College Readiness in Illinois*. For further information, <http://ierc.siu.edu> Jennifer Presley, is the executive director, Illinois Education Research Council, SIU Edwardsville

Distribution of College Readiness Among the Illinois Class of 2002

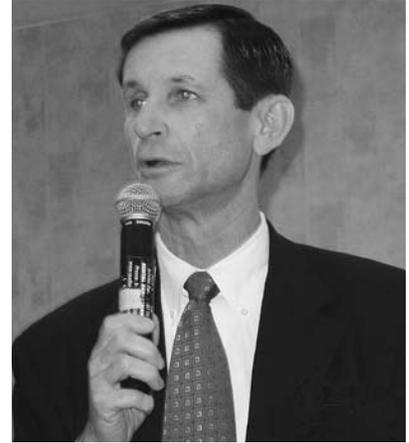


Summit speakers on topics, such as readiness, the implications of higher education, access and success, and finance included L to R: Father John Minogue, IBHE Board member, Representative Richard Myers, Colchester; Jennifer Presley, executive director, Illinois Educational Research Council; and Dennis Jones, executive director, National Center for Higher Education Management Systems

Speakers and Topics

Richard Stephens, senior vice president for human resources at Boeing, asked the questions, “Are we still looking at old ways to solve new problems? What is the common vision for higher education in Illinois? . . . Building coalitions is key to solving this shared problem.”

He suggested a vision for higher education in Illinois: “Illinois government, business, media, health, and community leaders will align and integrate their actions that result in developing diverse, innovative, capable lifelong learners who live and work in multi-cultural environments.”



The panel on Access and Success featured views about schools, national perspectives, universities, a student’s view, and suggestions from the General Assembly. Randy Dunn said that there is a need for high school reform. We have 10,000 hours of class time and 15,000 hours of curriculum. “We need help getting the message out.” L to R: State Supt. Randy Dunn, Paul Lingenfelter, president, Higher Education Executive Officers, Beverly Anderson, provost Chicago State University; UIUC student Danielle Gaines; and Will Davis, representative, Hazel Crest



“Where We Have Been” was the opening panel of the Higher Education Summit led by Stanley Ikenberry, UI president emeritus, and L to R: Stuart Fagan, Council of University Presidents; Jon Astroth, Council of Community College Presidents, Representative Kevin McCarthy; Elliot Regenstein, Governor’s Office; Senator Miguel del Valle; Adam Howell, Eastern Illinois University student; Father Michael Garanzini, president, Loyola University; and Representative Rich Myers.

Comments from Legislators, Educational Leaders, Business People and Students

Miguel del Valle expressed his support for education, "I ran for office to deal with education." "Universities receive a lot of attention and there is a perception that higher education is doing very well. The General Assembly may think that there is a little fat to be trimmed."



Elliot Regenstein, Office of the Governor for Education Reform: "Higher education is not making the case for how increased funding spent on education will benefit the taxpayer. . . "You need to build understanding with the public and make a case why the next dollar should go to higher education."



Representative Richard Myers, Macomb : "We have a great knowledge base and want to improve it. With decreased funding, it is a challenge to maintain the focus of higher education."



"We need to get the message out to communities, to parents, and form partnerships. . . The message of doom and gloom is also a message of opportunity." Jeff Mays, president, Illinois Business Roundtable

Kevin McCarthy, Springfield, chair of the House higher education committee, "We need to do a better job of telling what a good job higher education is doing. Lack of funding is hurting universities."



"The critical role that post-secondary education plays in preparing people—young and old, traditional students and adult learners—is for a workforce that is increasingly unforgiving of the under-educated." Roderick G.W. Chu, chancellor, Ohio Board of Regents

"We are not capitalizing on the strength of our educational systems. We need to come together on certain issues and speak with a unified voice." Christine Sobek, president, Waubensee College

Stuart Fagan, representing public university presidents and chancellors said, "Our system of education must work at all levels to achieve readiness, so students can move in a seamless path."

Student Adam Howell, Eastern Illinois University student, "Many students are working 40 hours a week and taking 12 hours of classes."

"I found my dream in a community college." Danielle Gaines, UIUC student.

