



# CONTINUANCE

*Knowledge and Understanding Passing from Generation to Generation*

Spring/Summer 2010

Vol. 24 Nos. 3 & 4

## FROM SILOS . . . TO A SUMMIT



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NGA ILLINOIS POLICY ACADEMY

ORGANIZATIONS THAT CONNECT SILOS

A TRIBUTE TO COMMUNITY COLLEGES

# INTERGENERATIONAL INITIATIVE PARTNERS

*Improving education through  
intergenerational engagement and leadership*

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Chicago Metropolitan Intergenerational Committee • HURRAH (Happy Upbeat Retirees and other Residents Actively Helping) • Illinois Campus Compact • Illinois Coalition for Community Service • Serve Illinois Commission • Illinois Corporation for National Service • Voices for Illinois Children • Working in the Schools (WITS)

## Continuance Magazine

Spring/Summer 2010

Vol. 24: 3 & 4

### Knowledge and Understanding Passing from Generation to Generation

*A publication of the Center for Health Law and Policy, SIU School of Law*

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### INTERGENERATIONAL INITIATIVE

The goal of the Intergenerational Initiative is to create an infrastructure of retiree involvement throughout Illinois. The following actions set that goal in motion:

- promote intergenerational engagement and leadership
- foster communication and contact between generations and cultures
- publicize the stories about the good things happening through lifelong service and learning
- advocate for public policy that is responsive to the needs of all ages.

*Founded in 1986 with funding from the  
Illinois Board of Higher Education*

**About the Cover: From Silos to a Summit**  
Everyone knows that a silo is a big tower for storing grain but it also symbolizes the isolation between organizations. A Summit on Aging and Education, coming September 20, is the first of many steps to help to connect the silos in Illinois.

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## Commentary: From Silos to a Summit

Everyone knows that a silo is a large storage tower for grain, but silos are also used to symbolize the isolation between organizations. These social silos result in diminished communication and the loss of opportunities to take on problems as a united force.

The silos of education and aging, which are all too common, are readily seen in schools and communities. As we set goals for increasing graduation rates and promoting healthy lifestyles, there is a contradiction. For example, many retirement homes lack the presence of students or learning, a preschool misses older people to encourage children on the first day; children are reading alone instead of finding joy with an older mentor; accomplished workers retire and aren't asked to share their career savvy with high school students. And when college health education students don't take their knowledge to local senior citizens, it is a lost opportunity for everyone.

Contrast the silos with the connections of technology when young and old put their heads together. For example, when you walk into an Apple Store, you will see an intergenerational clientele. Gray hairs are shoulder-to-shoulder with youngsters, all having a great time. It isn't a coincidence that older people are flocking to learn about computers, the Internet, and e-mail. A middle-school student who is teaching a computer class to older people will tell you why.

"Some senior citizens are afraid of computers in the beginning," he says, "But then we help them feel comfortable. Before our first class, I was nervous about talking to a senior citizen for 45 minutes. What would I say? But he treated me with respect and was so eager to learn." The confidence of the middle school student and *his student* is a trademark for civic engagement programs across the country involving preschool, elementary, middle school, high school, college campuses and lifelong learners — in others words P-20+. That confidence is what students who are labeled as dropouts say could make a difference in their lives.

On September 20, aging, education and service leaders will convene a Summit (see page 5). The two themes are preventing dropouts and chronic disease, issues that cross the lifespan. We have to remember that dropouts don't suddenly wake up one morning and say, "Oh darn, I'm at risk!" Just as people don't celebrate their 65th birthday and the next day develop a chronic disease. Seeds for good health and successful education are planted in our early years. For education, a building block is developing a love of reading and a fascination or at least an interest in science and math. For health, it begins with habits of exercise, diet, and dealing with stress at a young age. Educational success and healthy lifestyles are generational challenges. So it makes sense that all generations should face the challenges together.



Jane Angelis, Editor, Continuance

Where is the leadership? In his controversial February 2, 2010 New York Times column called the *Geezers' Crusade*, David Brooks has some good ideas. He suggests that older people can provide the leadership; "the only way the U.S. is going to avoid an economic crisis is if the oldsters take it upon themselves to arise and force change."

A recent survey by the National Conference of Citizenship on Civic Health found that Illinoisans are skeptical about the leadership in government but they have a high value for service learning, civics, and civic engagement.

There are 2 million older adults in Illinois who have vivid stories, individual experiences with the real world, and a concern about how they leave the world for younger generations. William Butler Yeats said that "education isn't the filling of a pail, it is the lighting of a fire." Service-learning and civic engagement leave all generations fired up as they become active learners, real-world citizens, and have a chance to spread their wings. It's a concept that older adults know well — "use it or lose it." - Jane Angelis, Editor

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# Civic Engagement of Older Adults

## National Governors Association Illinois Policy Academy

On June 18, 2008, Charles Johnson, director, Illinois Department on Aging, received a letter from John Thomasian, director, National Governors Association Center for Best Practices. “ I am pleased to inform you that your state has been selected to participate in the National Governors Association Center for Best Practices Policy Academy on the Civic Engagement of Older Adults.”

Illinois was one of 14 states selected to participate in the National Governors Association project funded by Atlantic Philanthropies, designed to improve the health and lives of older Americans and increase their involvement in service, learning, and work. Other states chosen were Alabama, Arizona, Arkansas, Florida, Idaho, Maine, Maryland, Massachusetts, New Mexico, New York, Pennsylvania, Ohio, and Wyoming.

The Illinois leadership team for the Civic Engagement project is comprised of individuals representing education, aging, business, foundations, retirees, and policymakers who can bridge the silos. The original goals were:

1. Building an infrastructure of involvement for those 50+ in work, learning and volunteering.
2. Communicating the importance of civic engagement to retirees, educators, employers, and the public,
3. Developing policy and public support for civic engagement.

The group has initiated several events over the last two years that use civic engagement as a way to connect silos. Coming in September is a Summit on Aging and Education that will join individuals of all ages in a quest for civic engagement and raising the esteem for the great state of Illinois. As older adults, students, educators, and policymakers identify the ways that Illinoisans are engaged, solutions will emerge for increasing graduation rates and promoting healthy lifestyles.

## NGA ILLINOIS POLICY ACADEMY LEADERSHIP TEAM



L to R: Team Leader: Charles D. Johnson, director, Illinois Department on Aging; Project Director: Jane Angelis, director, Intergenerational Initiative, Southern Illinois University Carbondale; Representing Governor Quinn: Ted Gibbs, executive director, Serve Illinois Commission; David Fields, board member, Illinois State Board of Education; Joyce Gallagher, director, Chicago Area Agency on Aging; Bob Gallo, state director, AARP; Marilyn Hennessy, trustee, Retirement Research Foundation. Row

Two: John Hosteny, Illinois director, Corporation for National and Community Service; Peggy Luce, vice president, Chicagoland Chamber of Commerce; Edward Maloney, chair, Senate Higher Education Committee; Robert Mees, former president, Illinois Community College Council of Presidents and president, John A. Logan College; Michael O'Donnell, executive director, East Central Illinois Area Agency on Aging and liaison, Illinois Association of AAA; John Sirek, director, Citizenship, McCormick Foundation; and Bernarda Wong, president, Chinese American Service League.

The Illinois Policy Academy has developed a broad-based coalition to champion civic engagement and to make it more visible and accessible in communities throughout Illinois. The original 12-member core Team was expanded to include Joyce Gallagher, representing the City of Chicago and David Fields, representing the Illinois State Board of Education. An Advisory Team was selected to help articulate the message about older adults, which includes the following organizations:

## NGA ILLINOIS POLICY ACADEMY ADVISORY COMMITTEE

African American Family Commission  
 American Family History Institute  
 Barrington Council on Aging  
 Chicago Life Opportunities  
 Changing Worlds  
 Chicago Metropolitan Intergenerational Committee  
 Chicago Public Schools  
 Cities of Service  
 Council for Adult and Experiential Learning  
 Choose Dupage  
 Coalition of Limited English Speaking Elderly (CLESE)  
 Eastern Illinois University  
 Executive Service Corps  
 GrandFriendships  
 Harold Washington College  
 Hull House  
 HURRAH: The Naperville 203 Program

IL Assoc.of Area Agencies on Aging  
 Illinois Association of School Boards  
 IL Assoc.of Regional Superintendents  
 Illinois Board of Higher Education  
 Illinois Campus Compact  
 Illinois Coalition for Community Service  
 Illinois Council on Aging  
 Illinois Community College Board  
 Illinois Community College Trustees Association  
 Illinois Department of Commerce and Economic Opportunity  
 Illinois Department of Public Health  
 Illinois Department of Human Services  
 Illinois Municipal Retirement Fund  
 Illinois Principals Association  
 Illinois Press Association  
 Illinois Senator Deanna Demuzio  
 Illinois State Board of Education  
 Illinois State Library

Intern'l Volunteer Network of Chicago  
 John Wood Community College  
 Lake Forest Intergenerational Advisor  
 Lifelong: IL Coalition of Older Learners  
 Midwest Peace Corps  
 National Able Network, Inc.  
 National-Louis University  
 Northwestern University  
 RSVP, Springfield, Illinois  
 Rock Valley College,  
 Rosemont Intergenerational Advisor  
 Senior Professionals, Il State Univ.  
 Spoon River College  
 State Universities Annuitants Assoc.  
 University of Illinois Extension  
 Voices for illinois Children  
 Waubensee Community College  
 Western Illinois University  
 Women's Bureau, US Dept. of Labor

## DEVELOPING PARTNERSHIPS THROUGH THE NGA ILLINOIS POLICY ACADEMY

### COMING SEPTEMBER 20: FIRST SUMMIT ON AGING AND EDUCATION

Two factors will have a significant impact on the Illinois economy and predict future prosperity—dropouts, and the cost of chronic disease. These problems are fixable and can be addressed through individual commitments and organizations working together. Few people realize the impact that high school dropouts have on a community's economic, social, and civic health. According to an Alliance for Excellent Education Report, funded by State Farm Insurance, if just 1,000 local dropouts had graduated, these 1,000 new graduates would likely contribute \$13 million to the economy.

