Community College
Program Development Guide 3

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for
Workforce Development for an Aging Society:
Cultivating Champions at Community Colleges
Third Edition (Revised & Expanded)

An Interactive Pre-Conference Institute
of the Association for Gerontology in Higher Education
Annual Meeting

February 27, 2014
Denver, Colorado
Agenda for AGHE Pre-Conference on Community College Program Development

Timeframe: 1-5pm, Thursday, February 27th

1:00-1:15  Introductions & Overview

1:15-2:00  Trends in Aging – Implications for Community College Gerontology Programs A conversation with 2014 Clark Tibbits Award Recipient, Harry “Rick” Moody, PhD, retired AARP Director of the Office of Academic Affairs

With response by Jennifer Sasser, PhD, co-author with Dr. Moody of Aging: Concepts and Controversies, now in its 8th edition

2:00-2:30  Overview of Community College Program Development Guidebook:
- Non-Credit Workforce Development & Continuing Education Programs
- Active Aging and Community Outreach Programs
- Credit Programs (Degrees and Certificates)
  - NEW! Cutting Edge Community Outreach & Workforce Training
  - NEW! Work After 50 – Programming & Resources

2:30-2:45  Break

2:45-4:30  Interactive Workshop focused on participant priorities around the following issues for each of the five approaches outlined in the Guidebook:
- History & Development Process
- Program Development & Implementation Models
- Financing & Budget Management
- Institutional Support
- Marketing & Student Recruitment
- Alliances & Partnerships, within the college and in the community
- Continuous Improvement & Assessment Approaches
- Strategies to Promote Success and Address Challenges

4:30-5:00  Follow Up Plans & Evaluation

- Resource Sharing Among the Participants
- Requests and Suggestions for Workshop Follow Up in the coming year
- A Word from our Workshop Travel Stipend Sponsors, Society of Certified Senior Advisors
- Overview of AGHE’s Consultation Model & Program Development Resources
- Workshop Evaluations
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Individuals 65 and older are an important and growing segment of the population. This is a worldwide phenomenon with Japan presenting as the “oldest country” (Jacobsen, Kent, Lee, Mather, 2011). Within this segment there is without doubt increasing diversity, increasing longevity, and improved prosperity when compared to prior generations. In general, older adults are upbeat about aging. In fact, a 2012 interview of a nationally representative sample of Americans aged 60 and over 70% reported that this past year has been normal or better than normal (The United States of Aging Survey, 2012). However, it is important to note that current age-related demographics are not yet reflective of the impact of what has been fondly referred to as the Baby Boomer Generation.

The intent of this section of the handbook is to address key global trends that impact aging, older adults, service providers, and communities. These include trends related to race / ethnicity; work and retirement; income sources; health and wellness; caregiving; long term care; and aging in place. Potential avenues of involvement and / or expansion of community college gerontology programs will also be addressed.
Trends

By the year 2050 there are expected to be 89 million individuals 65 years and older with the subset of persons 85 and older or the oldest old making up 20% of the population. The United States (U.S.) currently has a smaller percentage of older adults than many developed countries and is actually graying at a slower pace. It is also important to note that this “aging phenomenon” is not at all unexpected but has been long predicted.

Baby Boomers

In the U.S., Baby Boomers are changing the face of aging. This generation is comprised of those individuals born between 1946 and 1964 who began turning 65 in 2011. This is a generation that embodies transformation. At each life cycle this generation has impacted society and changed the age structure. There is little doubt that the Baby Boomers will continue to do so as they move into retirement and old age (Jacobsen, Kent, Lee, Mather, 2011).

Characteristics that set the Baby Boomers apart from previous generations are numerous and include such things as higher levels of education and more work experience; greater economic well-being but with large variability in retirement readiness; higher levels of divorce and lower fertility levels; and generally better health, but higher levels of obesity and disability (Older Americans 2012: Key Indicators of Well-Being, 2012).

Currently in the U.S., 5.4% of the 65 and over population have limited English proficiency, 12% are foreign born, and 35% identify as non-white or of mixed racial background. It is projected that minority populations collectively will reach 50% by the year 2042 (Older Americans 2012: Key Indicators of Well-Being, 2012). The Baby Boomer generation is also most likely to be the last non-Hispanic white majority population. There is concern that the newfound racial and ethnic diversity between age groups will have the potential to create a generational divide. In addition, there are long-term effects of childhood poverty on educational attainment, earnings, and health. Currently, more than 33% of black and Hispanic children live in poverty (Jacobsen, Kent, Lee, Mather, 2011).