"We continue to look for plans to save Illinois money. By sharing resources, expertise and ideas with the other member states in the MHEC, we can assure the best quality of higher education for our students." Senator Brad Burzynski



The Future of Higher Education

After the Higher Education Summit

“The Higher Education Summit spotlighted many of the pressing challenges our state faces in providing excellent opportunities to all of our citizens. It was a beneficial experience for all of the sectors involved in improving our system.” Rep. Kevin McCarthy

“When you start talking about higher education policy it quickly becomes a conversation about funding. That is important, but higher education is a means to greater social purposes. We need to have a conversation on what those priorities are and answer the question, “higher education, how will you help?”

Does Illinois want to depend on imported workers to do the high end jobs? Illinois has done well, but is slipping. The number of uneducated adults is a big problem.

The summit was a good start and now the hard work begins. Out of the summit somebody has to say, “these are our priorities and then build a parade behind them.



Dennis Jones,
president,
National
Center for
Higher
Education
Management
Systems

“While the summit did not generate an action plan, it was clear that educators and legislators concerned about education must work together for a public policy that provides a seamless continuum in education from early childhood through college degree, and encourages teaching methods appropriate for the types of students that come to our classrooms.

Rep. Robert
Pritchard



Legislators who attended the Summit

Senator Pamela Althoff, Representative Mike Bost, Senator J. Bradley Burzynski, Senator Dan Cronin, Representative Monique Davis, Representative Will Davis, Senator Miguel del Valle, Senator Kirk Dillard, Representative Kevin Joyce, Senator Chris Lauzen, Senator Edward Maloney, Representative Kevin McCarthy, Representative David Miller, Representative Richard Myers, Representative Milton Patterson, Representative Robert Pritchard, Senator Christine Radogno, Senator Kwame Raoul, Representative Chapin Rose, Senator Rick Winkel



Stanley Ikenberry
President Emeritus
University of Illinois

There is reason for concern about the future of public higher education in the United States. The concern is driven, most visibly, by the recent significant cuts in state support experienced on most public university campuses and by the harsh reality that today’s strains are merely a continuation of a three-decade-long trend driven by systemic tensions in state budgets.

In the end, the issue is not just about the future of public higher education, but about what affordable education can provide. Given the changing nature of the society and the economy, public universities in the United States are a crucial and indispensable means toward more compelling ends; a healthy, vital democratic society; satisfying, meaningful life-chances for citizens; and survival in a rapidly changing, increasingly competitive and uncertain world.

Excerpts from *The Future of Higher Education*, Policy Forum, Institute of Government & Public Affairs

State System for Involving Retirees in Education

Throughout the state, intergenerational programs are connecting retirees to schools and campuses to tap the talents of a growing retired population. University presidents and chancellors and community college presidents are working with local annuitants chapters and planning programs that will be implemented by 2007.

Programs like HURRAH (Happy Upbeat Recycles Retirees Actively Helping) are forming partnerships in many communities to benefit P-12 education.

Find Five

Five Five is the brainchild of Mary Simon, an emerita of Southern Illinois University Carbondale who believes the higher education community can do more to foster academic performance in local schools. She invites people to have coffee and then asks them to find 5 volunteers who would enjoy working with children in the schools.

Simon represents the SIUC Emeritus and Annuitants Association, a chapter of the State Universities Annuitants Association. She is part of a team comprised of the annuitants, local schools, and the university. She asks people to fill out a background check form and then passes it on to the volunteer coordinator and the school takes it from there. Volunteer coordinator Katie Collie waits for the background checks to be approved and then calls the volunteers with the news that they can start on the day or days they have chosen.



L to R: Mary Simon, retiree recruiter for SIUC reports that she has found 50 new volunteers. Katie Collie, volunteer coordinator for Parrish School and Candy Myers, principal, congratulate her for bringing new tutors to the school.



RSVP Continues to Excel in Recruiting Older Illinoisans to Schools John Wood Community College Partners with the School District

Potential recruits from the John Wood Community College Annuitants' Association and retired teachers from the Quincy Public Schools listen to Trish Viniard, assistant superintendent for the Quincy Public School District 172. She addressed newly-recruited mentors at a Child-Family Mentor Program orientation held in September. Viniard discussed the goals and expectations of the program. A total of 50 new mentors have been matched this year with elementary students at-risk of failure.