Likewise, the State of Aging and Health in America 2007 by the Center for Disease Control and Merck found that the cost of caring for aging U.S. residents will add 25% to the nation's overall health care costs UNLESS those residents actively work to stay healthy and preventive services are provided to help them." If Illinois could target preventable diseases, such as diabetes, obesity, and heart disease the savings in health costs would be significant."

Leaders in fields of aging and education are concerned about these



Leaders from education, aging and service plan the First Illinois Summit on Aging and Education. L to R: Christopher Koch, Illinois Superintendent of Education, hosted a meeting in his Chicago office that was attended by Charles Johnson, director of the Illinois Department on Aging; John Hosteny, Illinois director of the Corporation for National and Community Service; Ted Gibbs, CEO, of the Serve Illinois Commission, representing Governor Pat Quinn; Robert Mees, president of John A. Logan College, representing the Council of Community College Presidents; Susie Morrison, Chief of Staff and deputy superintendent, ISBE; and Jane Angelis, director Intergenerational Initiative, Center for Health Law and Policy, SIU School of Law.

issues and believe that cooperation between education and aging will go far to bring solutions. A Summit connecting education, aging, and service organizations will be held on September 20. The conveners are Charles Johnson, director, Illinois Department on Aging and Christopher Koch, State Superintendent of Education in cooperation with the Illinois Community College Board and the Council of Community College Presidents. The Summit is sponsored by the National Governors

Association Illinois Policy Academy and 200 organizations representing youth, business, education, aging, and policymakers.

The group assembled on July 6 discussed the broad goals for the Summit and the reasons they were involved. Charles Johnson noted that people aren't moving to Florida as frequently these days, many are remaining in their communities so there is a growing resource. Ted Gibbs, from the Serve Illinois Commission, observed,

“Service is a way that aging and education can work together and volunteering is the way to bring them together. “Superintendent Koch observed that local school districts are a community entity and getting communities involved with drop outs is important. “We must engage our communities fully.” Susie Morrison, the deputy superintendent and a strong advocate for service noted that “Bringing older adults to schools is a great effort by principals. What a difference it can make in the lives of students and at the same time help older adults.” Bob Mees, representing Community College presidents said that they are making progress in promoting volunteering and lifelong learning. John Hosteny from the Corporation for National and Community Service articulated an idea that often drives volunteers across generations, “Think about the greatest generation. They made this country and we have a responsibility to continue the work and make this country even better.”

The Summit will be held on September 20 at Illinois State University in Normal. Three sessions will be held in the morning - one for those interested in engaging older adults, the second for engaging students and the third for leaders and policy makers that will be convened by Director Johnson and Superintendent Koch.

The afternoon sessions will join the three groups to share their discussions, connect ideas, and make individual commitments on how they can increase graduation rates and promote healthy lifestyles.

## THE FIRST SUMMIT ON AGING AND EDUCATION

The Summit is a call to action for individuals of all generations to solve old problems through new cross-generational partnerships. This historic event will mobilize the resources of all generations, through civic engagement, to address two critical economic issues: increasing graduation rates and promoting healthy lifestyles.

### 9:30 to 9:50: Opening Session

Convened by: Charles Johnson, director, Illinois Department on Aging and Christopher Koch, State Superintendent of Education

Greetings: Guy Alongi, chair, Illinois Community College Board

### Morning Sessions 10-11:10 & 11:15 to 12:25 Best Practices and Great Ideas

Engaging Older Adults: Led by the Lifelong Learning and Service Coalition and the IL Association of Area Agencies on Aging

*10 Best Practices for Engaging Older Adults in learning, service & work*

Engaging Youth: Led by the ISBE Student Advisory Council, Campus Compact, and the Serve Illinois Commission

*10 Best Practices for Engaging Youth*

### Afternoon Sessions 1:00 p.m.-3:00 p.m.

1:00 to 1:30 Joint Session: Each of the three groups will share their discussions: Engaging Youth, Engaging Older Adults, and Policymakers

1:30 p.m. to 2:30 p.m. Developing Recommendations

Ideas to increase graduation rates and healthy lifestyles

2:30 to 3:00 Sharing Recommendations and Putting on Face Book

### Closing Session 3:00 p.m. to 3:30 p.m.

3:00 - 3:15 p.m. Plans for Local Discussions

3:15 Final Comments: Charles Johnson, Christopher Koch and Guy Alongi

3:30 Adjourn

**Registration for the Summit:** The cost for the event is \$15, which will include lunch and breaks. Contact Anita Revelle 309-438-2818, fax 309-438-5364 or [arreveal@ilstu.edu](mailto:arreveal@ilstu.edu).

Online registration <http://seniorprofessionals.illinoisstate.edu/> *On the right side see 1st Summit on Aging and Education.*

### Stipend for Journalism and Gerontology Students

Journalism students in high schools, community colleges, and universities are invited to apply for a special stipend to help with travel expenses

For more information - <http://www.solit.siu.edu/GenServeGen/>

## ACCOMPLISHMENTS OF THE NGA ILLINOIS POLICY ACADEMY

**MAY 11, 2009 CELEBRATION OF CIVIC ENGAGEMENT**



On May 11, 2009, four generations assembled in the Illinois Senate Chamber to create new momentum for civic engagement in Illinois. At the podium is Charles Johnson, director, Illinois Department on Aging and director of the Illinois Policy Academy for the National Governors Association. Speakers included Senator Denna Demuzio; Merri Dee, former anchor for WGN in Chicago and current president, AARP; Bob Gallo, director, AARP Illinois; John Sirek, director Citizenship, McCormick Foundation, and Linda Hoffman, Center for Best Practices, National Governors Association, Washington, DC.



Senate President John J. Cullerton and Republican Leader Christine Radogno

Senate President John J. Cullerton and Republican Leader Christine Radogno hosted a four-generation gathering in the Illinois Senate that resulted in new goals for engaging older adults. In the spirit of civic engagement, participants looked beyond their needs and asked the question, “What can I do to support my state and community? In sharp contrast to the proceedings only 3 months earlier that resulted in the impeachment of Governor Rod Blagojevich, participants assembled to discuss the changing image of retirement and how Illinoisans envision a state where older adults and their talents aren’t left on the sidelines. They acknowledged the contributions of older adults and suggested ways to expand the civic engagement of all Illinoisans.

## DECEMBER 10, 2009: GOVERNORS CONFERENCE ON AGING

### GOVERNOR PAT QUINN LAUNCHES 2010: THE YEAR OF THE ENGAGED OLDER ADULT



Governor Pat Quinn joins the NGA Policy Academy Leadership Team as he launches the Year of the Engaged Older Adult.

### Proclamation

*Whereas, the essence of American Democracy is a government of the people, by the people and for the people, and that democracy reflects the engagement of the citizenry and the premise that everyone can serve; and*

*Whereas, the Illinois population 50 years of age and older is projected to increase from 3.2 million in 2000 to 5.3 million by 2030, an increase of 63 percent, and that older Illinoisans will spend 10, 20, 30 or more years in retirement; and*

*Whereas, the maturing of Illinois compels the state and local communities to prepare for the aging of the population by assessing and mobilizing the experience, knowledge, wisdom, talents, and skills of citizens 50 years of age and older in developing livable communities for all ages and championing a world class education system; and*

*Whereas, "civic engagement" includes opportunities to pursue meaningful roles through lifelong learning, service and work, which will bring personal fulfillment, increased physical and mental health, and stronger social connections and will change the mindset of retirement from one of leisure to a time of engagement; and*

*Whereas, our society will also benefit from the experience, talent, energy, and leadership that older Illinoisans contribute; and as a result reinforce our P-20 educational system, strengthen our economy, and enrich the cultural and historical heritage for all generations; and*

*Whereas, research shows that eighty percent of baby boomers either want or need to engage in some form of work after retiring from their primary occupations, and that two-thirds of this generation either currently volunteer or intend to volunteer after retiring, and that sixty-eight percent of those who don't volunteer would if asked; and*

*Whereas, the National Governors Association has established the Illinois Policy Academy on the Civic Engagement of Older Adults to stimulate a new movement for engaging older adults in work, service, and learning; and*

*Whereas, the Illinois Policy Academy will enlist a broad range of non-profit organizations, corporations, foundations, education organizations, community organizations and state agencies to promote public awareness and build an infrastructure of civic engagement throughout the state; and*

*Whereas, the Illinois Policy Academy considers service a vital part of civic life and should be acknowledged as an important contribution to a government of the people, by the people, and for the people;*

*Therefore, I, Patrick Quinn, Governor of the State of Illinois, do hereby proclaim the Year 2010, January 1 to December 31, 2010, The Year of the Engaged Older Adult in Illinois.*

*I encourage all Illinoisans to recognize the constructive impact of civic engagement of older Illinoisans, and to promote these vital activities in their personal and professional lives.*

**APRIL 22, 2010: SENATE RESOLUTION**



## THE ILLINOIS SENATE ADOPTS THE INTERDEPENDENCE OF GENERATIONS RESOLUTION



Senator Ed  
Maloney



Senator Martin  
Sandoval

On March 17, 2010, Senator Ed Maloney, chair, Higher Education Committee, and Senator Martin Sandoval, chair, Transportation, introduced the Interdependence of Generations Resolution. It was adopted by the Senate on April 22, 2010. Excerpts follow:

WHEREAS, Civic engagement, including lifelong learning, service, and volunteer work, has been found to bring personal fulfillment, improved physical and mental health, and stronger social connections for retirees; and

WHEREAS, Two factors will have a significant impact on the Illinois economy and predict future prosperity, the first is the cost of health care, particularly for older Illinoisans the second is the educational level of the working population; a statewide effort to connect aging and education has implications for benefits to every community and for policy throughout the State; schools have resources and facilities to help with promotion; and older adults have great potential to help dropouts and students who are our future workforce.