Economics

The trends related to work, retirement, economic status, and income sources are somewhat interrelated. In 1999, only 12% of the workforce was 55 and over. By 2009 that number had jumped to 19% however, there still existed a cohort of older workers who were selecting to file for early retirement. It is projected that 25% of the workforce will be 55 and over by 2019. As many as 44% of workers aged 50 and over intend to delay their planned retirements (Older Americans 2012: Key Indicators of Well-Being, 2012). This decision to work longer is strongly tied to the demise of employer pensions and medical benefits; the rising age for full Social Security benefits, better health and longevity, and increased household debt (Jacobsen, Kent, Lee, Mather, 2011). An important aspect of older workers relates to unemployment. If these individuals find themselves out of work, they are more likely than any other age group to be unemployed 99 weeks or longer (Older Americans 2012: Key Indicators of Well-Being, 2012).
Important dynamics related to the workforce are declining elderly support ratios, the older adult’s perceived value and importance in the workforce, and sources of income for older adults. The U.S. elderly support ratio has changed dramatically since 1950 when there were 12 working-age adults available to support one older adult. In 2010 the ratio was 5:1 and the 2050 projection is 3:1. This small ratio supports the need for older adults to continue to participate in the workforce (Older Americans 2012: Key Indicators of Well-Being, 2012). Although 69% of older adults in a recent nationally representative sample report working to bring in an income, 76% cite productivity and 70% enjoyment as reasons for continuing to stay employed (The United States of Aging Survey, 2012).

When looking at general sources of income for older adults the breakdown is as follows: Social Security 33%, earnings 30%, pensions 18%, and asset income 13%. However a there is drastic variability within this population. Social Security benefits account for more than 82% of the income for about 40% of the poorest older adults compared to 18% of the wealthiest older adults. Also important to note is that roughly 10% of the 65 and over population lives below the poverty line. This percentage has been consistent since 1980. In addition, 15% are not confident that their finances will last through their retirement years and 8% have no financial plan (Jacobsen, Kent, Lee, Mather, 2011).

Health
Self-reported health status of the older adult population is good. Roughly 75 percent of the 65 and older population report their health as good, very good, or excellent, and about as many low to moderate income older adults also report having at least one chronic health condition. Chronic health conditions are diseases or long-term illnesses that are managed, not cured. These include conditions such as heart disease, stroke, cancer, diabetes, arthritis and asthma. Chronic conditions are costly to manage and often negatively impact quality of life, functional ability, and overall independence. As many are aware, these conditions may be prevented or modified with behavioral interventions such as diet and exercise (Older Americans 2012: Key Indicators of Well-Being, 2012).

Caregiving can be looked at from a couple of different perspectives: those in need of care and those who provide care – either paid or unpaid. Nearly 20% of older adults age 70 and over report that they cannot live independently and accomplish daily tasks, without assistance from caregivers or community resources. Nearly 90% of care rendered to an older adult with a caregiver comes from a family member (The United States of Aging Survey, 2012). In 2010, unpaid caregivers provided over 17 billion hours of care (Older Americans 2012: Key Indicators of Well-Being, 2012). Another interesting component to caregiving is that nearly 30% of all older adults report that they serve as a caregiver for someone (The United States of Aging Survey, 2012). With the dramatic changes in family structure there is an anticipated trend toward a reduction in available family caregiving placing a greater need on the community and local agencies to provide a variety of caregiving services.
Paid caregiving often falls under the heading of “long term care” services. Long-term care services encompass homemaker services, home health services, adult day services, assisted living facilities, and skilled nursing facilities. Current estimates are that 66% of persons aged 65 and over will need long term care services at some point in their lifetime (Older Americans 2012: Key Indicators of Well-Being, 2012). Also, there is a desire by many older adults to “age in place.” Recent reports document that as many as 90% of Americans aged 60 and over intend to continue to live in their current home / community for the next five to ten years (The United States of Aging Survey, 2012). In fact, most older Americans — almost 80% of adults 85 and over and 97% of persons aged 65 to 74 – do live independently in traditional communities (Older Americans 2012: Key Indicators of Well-Being, 2012).

Collectively these trends open doors for community colleges to meet community needs by: educating, training, serving, delivering, collaborating, partnering, fostering, enhancing, and supporting a population that is aging.

Implications for Community College Gerontology Programs

A key perspective for community college gerontology programs is to view aging as a process. Community colleges exist to serve their community and its residents. When viewing aging as a process an opportunity exists to serve older adults across a lifespan of 35 to 40 years and to serve multiple generations of individuals: grandchildren, adult children, older adults, aging parents and grandparents.

Another key perspective is to work to change the general perception of what it means to “age.” Society has historically viewed aging as a time of decline, dependency, and diminished value. Why not look at aging as an opportunity and an asset? In general, older adults are a population who do not want to be “served.” In fact, the typical 60 to 70 year old age group does not utilize aging network services.

The implications for community colleges are diverse. Using a needs-based approach and focusing on outcomes assessment, community college gerontology programs could design programs and services for plus 50 learners, plus 50 workers, employers, employees, lifelong learners, and traditional students. Educational offerings may come in the form of credit courses, noncredit courses, continuing education offerings, certificate programs, and degree programs.