The Adams County RSVP (Retired and Senior Volunteer Program), a program of John Wood Community College was a co-sponsor for the training. RSVP has been an active partner in the recruitment of volunteers for the program since its inception. Mary Beth McGee is the RSVP coordinator for the school program.

HURRAH Takes “PRIDE” in Modeling Mentoring Program

Barb Ceruti

For years, HURRAH (Happy Upbeat Recycles Retirees Actively Helping) volunteers have set an example of steadfast support and fine citizenship for local students and fellow community members. Now, they are offering their model of excellence to a neighboring school district. Through a program called PRIDE (Proud Retired and other Individuals Dedicated to Education), community members and officials from Geneva School District 304 are bringing seniors and other citizens into schools to mentor youngsters, and they’re looking at HURRAH as their prototype.

“We were extremely impressed by the number of volunteers in HURRAH and the results that the program has seen in Naperville’s schools,” said Geneva Board of Education and PRIDE committee member Mary Stith. She was introduced to HURRAH when she attended a presentation by Russ Marineau during a Geneva town meeting. “HURRAH has received so many accolades, we didn’t need to explore other programs for comparison,” added Stith, citing Naperville’s close proximity and similar demographics to Geneva as further reason to enlist HURRAH’s mentorship.

Marineau’s invitation to present HURRAH’s success story to Geneva came from a mayor-appointed strategic planning committee charged with integrating senior citizens into the Geneva community and schools. Geneva’s attention first turned to HURRAH when the mother of one of the planning committee members spotted an article featuring HURRAH in *Midwest Living* magazine and wondered why Geneva didn’t have a similar program. Generating further interest in HURRAH



Principal MaRuss Marineau, the chairman of HURRAH, also enjoys working with the students in Naperville School District 203.

was the influence of Geneva Community High School Associate Principal Marge Eskey, a Naperville resident whose father is HURRAH volunteer John Thompson. “Marge was able to provide great insight into the workings of HURRAH and is very acquainted with personnel in District 203,” said Stith, who, along with Eskey, attended HURRAH’s 2004 orientation meeting to learn more about the organization. Stith reported that both the school board and the

city of Geneva had been exploring the possibility of a volunteer program for seniors and other citizens for some time.

“The majority of residents in our community don’t have schoolchildren, and the PRIDE program represented an opportunity to bring them into the schools as well as provide activities for them, something the city had identified as a goal for its retired residents,” explained Stith. “The other obvious benefit was for our

Continued on page 29

Working In The Schools (WITS) and the Experience Corps

Alexis Ashley

The first few times Emma Nesbary sat down to read with Altwan Ross, a 3rd grader at Sullivan Elementary School, she could barely get him to speak. Luckily, the retired sheriff and new Experience Corps volunteer has a lifetime of experience being patient.

One day as Altwan read the Biography of Martin Luther King, Jr. at just above a whisper, Nesbary noticed the student's Jamaican accent. She asked him if this was the reason for his quiet voice and he revealed that his classmates made fun of his speech. "I told him that I thought it was so nice to have an accent, that his sounded beautiful," Nesbary said. "The next story he read aloud, he just belted out. There was so much excitement in his voice."

Emma Nesbary is one of 24 Chicago Experience Corps members working with children to improve literacy through intergenerational, one-on-one mentoring. A national service program, Experience Corps connects volunteers over the age of 55 with students in their neighborhood schools for after-school tutoring.

During the individualized 50 minute sessions, volunteer and student pairs focus on sight words and graphic organizers, as well as reading aloud from Scholastic Reading Skills Kits and the WITS provided book bin. Each tutor



An Experience Corps worker at Copernicus school helps with reading.

spends 15 hours a week with a total of five students. Each child works with the same tutor three times a week, establishing an intergenerational rapport.

Chicago is the fourteenth city to host the program, joining the ranks of 1,800 older adult volunteers nationwide. Working In The Schools (WITS) launched Experience Corps this fall at three Southside schools: Copernicus, Bontemps and Sullivan Elementary Schools. WITS plans to expand the program to 10 schools within the next four years.