RESOLVED, That the Task Force on the Interdependence of Generations shall be convened to study and make recommendations regarding the creative ways that aging (retiree organizations, organizations that serve older adults, and older adults themselves), education (schools, community colleges, and universities), and other public and private organizations can work together to address the challenges of education, tap the resources of older adults and students to strengthen the economy and benefit the community, and promote healthy lifestyles for all ages; and be it further

RESOLVED, That these recommendations shall explain how fostering the relationship between older adults and education, economic development, and community service can be beneficial to all Illinoisans; and the Task Force shall conduct hearings and meetings in order to produce a report of its activities and recommendations that shall be issued no later than December 31, 2010.

Thank you to Melissa Black, Senate Staff and Kimberly Schultz, UIS Intern, for their dedication and good work in preparing the resolution.

## JANUARY-JULY 2010: THE YEAR OF THE ENGAGED OLDER ADULT

The year-long campaign has resulted in older adults engaging in community activities and those serving older adults holding hundreds of events to stimulate civic engagement in their communities. The Year of the Engaged Older Adult is a call to action for individuals and families to enrich community life. "This program will expand our efforts to strengthen communities across Illinois," said Governor Quinn. "The initiative will help increase the number of seniors who participate in volunteer activities in Illinois, allowing them to contribute their talents and expertise to benefit their communities."

### Engaging Older Adults through Volunteer Fairs

#### Rock Valley College

Tammy Lewis, director  
Center for Learning in Retirement, Rockford

The Center for Learning in Retirement (CLR) at Rock Valley College in Rockford, IL, held a very successful Volunteer Fair & Open House on Wednesday, April 28, 2010, in celebration of "The Year of the Engaged Older Adult" and the yearlong "Generations Serving Generations" initiative. The community-wide event had participation from 48 community organizations and attracted nearly 300 attendees.

The fair, held during National Volunteer Month, provided participants "one stop shopping" to link with community organizations. The goal was to match the skills, talents, and interests of older adults with volunteer service needs. The event promoted civic engagement by heightening awareness of the variety of organizations that serve those of all ages in the community and the importance of volunteers.

For information - T.Lewis@RockValleyCollege.edu

#### Prairie State College

Julie DeLong, CPP, Coordinator of Continuing Professional Education, Chicago Heights

Prairie State College hosted a "Year of the Engaged Older Adult" vendor fair on Friday, July 30, 2010. The event was a showcase of organizations, agencies and services geared towards serving the needs of those aged 50 and older in the southland community. The event provided an opportunity for 250+ seniors to meet representatives from neighborhood businesses and the businesses to meet them. They were able to shop in a non-pressured sales environment and gather information on products that may be of use to them currently or in the future. It is all about economic growth. [jdelong@prairiestate.edu](mailto:jdelong@prairiestate.edu)

#### Spring Retirement Learning Institute

Carol Davis, vice president  
Community Outreach  
Canton

The Spoon River College Retirees Leading Initiative held its Spring Retirement Learning Institute on Friday, March 26, 2010. It was all about the Engaged Older Adult involved in Lifelong Learning and Engagement. The majority of our institute classes are taught by retirees. The one day institute had six Resource Fair vendors and 16 class topics from which to choose and 140 people attended. Some of topics included food, history, music, legal issues, exercise, and technology.

Evaluations were extremely positive with many suggestions for fall institute classes and new members for the upcoming Retirees Leading Academy. The Institute is just one of the Retirees Leading Initiative's six community outreach projects.

For information - [carol.davis@src.edu](mailto:carol.davis@src.edu)

## COMING EVENTS FOR THE NGA ILLINOIS POLICY ACADEMY

### SEPTEMBER 20, 2010

The Summit is part of 2010: The Year of the Engaged Older Adult, and was developed by the National Governors Association-Illinois Policy Academy on the Civic Engagement of Older Adults. The Summit is sponsored by Governor Pat Quinn, the Illinois Senate, and 200 education, aging, service, and workforce organizations.

### OCTOBER AND NOVEMBER 2010

#### Of the People, By the People, and For the People

**Local Discussions in October and November** will be convened by community college presidents, local educators, aging services directors and community leaders of all ages. The purpose is to listen to the people as they describe what is happening in their local communities.

They will ask and answer questions about:

- accomplishments related to increasing graduation rates and promoting healthy lifestyles
- engaging all generations in the work of the community
- leadership and organization of service efforts between generations

The local discussions are endorsed by 200 organizations representing aging, education, business, and non-profits.

### DECEMBER 2010 & JANUARY 2011

**Directory of Best Practices and Good Ideas** will be based on the local discussions held in October and November and will be available on the Internet by mid-January.

**The Interdependence of Generations Report** will be prepared based on the Summit, the hearings, and activities of the Year of the Engaged Older Adult. The report will be shared with the people of Illinois and will be submitted to the Governor and the General Assembly before the State-of-the-State address in January 2011.

**New NGA-Illinois Policy Academy ventures for 2011-2015** will be shaped by the NGA Illinois Policy Academy in cooperation with the people of Illinois, the Governor and the General Assembly.

## COMING EVENTS: DECEMBER 2010 & JANUARY 2011



### Developing an Intergenerational Directory

Hannah Edwards  
Summer AmeriCorps VISTA  
Illinois Campus Compact

When a student takes the initiative to turn a school project into an intergenerational event, it is an indication of the capable and creative students that fill our schools. In Warrensburg, a small town in central Illinois, one student conducted a research project on the differences between the popular music during World War II and Vietnam. She interviewed older adults who had memories of those times. Inspired by the interviews, the student and her friends organized and hosted a senior citizens prom that featured the music from her study.

I have spent the last two months as an AmeriCorps Summer VISTA Associate searching the state of Illinois for programs to include in the Directory of Best Practices and Good Ideas for Intergenerational Programs. Whether an older adult is mentoring a student or a student is befriending a retiree, these are programs that are connecting generations and encouraging Illinoisans to communicate with one another. These programs hold an important place in our schools, providing valuable opportunities for children to acquire a healthy view of aging and for retirees to continue contributing to the community.

In my quest for intergenerational programs, I have discovered numerous programs and events that promote healthy lifestyles across generations. Many programs involve children going to nursing homes to visit and getting to know older adults. One unique program in Chicago has students in cosmetology programs going into nursing homes to give the residents manicures. This is a popular and successful program because the students gain experience and both the students and

residents make new friends and learn about another generation. Though students can offer much assistance and companionship to older adults, we can't overlook the fact that retirees living in Illinois can also offer their personal resources that benefit a child, a school, a community, the state of Illinois, and eventually even our country. Retirees have so much wisdom, life experience, and a career behind them that enables them to offer guidance to students. These are cost-free resources, people willing to give their time and their efforts to better the community. One program that has been in existence since 1989 is HURRAH or Happy Upbeat Retirees (& other) Residents Actively Helping. The long life of HURRAH is proof enough that it has been successful. HURRAH is located in Naperville, Illinois and consists of a group of retired individuals who tutor and mentor children and serve as classroom assistants. HURRAH serves as a great model of an organized and thriving intergenerational program. I am inspired by the good work and amazing ideas across generations. Any effort, whether it's tutoring, mentoring, fundraising, yardwork, visiting, or any other type of interaction between generations is a resource that will benefit all communities.

### Illinois Campus Compact

Illinois Campus Compact actively engages presidents, faculty, staff, and students to promote a renewed vision of higher education — one that supports the civic development of students and the campus as an active and engaged member of the community.

Illinois Campus Compact is a coalition of forty-five member campuses. Our mission is to foster an awareness of civic engagement and promote the involvement of Illinois students in community service and service learning.

Kathy Engelken, executive director, Illinois Campus Compact, [kenGELKE@depaul.edu](mailto:kenGELKE@depaul.edu)

## Generations Serving Generations Survey

A Survey on Good Ideas and Best Practices for Intergenerational Programs

This form will soon be online <http://www.solit.siu.edu/GenServeGen/> or copy and FAX to 618-453-3317

In preparation for the Summit on Aging and Education, we are enlisting your help to develop a Directory of Good Ideas and Best Practices on how generations are serving generations.

Common examples of programs and activities include older persons working as mentors, tutors and sharers of their careers and life experiences; students visiting elders, doing oral histories, planning socials, and helping with chores and/or generations serving, learning and leading together.

1. Name of the program

2. Location of the program

Name of school or community organization:

Address

City

Zip

County

3. Students participating in the program:

preschool or kindergarten

elementary (Grade 1 through 4)

middle school

high school

community college

university

other (please specify)

4. Older adults participating in the program were recruited from

Senior Center

Local business

Retiree Organization

Religious organization

Lifelong Learning Program

Health Organization

Community Organization (i.e. Rotary, Kiwanis)

Relatives or friends

Community College or University

Other (please specify)

5. Which topic area is the primary focus of the program?

Arts and Culture

Basic Skills

Information and Prevention (including health)

Socialization and Games

Technology

Work and Environment

Other (Please specify)

6. In three to five sentences, describe the program why it is needed, who is involved, how it is organized, key partners, and what happens on a typical day

Contact person:

E-mail:

Phone:

Thank you for your responses!