Arne Duncan, CEO of Chicago Public Schools says, "I am always happy to welcome a one-on-one tutoring program into our schools, particularly one that has proven to improve student test scores."

Research shows that Experience Corps boosts student academic performance, strengthens ties between schools and surrounding neighborhoods and enhances the

well-being of the volunteers.

Experience Corps members in Chicago are retired nurses, teachers and bus drivers, among other vocations. While many live or grew up in the schools' surrounding neighborhoods, it is not a requirement. Members who commit to at least 15 hours a week also receive a \$225 monthly stipend.

Mayor Richard M. Daley, long a supporter of WITS, strongly endorses community involvement in the schools. "By sharing your world, your love for reading and your experiences, you can change the outlook on life for many of these children," he says.

Mirroring demographic trends in the nation as a whole, Chicago's population is aging. Nearly 400,000 Chicagoans--or 15 percent of the city's overall population--are over 60. As Baby Boomers age, the face of retirement is changing to one of active and purposeful engagement. Experience Corps engages older adults, an essentially untapped national resource, to help solve serious social problems, including illiteracy.

"Over the past 14 years, we've shown that volunteers can make a big difference in Chicago's schools," says WITS Executive Director Mary Ellen Guest. "Now WITS is returning to its roots of intergenerational work, recruiting mentors who can bring a lifetime of experience to our youth."

From Page 27

children in the district to receive one-on-one support in areas of academics, specifically reading, at a time when staffing and funding for schools is carefully monitored." Added PRIDE Chairman Steve Lillie, a former school board president and, according to Stith, the "chief engineer" of the PRIDE initiative: "With the Baby Boomers reaching retirement age, we knew there would be plenty of active seniors looking for meaningful and fulfilling opportunities to contribute to the community."

In addition to the efforts of Marge Eskey, Steve Lillie and other PRIDE pioneers, the leadership of Russ Marineau has also been valuable to the PRIDE initiative, according to Stith. "Russ has been indispensable and so enthusiastic that we are initiating a program modeled after HURRAH," she said. Dr. Jane Angelis, Southern Illinois University's Intergenerational Initiative Director and Editor of *Continuance* magazine, advised PRIDE's planning committee members to contact Marineau when they began formulating their strategy to engage

seniors in Geneva schools.

"The most important person for you to reach is Russ Marineau," Angelis advised committee members last year. "He has managed the HURRAH program in Naperville School District 203 for upwards of ten years. The HURRAH program is the best in the state and just gets better with age," added Angelis, who has collaborated with Marineau on other initiatives promoting intergenerational relationships throughout Illinois.

Steve Lillie noted that staff members and HURRAH volunteers at Beebe School, where PRIDE committee members were able to observe HURRAH in action, have also been instrumental in the launching of Geneva's mentoring campaign. "It has been a team effort to establish PRIDE," affirmed Mary Stith. Heeding advice they received from HURRAH, PRIDE's executive board (comprised of former Board of Education members, District 304 staff from all school levels, and education activists from the Geneva community), is implementing its program slowly,

beginning with one pilot elementary school and focusing primarily on reading support. Using the HURRAH application as a starting point, the PRIDE program (funded principally by Parent Teacher Organization donations) plans to adapt first to the particular needs of its pilot school and then, as HURRAH has done, expand to the middle and high school levels.

Efforts to recruit volunteers have thus far focused on retired teachers and individuals previously involved in the schools; however, the PRIDE committee is also setting its sights on senior organizations and church communities.

"We believe the PRIDE program offers endless possibilities at all levels," asserted Mary Stith. HURRAH Chairman and PRIDE mentor Russ Marineau wholeheartedly agreed: "Programs such as HURRAH, and now PRIDE, are good for the volunteers and good for the community."

Barb Ceruti is on the staff at District 203 in Naperville.

From page 28

Emma Nesbary and her fellow Experience Corps members are only too happy to do so. "We just read a book about a child who planted a seed in a jar and watched it grow. I was thrilled when Altwan said he wanted to plant his own seeds. Now we watch our jar in the tutoring room to see how the seeds will grow."

WITS is still looking for volunteers for the 2005-2006 school year. Experience Corps candidates must be 55 or older, complete an application and interview, get TB tested and fingerprinted, and undergo a background check. For more information, visit www.workingintheschools.org or call 312.368.WITS. Experience Corps/Working In The Schools (WITS) *Alexis Ashley is a staff member for Working in the Schools, a Chicago volunteer organization. jen@witsontheweb.org*

Organization and recruitment are critical to a successful retiree volunteer system

A new study examines the organization of volunteer programs in education.

“Too often, volunteers get frustrated and drop out of community-service activities because they do not feel they have been well managed.”

David Eisner, CEO of the Corporation for National and Community Service

The Illinois Board of Higher Education and State Board of Education are funding two studies to gather information about the organization of volunteer programs in education. One is a survey of retirees from higher education and the second study is focused on the management of volunteer programs in schools and on campuses.

The study of annuitants will help answer the question, “What happens when you retire?” It will cover a range of topics about volunteering, recruitment, and the activities of retirement. The survey will be designed by the Applied Research Consultants (ARC) a component of the psychology department at Southern Illinois University Carbondale.

Understanding retirees is only one piece of the puzzle. A viable statewide retiree volunteer program also depends on the organizational structure in the schools and on campuses. The second study will examine the organizational structures of volunteer programs throughout Illinois. Questions to be asked and answered are, what works, what doesn't,

what has stood the test of time? What are the needs of educators in organizing and maintaining volunteer programs? What are the elements of a successful program? Who are the champions and what are their stories?

A committee to review the instrument and process includes John Tetwiller, emeritus, University of Illinois Urbana Champaign; Frank Sorenson, emeritus Western Illinois University, James Forstall, retiree, Illinois Board of Higher Education; Don Naylor, executive director, State Universities Annuitants Association; Marcia Langsjoen, retiree, Illinois Board of Higher Education, Russ Marineau, retired executive, IBM; and Jennifer Presley, Illinois Education Research Council, SIU Edwardsville.

Background for the Study

It doesn't take a rocket scientist to understand the impact of retirees tutoring and mentoring young students. With the growing retiree population—1 out of 4 Illinoisans will be 60 or older by 2050 -- this is clearly a sleeping giant for education. Many retirees say they are interested in helping in

the schools, but according to Don Naylor, executive director of the State Universities Annuitants Association, “a big stumbling block is the lack of an organized effort.” David Eisner, CEO of the Corporation for National and Community Service also emphasizes the importance of good management as key to successful volunteer pro-

Applied Research Consultants (ARC)

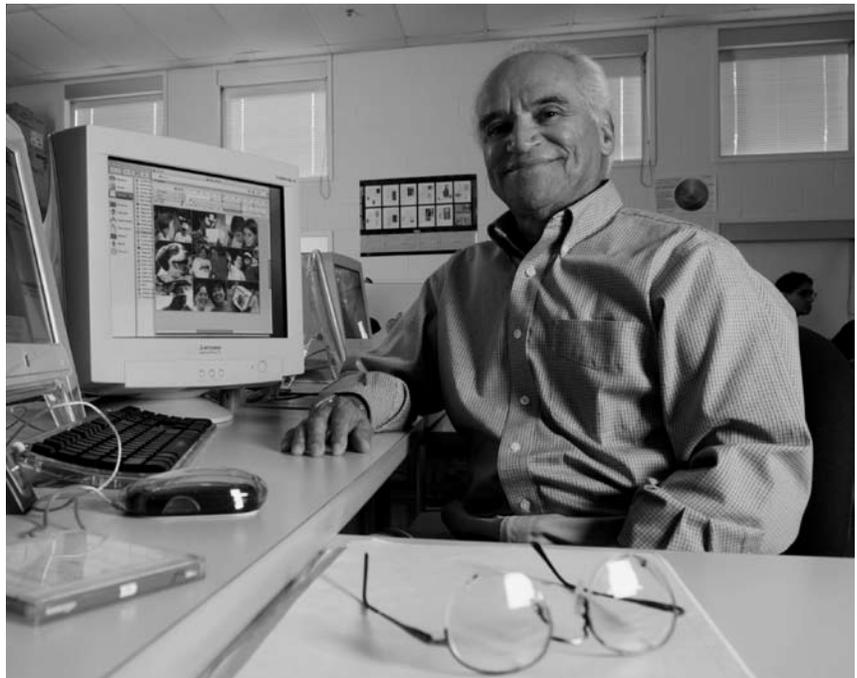
ARC has both educational and service missions with goals to provide an applied research practicum for graduate students associated with the Applied Psychology program. The organization promotes the professional development of students as applied psychologists and promotes appreciation for the role of empirical methods and psychological theory in organizational and community problem solving. Professor Lynda Sagrestano is the faculty advisor.