The Generations Serving Generations survey is part of The Year of the Engaged Older Adult and the National Governor's Association Illinois Policy Academy on the Civic Engagement of Older Adults.

The Directory is sponsored by the Corporation for National and Community Service, the Serve Illinois Commission, Illinois Department on Aging, Illinois State Board of Education, Illinois Campus Compact, Illinois Principals Association, the Chicago Metropolitan Intergenerational Committee, Illinois Association of Regional Superintendents and the Intergenerational Initiative, Center for Health Law and Policy, SIU School of Law.

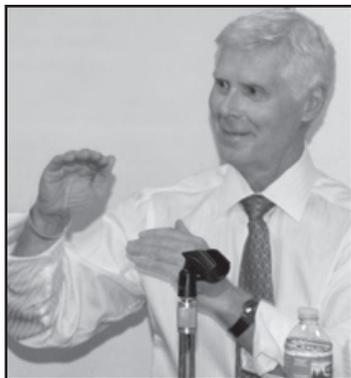
# The Real Deal: Chicagoans Speak About the Challenges and Rewards of Their Lives After Eighty-Five



Jacqueline Mattfield  
Executive Director  
Center for Creative Aging  
Harold Washington College

*Chicago presents dozens of excellent public lectures and panel discussions every year. One of the most unusual in the academic year 2009-10 was "The Real Deal: Chicagoans Speak About the Challenges and Rewards of Their Lives After Eighty-Five." By all accounts, "The Real Deal" was the high point of the six- event spring lecture series, "So We'll Live to Be 100, Now What?" presented by the Center for Creative Aging at Harold Washington College in May and June.*

As the panel's title suggests, four culturally diverse men and women ranging in age from 89 to 98 came together to share their personal experiences and feelings about what it has been like to live well into the fourth chapter of their lives. Their life stories and



means of livelihood in early and middle adulthood, were dramatically different from one another, and they continue to lead very different lives today, promising that the conversation among them would be interesting and thought provoking. The selection of Jerry Roper, the dynamic seventy-two year old President of the Chicagoland Chamber of Commerce, as moderator ensured that it would be. Mr. Roper was obviously delighted by the panelists and drew each one out so that their unique qualities were apparent. His consummate skill as discussion leader brought

focus to the panelists' contributions and the audience understood clearly what advanced old age is like for these elders. The speakers were in every way as engaging as their moderator.

Evelyn Echols, who celebrated her 95th birthday during the lecture series, began her career in 1915 and became the first woman in the U.S. to become a successful entrepreneur. Today she is a popular published author and a renowned motivational speaker in high demand nationally.



Dorothy Evans, 90, began her career as a junior assistant in the Chicago Public Library and worked her way up to the rank of professional children's librarian by successfully passing qualifying examinations. After 64 years of service, she retired from the Chicago Public library where she continues to work regularly as a volunteer.



George N. Leighton, 98, worked while a child and teenager as a field laborer and was unable to attend high school. As a young adult he was admitted to Howard University on the strength of entrance examination scores.

After graduation and a tour of duty in the U.S. Army during World War II, he earned a degree from Harvard Law School and entered private practice. He also became president and general council of the Chicago NAACP. He later served as Circuit Court Judge, Appellate Court Judge and a Federal District Court Judge. After 23 years on the bench, he



A multi-generational audience attended the Lecture Series at Harold Washington College in Chicago called *The Real Deal: Chicagoans Speak About the Challenges and Rewards of Their Lives After Eighty-Five*

became counsel to Neal and Leroy LLC where he still practices.

Rick Humphries, 89, joined the Chicagoan Conservation Corps during the Depression. When the U.S. entered WW II, he served for 3 years in a segregated army. After the war, he became a partner in the family business, operating a grocery store and several restaurants until his retirement in 1998.

At the beginning of the panel, all of the participants shared the highlights of their lives and the variety in personalities and life paths was striking. Then, the moderator brought the panelists back to the challenges and rewards of old age, and a surprising similarity of values and opinions emerged. All of the panelists agreed that their present lives are infinitely worth living and, given the challenges and rewards that life continues to bring, if given the chance to live past 85 again, they would not hesitate to take it. Finally, when asked what advice they would offer those coming

along behind them on how best to live life to the fullest after 85, their answers were consistently in agreement.

At a time when so many people are living longer than ever before, some scientists are searching for ways to add still more healthy years to our lives. Others — economists, politicians and medical experts — are debating whether the challenges

posed by an aging population, and the perceived diminishment in the quality of life for some individuals who attain advanced old age, warrant further efforts to extend human life. “The Real Deal...” panel was heartening because we had the privilege of hearing men and women not far from the century mark assert that the fourth chapter of life is precious and infinitely worth living.

## Recommendations for those over 85

- 1) Take good care of your health and don't become obsessed with your infirmities;
- 2) Stay in regular communication with friends and family members in your age group who make you feel alive and happy, and be sure to reach out to individuals in the generations below you and invest the time, attention, and affection to build new close relationships;
- 3) Continue to be active in whatever familiar and enjoyable endeavors still allow you to remain a participant in the world you know, and remain open to pursuing new interests and taking roads not followed;
- 4) Find a way that feels easy and right for you to pass along what you have experienced, the wisdom you have gathered throughout a long life, and the unique human being you are, so that you become part of the heritage of the next generation.

## Center Story

# Civic Health Index Shows that Illinoisans Are Skeptical

### *National Conference on Citizenship*

The Illinois Civic Health Index 2009 shows that Illinoisans are hurt by both economic recession and loss of trust in their state government. One in ten Illinoisans in the workforce are currently unemployed, and according to our survey, 26% of Illinoisans had trouble affording essentials such as food and medication, 12% experienced lay-offs, and 7% went through a foreclosure at one point during the past year. Reacting to the string of political scandals surrounding major players, Illinoisans showed significantly lower levels of trust toward their state government compared to the national average.

These factors, an economic crisis and state-wide political scandals, have grave implications for Illinois' civic health. Our survey showed that 76% of Illinoisans, compared to 72% nationwide, cut back on time spent on volunteering, participating in groups and doing other civic activities in the past year. While cutting back on civic engagement is consistent with the national trend this year, our findings show that Illinoisans have been cutting back on civic engagement for the past several years, and at a faster pace than

others in the U.S. Just a couple of years ago in 2006, Illinoisans were more likely to volunteer (29.9%) than national average (26.7%). But the latest findings show that they were significantly less likely to volunteer (24.9%) than national average (26.5). While the nation as a whole has been volunteering at a higher rate in the past three years, Illinoisans decreased their volunteering sharply.

Illinois has been astutely described as "leaderless" because of the major political scandals that plague Illinoisans at both state and community levels. Only 15% of Illinoisans said they believed the state government did the right thing most of the time, compared to 27% of nation as a whole. Furthermore, Illinoisans' confidence in the state's civic traditions was among the lowest of all states. The lack of trust in the state government seems to have a pervasive impact on their view of formal institutions. Many Illinoisans are reluctant to get involved in formal civic institutions such as local policy making or volunteering through organizations. But not all is lost. Illinoisans still maintain high levels of trust toward others' good intentions and honesty on a personal level. In fact, they may be looking for an outlet of their goodwill and desire to engage through less for-

*They (Illinoisans) were particularly likely to support legislations that integrate civic engagement with education, such as providing tuition for service, requiring a new Civics test, and incorporating service learning as part of school curriculum.*

mal channels. Alternative forms of engagement, such as working with neighbors on a community problem, are on the rise.

Our survey also highlighted a lack of engagement and trust among Millennials in Illinois. They were less likely to volunteer, work with neighbors to solve problems, or attend public meetings where community issues are discussed than their peers nationwide. While Millennials led older generations in volunteering rate nationwide, Millennials were the least likely to volunteer in Illinois. Almost half of Illinois Millennials said that they had hardly any confidence that their state government will spend the federal stimulus money wisely. Illinois Millennials see a state government that has abused the public



In the spirit of civic engagement, four generations gathered at the State Capitol for a Day of Celebration and Conversation on the Civic Engagement of Older Adults. In sharp contrast to the proceedings only 3 months earlier that resulted in the impeachment of Governor Rod Blagojevich, participants assembled to discuss the changing image of retirement and how Illinoisans envision a state where older adults and their talents aren't left on the sidelines. Participants looked beyond their needs and asked the question, "What can I do to support my state and community?"

to contribute to a seemingly broken system. This is a major concern, as today's young people are the elected officials of tomorrow.

Although our findings from Illinois generally indicate that Illinoisans have been disappointed, frustrated and even disillusioned by the economic crisis and political scandals, Illinoisans showed strong support for federal legislation that propel our nation's civic agenda forward. They were particularly likely to support legislation that integrate civic engagement with education, such as providing tuition for service, requiring a new Civics test, and incorporating service learning as part of school curriculum. The enthusiasm toward educating the youth in civics may indeed reflect

citizens' disappointment in their government and realization that they must educate students about the critical role of active citizenship in building an honest, ethical government. The McCormick Freedom Project and the Illinois Civic Mission Coalition have coproduced the Civic Blueprint for Illinois High Schools to provide useful guidelines for teaching active citizenship to their students.

<http://www.mccormickfoundation.org/publications/McCormickFoundationEducating-forDemocracy.pdf>

*Thank you to David B. Smith for permission to print the Executive Summary of the Civic Health Report.*

*To view the entire report*  
<http://www.ncoc.net/index.php?tray=content&tid=top12&cid=2gp184>

### **National Conference on Citizenship**

Founded in 1946 and chartered by the U.S. Congress in 1953, the National Conference on Citizenship (NCoC) is a leader in promoting our nation's civic life. We track, measure and promote civic participation and engagement in partnership with other organizations on a bipartisan, collaborative basis. We focus on ways to enhance history and civics education, encourage national and community service, and promote greater participation in the political process.  
<http://www.ncoc.net/>

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# ORGANIZATIONS THAT CONNECT SILOS

The following four organizations have a record of connecting silos.

**Generations United** is a national organization that was created by a coalition of youth and aging organizations and continues to serve all ages. The voice of Generations United is the sound of cooperation and new ways to collaborate.

The **Serve Illinois Commission** is a statewide organization that promotes service through AmeriCorps and other programs. Their Volunteer Management Network organizes and connects groups of all ages, representing a variety of organizations, non-profits and business to help volunteer programs succeed.

**Faith-based Organizations** are often unsung heroes. They connect people from all walks of life and many are active in their communities supporting organizations with volunteers, funding, and resources to improve the quality of life. The Hartford Institute for Religion Research published a report some years ago that describes how congregations and service organizations work together.

The special tribute to the Illinois **Community College System** acknowledges the important role in serving all generations. Community colleges are the linchpins between four-year colleges and high schools: they are committed to lifelong learning and their campuses reflect that lifespan view. From early learning programs to older learner programs and all the life stages in between, community colleges make quality education accessible.

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# I. Generations United: A National Organization

## Advocates for Children, Families, and Older Adults



Donna M. Butts  
Executive Director,  
Generations United

“We believe that the time is long past when advocates for children, families, and the elderly can afford separate agendas. We foresee a new and brighter America when children, youth, and senior organizations can join forces to strengthen our communities. That is exactly what Generations United intends to do.”

This is what Jack Ossofsky of the National Council on Aging along with his collaborator, David Liederman from the Child Welfare League of America, told a room full of reporters at a 1986 news conference announcing the formation of Generations United. Amid an increasing climate of scarce resources, attempts to pit the generations against each other were growing. Generations United was launched to provide a bridge between advocates for single-age groups, and offer a voice of reason to an otherwise inflammatory debate among policymakers.

With the help of additional cofounders AARP and the Children’s Defense Fund, Generations United has served ever since as a resource to policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation.

Intergenerational programs and policies are a winning combination. They allow older adults to stay connected to their communities, feel hope for the future, and even experience improved emotional and physical

health. In turn, children and teenagers receive more individualized attention, grow up with less fear of their own aging, and receive much needed, wisdom and support from older adults.

An intergenerational approach to policy making and program planning values children, youth, families and elders and:

- Calls for policies and programs that involve and impact more than one generation, incorporating the experience, skills and commitments of the country’s increasing older population and engaged youth.
- Views the younger and older populations as a resource to be enlisted on behalf of the common good, not as problems that will divide the nation across generational lines.
- Encourages policy makers and program designers and evaluators to seek and develop broad inter-departmental and inter-programmatic links.
- Stresses intergenerational sharing of program sites and resources.

Generations United has successfully worked to pass laws that benefit all generations; researched, trained and set standards for intergenerational programs; and, with its grassroots advocacy organization Seniors4Kids, raised the profile of older adults who are working on behalf of young children. Generations United also works to educate legislators about the interconnectedness of the generations and builds bipartisan support for intergenerational initiatives.

Currently, Generations United’s major policy priorities are strengthening the promise of Social Security by calling attention to Social Security’s benefits to children and families; adding an intergenerational focus to the Elementary and Secondary Education Act (ESEA) and building federal support for intergenerational



Generations United Staff: L-R: Sheri Steinig, Special Projects Director; Roxana Martinez, Program and Technology Coordinator; Terence Kane, Senior Public Policy Analyst; Donna Butts, Executive Director; Halina Manno, Grants and Operations Manager; Cornell Johnson, Office Assistant; Carol Scott, Communications Coordinator; Melissa Ness, Public Policy Coordinator; and Tom Taylor, Special Advisor, Seniors4Kids

centers that serve multiple generations under one roof.

Donna M. Butts, executive director of Generations United has served since 1997. Prior to joining GU, Butts was executive director of the national organization, Adolescent Pregnancy, Parenting and Prevention. For more than 30 years she has worked with nonprofit youth development organizations at local, national and international levels as well as holding leadership positions with the YWCA, Covenant House and the national 4-H Council.

Generations United invites you to join the intergenerational movement. Our website, [www.gu.org](http://www.gu.org), offers resources and publications for

families, advocates and policymakers working to link the generations.

Discover valuable information about intergenerational programs, connect with policy makers and network with other advocates for children, youth and older adults, Generations United's 2011 conference will be held in Washington D.C. from June 26-29. Contact [lbradley@gu.org](mailto:lbradley@gu.org) for more information about the conference.

For more information about Generations United, call 202-289-2979 or e-mail [gu@gu.org](mailto:gu@gu.org).

Carol Scott, communications coordinator also contributed to this article.

## New Resource Longevity Rules: How to Age Well into the Future

What is the "Longevity Dividend" and who will get it? If anti-aging medicine works, why do anti-aging doctors die? Is Google making us smart or stupid? These questions and more are answered by the nation's leading longevity experts in the new book *Longevity Rules: How to Age Well Into the Future*. The authors use the forum to help policymakers and the public better understand the aging experience.

Compelling facts and figures support the provocative commentaries. In the past century, which demographers describe as the "Age of Longevity," human beings have extended life expectancy by nearly 30 years -- a bigger increase than during the past 50 centuries. Now the prevailing concern among experts is this: How will we respond to the extraordinary challenges that accompany our new longevity?

The U.S. Census will confirm, as Boomers reach age 65 starting in 2011 and more people than ever before will be considered "old," America must face the challenges of a new (or old) reality.

See the website, for information about *Longevity Rules: How to Age Well into the Future* [www.eskaton.org](http://www.eskaton.org)

## II. Serve Illinois Commission

The Serve Illinois Commission is a 25-member, bi-partisan board appointed by the Governor. Its mission is to improve Illinois communities by enhancing traditional volunteer activities and supporting national service programs. The Commission is accomplishing this mission through the support of local community-based efforts to enhance volunteer opportunities and the administration of Illinois' AmeriCorps program.

### Illinois Volunteer Management Network

What could standing in line to buy a Rotary Club pork chop have to do with becoming a volunteer at the McLean County Museum of History? Nancy Shevokawas in that line and met Mary Anne Schierman, director of volunteers and interns. The conversation went to Nancy's interest in history and especially her experiences as a school librarian. It wasn't long until she joined the Museum as a volunteer working on collections. Nancy said, "When I retired, I wanted to continue to be active. I have done just that."

Connecting the silos became a priority for the Serve Illinois Commission in 2007, when they embarked on an initiative aimed at developing a regionally-based, statewide infrastructure for volunteer managers across Illinois. The Illinois Volunteer Management Network seeks to cultivate an extensive resource network of voluntary agencies and associations, small and large, across Illinois. The purpose of the network is to help address the primary concerns of these agencies' hard-working volunteer managers and administrators, including recruitment and retention of volunteers,

local organizational capacity-building efforts, and ongoing training and professional development opportunities for volunteer managers – in their own backyard.

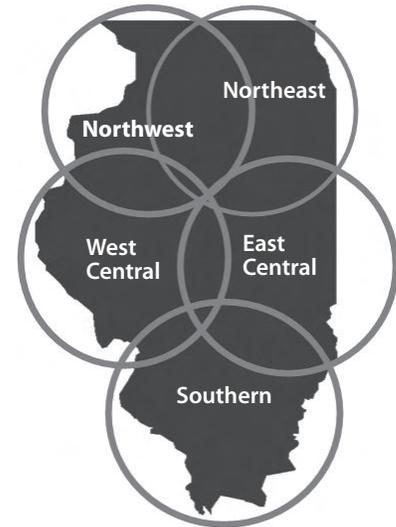
The Serve Illinois Commission, invites local volunteerism leaders to help identify and address the primary needs of their regions. The Commission convenes a series of regional network meetings as a regular feedback loop to its members and staff emphasizing both national service and traditional volunteerism goals.

The goals of the Commission include

- making communities stronger through well-managed volunteer programs,
- improving the ability of community-based organizations to maximize their volunteer resources
- increasing the number of individuals volunteering in their communities,
- enhancing existing collaborations and forming new ones.

The outcome is an effective volunteerism infrastructure in Illinois.

Contact Scott.Niermann, Volunteer Programs Manager, 217-782-0490  
Scott.Niermann@Illinois.gov  
www.Serve.Illinois.gov



The Five Regions of the Illinois Volunteer Management Network

### Coming Volunteer Conferences

August 5th: Dixon, IL  
Northwest Illinois Volunteerism Conference:  
Sauk Valley Community College  
[www.nwivc.net](http://www.nwivc.net).

September 23 - Mt. Vernon, IL  
Southern Illinois Volunteerism Conference at Holiday Inn in  
:[www.sivc.net](http://www.sivc.net).

October 28 Macomb  
West Central Illinois Volunteerism Conference:  
Wesley United Methodist Church  
[www.wcivc.net](http://www.wcivc.net).

Key findings from *Volunteering in America*, a Report from the Corporation for National and Community Service  
Overall 2.8 million Illinoisans (age 16 and older) volunteered in 2009, an increase of almost 300,000 since 2008. This is the first significant increase in the volunteer rate and the largest single year increase in the volunteer numbers since 2002-2003.