grams. "Too often, volunteers get frustrated and drop out of community-service activities because they do not feel they have been well managed." Educators at all levels and the business community applaud the research and the idea of a statewide retiree volunteer system. "Tapping into the educator retirement pool to find talented and experienced people to assist in nurturing young minds is a great idea with exceptional potential," said Douglas Whitley, President & CEO of the Illinois Chamber of Commerce, "It could provide a valuable new human infrastructure for education."

A successful retiree volunteer system will be one that is based on quality data, evaluation, and a functional management process. The Retiree Volunteer System, the focus of the study, was officially launched last December by Senate President Emil Jones Jr., the IBHE Chair James L. Kaplan, and the State Universities Annuitants Association. It is a call to action for retirees from universities, community colleges, and local communities to help organize a volunteer system in their communities.

The Intergenerational Initiative, SIU Carbondale is the lead organization in this wide-ranging coalition committed to tapping existing resources to improve education. www.siu.edu/offices/iii

Sam Cordero Wins Lifelong Learning Award

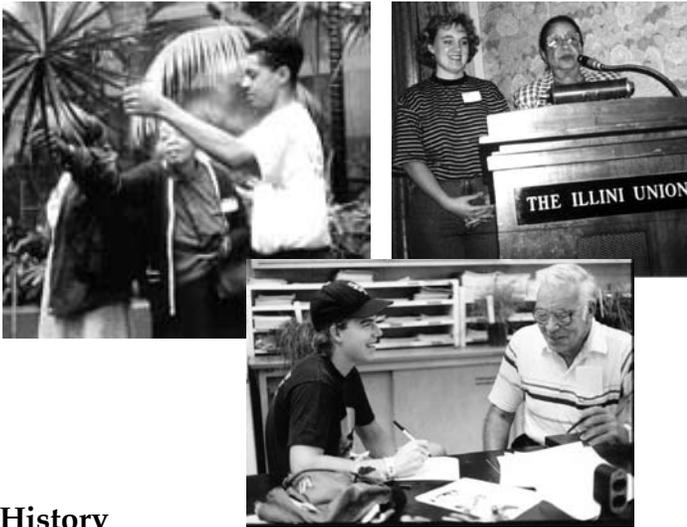


Sam Cordero first stepped onto the Moraine Valley Community College campus nearly 30 years ago. Those early classes fueled his love for gardening and led to his designation as a master gardener. Later, as the creative director for one of Chicago's top advertising agencies, Sam again looked to Moraine Valley to enrich his skills, this time in graphic arts. He grew from using pen and charcoal to mastering digital art and web design.

Now retired, Sam continues to take classes at Moraine Valley. He also uses his design and gardening skills in his volunteer work for the Brookfield Zoo and the Palos Hills Library.

The Illinois Community College Trustees Association Lifelong Learning Award celebrates the accomplishments of Illinois community college students over the age of 50. Nominees must be currently enrolled students who have completed at least six (6) credit or non-credit courses at an Illinois public community college. Reported by Kim Villanueva, Illinois Community College Trustees Association.

Intergenerational Initiative



Immediate Left: A college student learns about family history by asking questions and writing the stories. Above Left: Students take visually impaired elders to the botanical garden. They help them feel the leaves and describe the beautiful greenery. Above Middle and Right: Teams of students and retirees lead discussion sessions called Generations Connect. They discuss a variety of issues and how they can connect.

History

Nearly 20 years ago, representatives of 50 education, aging, and community service organizations came together to discuss intergenerational programs. That first statewide intergenerational retreat, cutting edge at the time, brought together P-20 (preschool through college) groups from education as well as representatives of the aging network. Evaluations cited the opportunity for communicating with other levels of education and aging experts. The dialogue has continued as a driving force for statewide meetings and local discussions that have called for sitting down together, talking about education and aging, and finding common ground.