### III. Faith-based Organizations

#### Doing Good in American Communities: Congregations and Service Organizations Working Together

Professor Nancy T. Ammerman  
School of Theology, Boston Univ.  
*A Hartford Institute for Religion  
Research Report*

There is a dense and complex web of connection in every community – a web that binds together the agencies that serve the community with the congregations in which people of faith gather. Those communities of faith are first and foremost places where people gather for spiritual strength and moral guidance, where they find a caring community in which to express themselves and find a home. Even when congregations have no overt ministries or other connections in the community, they serve us well by doing these basic religious tasks. But beyond what congregations do for their own members, they also participate in myriad ways in the supportive web that enhances community life. That web makes possible a wide array of services to needy people, as well as self-help groups and educational enrichment, evangelism and political activism.

As you think about your own participation in the nation's support network, we hope you will reflect on questions like these:

1. How might existing connec-

tions between congregations and service agencies be broadened? Which congregations need to be invited to become involved?

2. How can community needs be better communicated among a wider range of concerned groups?

3. What groups share common concerns and ought to be working more closely with each other?

4. How might congregations more intentionally explore the religious ideas and traditions that are the reason for this work? Do volunteers know why they do what they do, and how does that sense of purpose give them strength? Do congregations know why they give, and does that sense of mission help them make well-considered decisions?

5. Social service agencies are often supported by a wide diversity of religious groups. How might agencies more intentionally provide opportunities for donors, volunteers, and clients to be more aware of each other, talking and working together so that their common concerns are discovered, experienced, and expressed?

6. What sorts of informal alliances can facilitate getting things done? When can we get along without a professional staff, and when are professionals essential?

7. How can congregations be creative partners with governmental organizations? What sorts of things can congregations do without risking "unnecessary entanglement"?

8. Which religious organizations, if any, are best positioned to take advantage of "charitable choice"?

*The desire and responsibility to serve is not the sole property of any one tradition and we are strongest when we unite in that spirit to work together. That is why I am pleased to work to achieve interfaith and neighborhood collaboration. We come from many different traditions and experiences, but our common vision has the power to transform communities.*

John Kelly, Faith Based and Neighborhood Partnerships Corporation for National and Community Service

Which existing partnerships have lessons to teach as government urges new "faith-based" initiatives?

9. In the midst of all this, how can we protect the ability of congregations to do their religious work, valuing the diverse traditions they nurture and the spiritual perspectives they contribute to their members and to the community?

*A Research Report from the Organizing Religious Work Project  
Hartford Institute for Religion Research,  
Hartford Seminary*

Accessed:  
[http://hirr.hartsem.edu/orw/orw\\_cong-report.html](http://hirr.hartsem.edu/orw/orw_cong-report.html)

# COMMUNITY COLLEGES IN ILLINOIS

## A tribute to community colleges, their presidents and their support for lifelong learning

Community college presidents may disagree on who has the best college and the most brilliant students, but they all agree on one thing — that older adults bring extraordinary gifts to campus. Over the years presidents have applauded the older people on their campuses and how they reach out to the community, stimulate innovative thinking, and help connect the silos. “To remain vital, the U.S. must fully leverage this population and help them to continue to lead engaged and purposeful lives,” The American Association of Community Colleges.

**Christine Sobek, President,  
Waubonsee Community College**

“Older adults possess a wealth of experiences and knowledge from which our students, faculty, and staff can benefit. Our Lifelong Learning Institute (LLI), a peer-led senior organization of more than 300 men and women of diverse backgrounds, adds positive contributions to Waubonsee programs. The LLI members offer scholarships, volunteer at our bookstore, co-sponsor programs and events, and support the college in many ways.”

**John Anderson, Interim President,  
Rock Valley Community College**

“Personal enrichment is important at any age and serving older adults in a key component to the comprehensive mission of a community college and its commitment to lifelong learning.”

**William Simpson, Former President  
John Wood Community College**

“Community colleges cut across all social classes and age groups. Learning doesn’t stop at any particular age, and older adults can take advantage of community college courses to fill gaps in their

knowledge. They combine a wealth of experience with their curiosity which enhances traditional instruction.”

**Jon Astroth, Former President  
Heartland Community College**

“Seek out ways to involve older adults in campus life and to provide programs for them. They are taxpayers who often no longer have family members enrolled in public schools. Thus, they may not value the community college unless they become personally involved with one. Once involved, they are often some of the strongest advocates of the college.”

**Mike Murphy, President Emeritus  
College of DuPage**

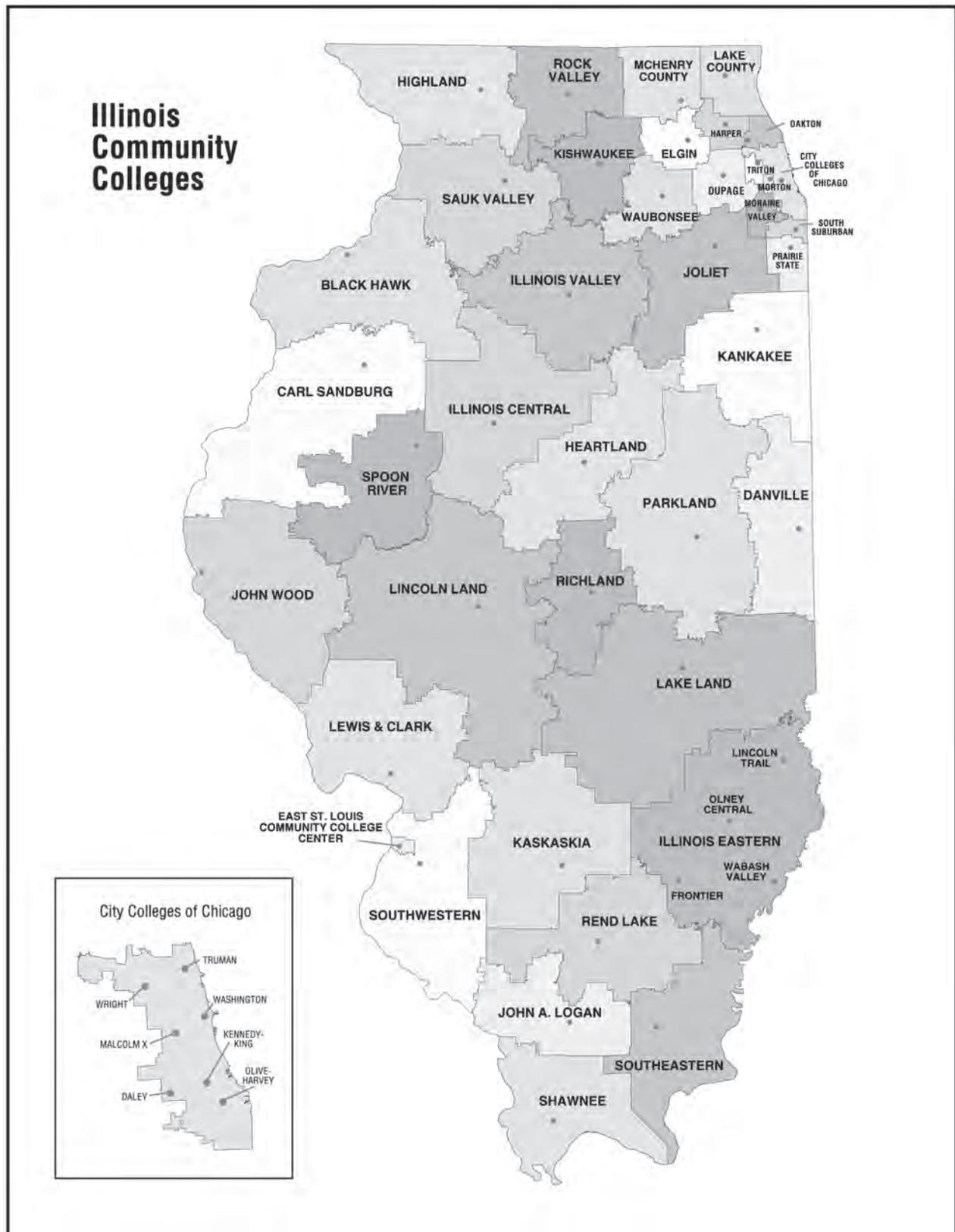
“Older adults are often cheerleaders in the community, an especially important contribution for community colleges that receive local funding.”

**Dr. Martha J. Kanter, Under Secretary  
U.S. Department of Education**

“Community colleges were a unique invention of their time. To invent a product, a system, or, in this case, an institution of higher education depends not only on understanding market forces, or folks who aren’t being served, or designing a new way of doing something better or faster that we’ve done the same way for too many years, but it also requires a new way of thinking about the future, about possibility.

Innovation is what has made our country the center of big ideas and gives us a vision of what’s possible in our schools, our colleges and our communities.” From her speech at Moraine Valley College on May 21, 2010

# ILLINOIS COMMUNITY COLLEGE DISTRICTS



# History of the Council of Community College Presidents

In 1972, Gerald Smith, the Executive director of the Illinois Junior College Board established an advisory group of community college presidents. This led to the formation of the Illinois Council of Public Community College Presidents.

The Illinois Association of Junior Colleges goes back to 1932, but it wasn't until the 1964 Master Plan for the Illinois Board of Higher Education that a comprehensive system of community colleges was established. Later that year, the Illinois Junior College Act was passed, which created the Illinois Junior College Board, which later became the Illinois Community College Board (ICCB). In the early 1960s, 17 school districts had established junior college districts. By 1970, there were 37 community college districts with 49 colleges and 170,000 students.

Fred Wellman followed Gerald Smith as the Executive Director of the ICCB, and attempted to develop a number of systems that would strengthen state control over the community colleges. The President's Council resisted. Wellman resigned in 1980 and was followed by Dave Pierce, who was able to develop a more collaborative operation among the Presidents Council. Pierce also calmed many of the disputes over equalization (an

effort to reduce the disparity in local funds available per student). It was during Pierce's tenure that the first attempts were made by ICCB to take over adult education.

During the years following the evolution of the Presidents Council from the Illinois Council of Junior Colleges to what it is today, the presidents as a group decided to make their organization more informal. In the late 70s and early 80s changes to the constitution were driven by equalization. Following the resolution of that debate, much of the dissension began to dissipate and the Council members began working together as a political and moral force for community colleges. When everyone was of like mind, the issues moved.

The Council changed from a chartered organization to one of moral authority. The bylaws are in a filing cabinet somewhere but no one has referred to them in nearly a decade or more. The Presidents Council became a flexible organizations. As the issues changed, the committee structure of the Council changed to match the issues, and it has been that committee structure that has been a primary strength of the Council. During the past 15 years, the Council has identified the issues important to the system of community colleges, and it has

## Priorities of Presidents Council 2010-2011

Five priorities that will be important for the Presidents Council this year are the following:

1. Reinforcing to the media and legislators that Illinois community colleges are central to workforce development and the number one system in the state for fighting unemployment and creating a trained and educated workforce.
2. Monitoring the state's fiscal situation and its impact on the ability of community colleges to deliver educational services.
3. Addressing and finding new solutions to long standing issues such as the transferability of community college courses into baccalaureate majors and the overly aggressive marketing of certificate and two-year programs by for-profit institutions.
4. Building new partnerships such as the Illinois Green Economy Network that feature the ability of community college to network into new economic areas and emerging technology.
5. Strengthening established community college alliances such as those with DCEO, the local workforce boards, and public and private colleges and universities.

pursued those issues with energy, intelligence, and character. It is the moral authority of the Council that gives it genuine status among the various executive branch organizations and the legislature of the State of Illinois.

*Excerpts from the History of the Illinois Council of public Community College Presidents prepared by Dr. John Anderson, Dr. Donald Crist, and Dr. Charles Novak.*

# Illinois Council of Community College Presidents

## Officers 2010-11 and Presidents, Chancellors, and CEOs from 39 Community College Districts



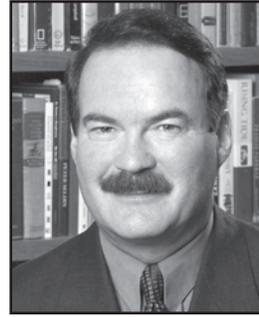
Jerry Weber, President  
College of Lake County  
Grayslake  
President  
Council of Presidents



Gayle Saunders President  
Richland Community  
College, Decatur  
Vice President  
Council of Presidents



Margaret Lee, President  
Oakton Community  
College, Des Plaines  
Secretary/ Treasurer  
Council of Presidents



John Erwin, President  
Illinois Central College  
Peoria  
09-10 President  
Council of Presidents



Robert Mees, President  
John A. Logan College  
Carterville  
08-09 President  
Council of Presidents



Richard Underbakke  
President, Black Hawk  
College, Moline



Lori Sundberg, President  
Carl Sandburg College  
Galesburg



Cheryl Hyman, Chancellor  
City Colleges of Chicago



Robert Breuder, President  
College of DuPage  
Glen Ellyn



Jose Aybar, President  
Richard Daley College,  
Chicago



Alice Marie Jacobs  
President, Danville Area  
Community College



David Sam, President  
Elgin Community College



Tim Taylor, President  
Frontier Community  
College, Fairfield



Kenneth Ender, President  
Harper College, Palatine



John Wozniak, President  
Harold Washington  
College, Chicago



Allan Goblen, President  
Heartland Community  
College, Normal



Joe Kanosky, President  
Highland Community  
College, Freeport



Terry L. Bruce, CEO  
Illinois Eastern Community  
College System, Olney



Jerry Corcoran, President  
Illinois Valley Community  
College, Oglesby



Gena Proulx, President  
Joliet Junior College



John Avendano, President  
Kankakee Community  
College



James Underwood  
President, Kaskaskia  
College, Centralia



John Dozier, President  
Kennedy-King College  
Chicago



Tom Choie, President  
Kishwaukee College  
Malta



Scott Lesnik, President  
Lake Land College  
Mattoon



Dale Chapman, Former  
President, Lewis & Clark  
Comm. College, Godfrey



Charlotte Warren,  
President, Lincoln Land  
Community College



Mitch Hannahs, President  
Lincoln Trail College  
Robinson



Ghingo Brooks, President  
Malcolm X College  
Chicago



Vicky R. Smith, President  
McHenry County College  
Crystal Lake



Vernon O. Crawley  
President, Moraine Valley  
Community College,  
Palos Hills



Leslie Anne Navarro  
President,  
Morton College, Cicero



Clyde El-Amin  
President, Olive-Harvey  
College, Chicago



Rodney Ranes  
President  
Olney Central College



Thomas Ramage  
President, Parkland  
College, Champaign



Eric C. Radtke, President  
Prairie State College  
Chicago Heights



Charley Holstein  
Rend Lake College  
Ina



Jack Becherer, President  
Rock Valley College  
Rockford



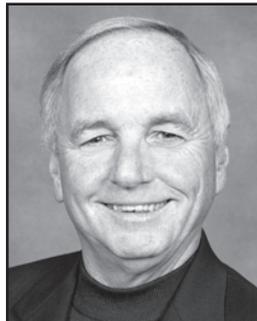
George Mihel, President  
Sauk Valley, Community  
College, Dixon



Larry Peterson  
President, Shawnee  
Community College, Ullin



Jonah Rice  
Interim President  
Southeastern Illinois  
College, Harrisburg



George Dammer  
President  
South Suburban College  
South Holland



Georgia Costello  
President  
Southwestern Illinois  
College, Belleville



Robert Ritschel  
President  
Spoon River College  
Canton



Patricia Granados  
President  
Triton College  
River Grove



Lynn Walker  
President, Harry Truman  
College, Chicago



Matt Fowler  
President, Wabash Valley  
College, Mt. Carmel



Christine Sobek  
President, Waubensee  
Community College  
Sugar Grove



Chuck Guengerich  
President  
Wilbur Wright College  
Chicago



Thomas Klinciar  
President  
John Wood Community  
College, Quincy



Anita Brandon, Director  
East St. Louis Community  
College Center

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## Servant Leadership Connects High School Students

*The Highland Community College High School Servant-Leadership program was a dream of the late Dr. Ruth Mercedes Smith. Her idea was to begin a servant-leadership program and infuse Robert K. Greenleaf's principles into all the high schools in Highland's four-county district.*

**“W**hen I look back on my time in the Servant-Leadership Program, I realize just how valuable it was in preparing me for the road ahead. Abraham Lincoln said ‘If I had eight hours to chop down a tree, I’d spend six hours sharpening my ax.’ I can’t imagine how much more difficult the transition to college would have been had I not been part of the Servant-Leadership Program. The time invested in the program is worth every second. It brought me out of my comfort zone and made me realize that I could make a difference in people’s lives.”

**Jeff Purple, 2006-2007 Award Recipient, Pearl City High School**

The High School Servant-Leadership Program provides students an opportunity to experience “hands on” personal development, team development and project development. Training events identify and examine key elements that are a part of the Servant-Leadership Philosophy, such as listening skills, acceptance of others, development and utilizing foresight in decision-making, being aware and perceptive. Further the philosophy calls for conceptualizing and communicating concepts, exerting a healing influence upon individuals and institutions as well as recognizing that servant-leadership begins with the desire to change oneself.

Regional training sessions are held once a month at Highland Community College for an 8-month period. These training sessions prepare the students to plan and implement their own service ideas and they also meet skilled professional trainers. Students are taught how to identify and articulate their goals, roles, procedures and responsibilities for each given topic session.

Each high school is asked to select eight students (4 juniors and 4 seniors) as well as a minimum of one adult mentor to represent them in the program. Students are challenged and encouraged to utilize what they learn at the monthly training sessions by sharing their training experiences and promoting of additional training events at their high schools, elementary schools or their community. Many schools have implemented Servant-Leadership Clubs” led by students who come to Highland once a month and are a part of the “leadership team.” This has expanded the teaching and learning of Servant-Leadership in the communities.

Although the project was started with \$20,000 in seed money from a Kellogg Foundation grant 12 years ago, the college continues to fund this program with assistance from

the Highland Community College Foundation, as well as personal contributions and memorials that have been established by friends Highland Community College. Some additional reimbursement to the program is received by the credit hours that are generated by student/mentor enrollment.

### Outcomes

Over 650 high school students and mentors have participated in the program in the last 12 years. During that period, students have personally generated over 380,000 documented hours of volunteer service to their communities. Each year students from the participating high schools are called to identify, develop and implement a community service project for their school and community that embodies Robert K. Greenleaf’s test of Servant-Leadership. “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is effect on the least privileged in society?”

As a result, numerous programs exist in the local communities that were generated and implemented by high school students. Some examples include Tutoring and Peer Mentoring programs for



High school students experience leadership exercises for Servant-Leadership

elementary school students through high school; a BUDDIES program that links high school students with adult seniors for companionship and mentoring; Community Give Back Day – a school day when high school students give back in service to their communities; school assemblies to raise awareness on personal character and responsibilities; the Educational Servant-Leadership Library in all high schools within Highland’s district; blood drives, as well as various projects to raise funds to help support local educational programs and needs of individuals and families.

### Additional Comments from Students

“The Servant-Leadership program is an opportunity for high school students to learn what it takes to provide for individuals, schools, or entire communities. In addition to gaining a higher level of motivation, self-respect, and communication, as

well as an understanding of group dynamics, individuals who go through this program learn what works and doesn’t work when planning a project. I encourage all students who go through the Servant-Leadership program to learn not only from their successes, but also from their mistakes. It enriches the knowledge gained from the program and also helps you learn what can be done better when pursuing future endeavors.”