Goals

1. Bring light to the extraordinary talents of older and younger Illinoisans and their potential to help one another through intergenerational leadership.
2. Publicize intergenerational and multicultural stories through publications, partnerships, dialogue and through the Internet.
3. Strengthen the connections between all levels of education (P-20) and retiree/aging organizations.
4. Promote understanding between cultures through dialogue, curriculum, and history.
5. Involve older and younger generations in solving problems through intergenerational leadership and civic involvement.

Key Programs for 2005-6

Illinois Retiree Volunteer System

Establishing a way of recruiting retirees from higher education and local communities and linking them to students. Currently less than 10% of those 65+ are volunteering in the schools.

Research:

- **Volunteer Habits of Retirees from Higher Education**
- **Organization of Volunteer Programs in Education**

Continuance Magazine

Published twice a year, the theme of the magazine is "Knowledge and Understanding Passing from Generation to Generation."

Saving Our Stories

"A Family Story is a Gift," is a new publication to help save family stories and promote writing.

Senate Forum on Intergenerational Leadership

Retirees and students set goals to improve education.

Web Site www.siu.edu/offices/iii

Free download of 75+ intergenerational publications.

What are the opportunities for education in the aging world?

The Last Word

The Language of Age

by Gunhild Hagestad, Ph.D.

Professor, Agder College, Norway

Professor of Human Development and Social Policy, Northwestern University

Neither our images and expectations, nor our language, has kept up with the changes. Recently, I was at an Oslo supermarket on a busy Saturday. There was a long line at the fish-and meat counter, but when an old woman with a cane arrived, we let her move to the front of the line. She requested very tender meat, and we all nodded in understanding. But then she added; "Because, you see, it is for my mother!"

Personally, I find too many "d-words" in conversations about aging, at least in English. Let me remind you of some of these frequently used d-words: *decline, dementia, dependency, disease, disability, even disaster and deluge*—an image conjured up by contemporary discussions of a great, dangerous "gray wave," which will hit the shores of many nations in the 2020s.

I would like for our vocabulary of age to move up in the alphabet. There are many good "c-words" which are useful in thinking about new meanings of age: *care, choice, compassion, competence, connectedness, continuity, contribution*. While we are focusing on language, we also need to reflect on the word AGE, as it appears in the theme for the year: Towards a society for all ages. I would like to point to three key meanings of the word age:

First, a society for all ages is a society which does not create symbolic or physical barriers between children, adults and old persons, but facilitates contact and communication. Age here means AGE GROUP.

Second, a society for all ages is a society which facilitates and maintains conversations and mutual learning among individuals with different anchorings in historical time. Age now means HISTORICAL GENERATION.

Third, a society for all ages is a society which allows for continuity and connectedness across a long life. Age now refers to PHASES OF LIFE, named and defined by a given culture and social structure.

Clearly, the first two meanings are strongly related to the third. The personal experience of life's journey is profoundly shaped by the social contexts within which it is embedded.

We live with a heritage from earlier generations and must seek to create positive legacies for those who follow us. When the old are not allowed to tell their stories, the young grow up without history. If the young are not listened to, we have no future. The old are our truth witnesses, but they cannot serve as such if no-one asks them questions and they are not given chances to tell their stories. I believe that in many parts of the world, we now see a new appreciation of the unique skills and knowledge of the old. Examples would be young generations of indigenous peoples who have found new pride in knowing and protecting their heritage.

"When the old are not allowed to tell their stories, the young grow up without history. If the young are not listened to, we have no future."

We have also gained deepened understanding of how important traditional rituals and celebrations are. They bring together people from different age groups and often involve interpretations of history. They create a thread of continuity for individuals who fondly remember earlier celebrations and look forward to future ones. As one anthropologist comments: "It is in the very nature of rituals to establish continuity ... the individual's sense of unity as a single person and the sense of being 'one people'." In short, we need celebrations for all ages! Religious organizations often play a central role in maintaining such vital rituals, including rites of passage at times in the life course when there is a risk of discontinuity.

CONTINUANCE MAGAZINE

Intergenerational Initiative

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