**Justin Lawfer, 1999-2000 Award Recipient, Stockton High School**

“As a country, we tend to think of a leader as a person who can bring many people together for a common cause. Leaders are the ones behind the movement, pushing and encouraging the pack in every way they can.

Through the Servant-Leadership program, we are taught that true Servant-Leaders not only promote their cause, they live it. When I entered the Servant-Leadership program as a junior, I never

dreamed it would have such a profound impact on my life. It’s more than an opportunity to meet new friends; it’s an opportunity to associate with people who want to make a difference as much as you do.”

**Austin Walker, 2007-2008 Servant-Leader, Eastland High School**

“The Servant-Leadership program really helped me to become an empowered volunteer and an effective leader. I became more focused on my leadership style and how I can get the most accomplished with a group, which is something I carry on in college with academics, extracurricular, and work situations.

**Heather Judd, 2001-2002 Award Recipient, Dakota High School**

Servant-Leadership has paid dividends in my life. Personally, the Servant-Leadership program taught me to help others by being behind them and encouraging them rather than standing in front of them and yelling at them ‘over my shoulder’ to follow. I am now a leader. Before I was in the Servant-Leadership program, I wasn’t a leader. I learned that a true leader takes everyone with them and leaves no one behind. Thanks to the program, I now bring people along with me.”

**Cody Schumaker, 2003-2004 Award Recipient, Lena-Winslow High School**

For further information, Kim Pool, Director, Highland Community College Servant-Leadership Program  
Kim.Pool@highland.edu

## The College and Career Readiness Program



Julia Schroeder  
Vice President for  
Instruction  
John A. Logan College  
Carterville

The College and Career Readiness (CCR) Program was developed to prepare students for college who otherwise would have needed developmental/remedial work in English language arts or mathematics. Sponsored by Senator Edward Maloney and Representative David Miller, the CCR Act, Public Act 095-0694, became effective in November of 2007 and is managed by the Illinois Community College Board (ICCB). "Ensuring that students are prepared and successful in higher education is critical in meeting the demands of the future workforce in the state and nation," said Senator Maloney, "I believe the work that has been accomplished in the CCR pilot program is an excellent strategy to prepare students for success in higher education."

Participants in the program included Moraine Valley Community College, South Suburban College, Southwestern Illinois College, and a partnership between John A. Logan College and Shawnee Community College. These colleges were selected to participate based on a number of criteria, including demographics, geographic diversity, and partnerships with local high schools. In 2009 the project was extended to include Kankakee Community College and the College of Lake County.

The response to the program has been highly positive and has resulted in discussions and collaboration between faculty members, counselors, and administrators from both secondary and postsecondary institutions, along with civic and business leaders.

The five specific objectives for the project include:

- Diagnose college readiness through the development of a system that aligns ACT scores to specific community college courses in developmental and freshman curriculum;
- Reduce the need for remedial coursework in math, reading, and writing at the college level;
- Align high school and college curriculum;
- Provide resources and academic support to enrich students' senior year of high school; and
- Develop an appropriate evaluation process to measure effectiveness of intervention strategies.

Each student has a college readiness plan that is based on college-entry test scores, high school grades, high school coursework pattern, and individual needs. Other components of the program are an online course called "Get Ready for College Math," as well as a writing course. These programs feature collaboration between high school and community college students and faculty. Another building block called emotional intelligence fosters college study skills, goal setting and achievement skills, commitment/personal responsibility, time management and building positive relationships.

The guides are key. Depending on the specific needs of the students, guides may work with students as much as forty hours a semester or as little as four hours. According to one college freshman, "I would have given up if it had not been for the encouragement and extra help I got from my guide." It is that kind of personal relationship that makes a difference in the attrition of at-risk students. It is the one-on-one relationship that sets this program apart from other college readiness programs.

The good news is that just over 80% of the participants from 2009 transitioned to college level coursework. Thirteen percent of the participants transitioned to the next level of developmental education coursework.

For information, contact [Julia.Schroeder@jalc.edu](mailto:Julia.Schroeder@jalc.edu)

## News from Older Learner Programs

### Two Illinois Community Colleges Receive Civic Ventures Funding

#### Harold Washington College

In Tough Economic Times Encore Career Grants Benefit Colleges, Job Seekers Over 50 and Communities

Harold Washington College, one of the City Colleges of Chicago (CCC), was awarded an Encore Career Grant to launch a new program for experienced adults who want to retrain for encore careers in higher education. The grants are provided by The Deerbrook Charitable Trust and Civic Ventures, a think tank on boomers, work and social purpose. The College, through its successful Encore Program, will establish an innovative pathways program for 50+ adults who wish to transition to Encore careers as adjunct instructors at the CCC.

As a District, CCC has a total enrollment of nearly 121,000 students. CCC hires over 250 new adjunct instructors each year. John Hader, Director of the Encore Program at Harold Washington College says, "There exists an increasing focus on hiring adjunct instructors who are knowledgeable, mature, experienced in the workplace, and wise."

The Community College Encore Career Grants support colleges that are adapting existing programs or creating new ones targeted to experienced adults over age 50 who want encore careers that combine personal fulfillment, social impact and continued income.

"Older, experienced adults are working longer and are looking to do work that is meaningful to them and their community," said Dr. Arthur Sundstrom, executive director of The Deerbrook Charitable Trust. "These grants are designed to help more adults make the transition and to provide model encore career programs for other colleges to follow."

Fifteen colleges in nine states were awarded the \$25,000 grants to train boomers in their communities to become adjunct faculty, community health workers, pharmacist technicians and more.

For information, John Hader JHADER@ccc.edu

#### John A. Logan College

John A. Logan College (JALC) will establish an Encore Career Training Program to provide adults with the skills they need for encore careers in (1) healthcare, ranging from receptionists in healthcare settings to pharmacy technicians; (2) education, ranging from teacher's aides to college term faculty; and (3) social services, ranging from transit drivers to home service aides.

Trainees will be recruited through associations of retired persons in southern Illinois, through JALC Intergenerational Learning and through mixed media advertising. Each trainee will complete an encore career exploration module, a basic technology module, a basic job skills module, and a psychology course. After completing the exploration module, they will select an encore career in healthcare, social service or education and then choose a pathway to a specific career.

Most pathways listed can be completed in one-year. Trainees will then participate in mock interviews with advisory council or employers and then have real interviews. Trainees, advisory committee members and employers will evaluate the success of the training program at the end of the first year and assist in designing an on-line training module for the future.

If trainees indicate an interest in programs requiring lengthier training, pathways will be developed for careers requiring two or more years of training.

For information, contact Pat Kittinger at John A. Logan College 618 985-3741.

Patricia.Kittinger@jalc.edu

*John A Logan College is located in Carterville*

## Through My Eyes

Living History Speaker's Bureau for College Classes

Cheryl Brunsmann  
The Office of Educational Outreach,  
Southern Illinois University Edwardsville

During the spring 2010 semester, six people told their stories in five university classrooms as part of a speaker's bureau. Two World War II veterans spoke to a History of Nuclear Power class on their personal experiences and feelings about nuclear power.

A retired minister spoke to a Race & Ethnic Relations class regarding his personal experiences with the Selma March and racial issues closer to home. A retired nurse spoke to two separate classes, an American National Government class and a Medical Anthropology class, about her experience as an Air Force Nurse during the Korean War and changes in Nursing over her 40+ years. Through My Eyes is a wonderful addition to classroom or other non-traditional teaching setting.

For information, cbrunsm@siue.edu. or 618-650-3209

## Facebook and Keeping up with Grandchildren

Senior Professionals of Illinois State University offered a Facebook class this past summer. Twenty-four retirees learned how to start a page and then how to "friend" people on Facebook. Many took the class in order to keep up with their children and grandchildren. The class also looked at the ethics of social networking on the web. Anita Revelle, director arreve@ilstu.edu

## Life Story Writing

Carla Rich Montez  
Bradley University Continuing Education

The Osher Lifelong Learning Institute (OLLI) offers programs for older adults who share a common goal to remain vital in their late career and post-career lives. OLLI offers non-credit classes, educational travel, study groups, and special events to its 750+ participants, age 50+

One of the programs that remains popular is the class that focuses on life story writing. Offered since 1995, "Writing the Stories of Your Life" annually fills with participants who need the structure of a class to help them start or continue their autobiographies.

The instructor, Carla Rich Montez, takes a unique approach to the class. "Most people stall in writing their life stories because it's an overwhelming task to cover all that ground. What we do is make the project manageable by asking our writers to start with a single event—a favorite vacation, a vivid memory of their parent, an occasion that made them laugh. In other words, we do it one story at a time and then compile those stories into a longer document," said Montez.

The class has been so successful that participants asked OLLI to give them opportunities to continue their writing beyond the class, and this was the inspiration behind the study group that was created in 2009. "Workshop for Life Story Writers," facilitated by Montez, requires members to write a story, based on a personal event, every week for up to six weeks. neidy@bumail.bradley.edu

### Coming: Gerontology Conference

*Celebrating the Year of the  
Engaged Older Adult*

**Friday October 1, 2010  
8:00 a.m. - 3:30 p.m.**

**Southern Illinois University Carbondale  
Dunn Richmond Center**

**Keynote – Nancy Morrow Howell  
Warren Brown School of Social Work  
Washington University, St. Louis**

**Sponsored by  
College of Education and Human Services  
Graduate Certificate in Gerontology**

Contact: Juliane P. Wallace 618.453.3124  
juliane@siu.edu

Registration Deadline: September 24, 2010