The broad range of age-related education topics includes, but is certainly not limited to:

Self-advocacy:
Behavior modification, medication management, chronic disease management, transition coaches / navigators / care coordinators, life enrichment, and leadership
Independence:
Coordination of services, coordination of care, aging in place, universal design, access to long-term care services, personal care workers, and day programs

Prevention and Active Aging:
Chronic disease management, healthy aging, nutrition, physical activity, falls prevention, safe driving, and memory assessments

Societal and Community Issues:
Accessibility, housing options, cultural offerings, transportation, volunteer / civic engagement, and employee retooling

Intergenerational Offerings:
Absence of social isolation, travel, and day programs

Collaboration with Others:
Senior housing providers, long-term care providers, healthcare providers, non-profit entities, faith-based entities, private sector, business / service industry, and travel industry

Aging as an Asset:
Work, small business development, civic engagement, volunteerism

Creativity, Education and Life-Long Learning:
Arts and aging projects, senior institutes, brain health programs

Livable Communities:
Municipalities, transportation services, access to services, service coordination, health and wellness offerings, and restorative environments

References


Sloan Center on Aging & Work at Boston College www.bc.edu/agingandwork.

(Prepared by Julie Siefert, with revisions by Jan Abushakrah)
Non-Credit Programs: Tips and Lessons

1. History and Process of Development: An Example from Hawaii

During the summer of 2003, Kapiolani Community College (KCC) convened a meeting among all of the community colleges in the state of Hawaii and their affiliated community agencies. This conference was intended to promote the role of community colleges for aging Hawaii. Subsequent to this meeting, many community groups coalesced to prepare legislation in 2004 and 2005 to encourage the development of family caregiver training at Kapiolani Community College. The pressures to create a gerontology program at the college thus came from without, not within.

In 2006, the college began working more closely with these community groups to prepare legislation that included a comprehensive plan for a community college-based gerontology program that focused on immediate community needs for direct care paraprofessional training, family caregiver training and active aging. The intent was to create a gerontology program that was practical, accessible, affordable, and responsive to the continuing education needs of the community. As a result of this coordinated effort, the Hawaii State Legislature approved of the use of state general funds to permanently support the establishment of the college’s gerontology program in July 2006.
2. Program Development and Implementation Model

During its first years, the Center conducted a number of studies and reports to determine the best course for implementation. The following are the types of studies and reports that were prepared:

a. **A community wide discussion on the role of community colleges in an aging Conference.** The intent of this conference was to energize the community colleges and agencies affiliated with them to recognize their roles for eldercare training in the state. See this 2003 conference report for further information regarding the conference format, discussions and recommendations.  
   http://kupunaeducation.com/documents/KCC20Aging_Conference_Aug03.pdf

b. **National Review of Community College-based gerontology programs.** An attempt was made to conduct a systematic review of gerontology programs by community colleges and other non-community college initiatives. This was also an attempt to review all existing community college-based gerontology programs and to prepare program recommendations. While this report is somewhat dated, it provides a useful review and foundation for other programs to follow.  

There are numerous of other important studies that have been conducted. The following is a sample of two such reports prepared by AARP and Portland Community College on or around the same time.

- **Linda Wiener, The Role of Community Colleges in an Aging Society.** AARP Occasional Report No.9 (September 2007).  

- **Graham Toft, Ph.D., Nadine Jeserich, Ph.D., Kay Crawford, J.D., Oregon Gray Matters: How Will Older Workers Fill Oregon’s Workforce Demand?** March 2007. See:  

c. **Assessment of a Credit vs. Non-Credit Direction for the College’s Gerontology Program.** The Kapiolani Community College gerontology program focused on affecting positive social change in the community as quickly as possible. See the analysis that was conducted. Kapiolani Community College decided to begin developing its program around its non-credit offerings given the shorter time required to start them, the lack of resistance and the ability to be more responsive to immediate community needs.  
d. **Development of a 5-Year Tactical Plan.** This is the 2nd Tactical Plan that the Gerontology Center created. This is the “Blue Print” that was used to guide the multi-year process of program development, staffing and budgeting.  

e. **Creation of an internal college-based and an external advisory committee.** Committee and Advisory Boards can play a critical role in marshaling support for existing programming as well as for the development and implementation of new programs. Advisory groups can be long or short term. They can be for the Center as a whole or for specific projects as needed. It is necessary to be clear what set of roles and responsibilities you are asking of busy community leaders and college faculty. Public recognition of their contributions should be part of the overall plan.

f. **Networking on the National and International Stage:** National and International dialogue regarding the direction of gerontology and the trends in active aging can also be very helpful. Can you participate in the Association for Gerontology in Higher Education (AGHE) or in other gerontological associations at the state or national level? Does your college have an international program that can put you in touch with other gerontology programs in other countries? These affiliations become a very useful basis to track new trends and identify new program ideas.

**Examples of Programs Developed**

**Kapiolani Community College (KCC) - Honolulu, Hawaii**

1. **Paraprofessional Training**
   a. **Elder Stay@Home Program:** This is a direct care paraprofessional training program provided in 4-parts from the training of the most entry level Companion Aide (Level 1), through the Personal Care Assistant (Level 2) up to the Home Care Assistant (Level 3). These three levels are articulated and require a total of 100 hours of classroom and clinical training time to complete. An additional 16 hours of training is also offered for specialized Alzheimer’s training. This program was developed by the Arkansas Schmieding Center for Elder Health and Education and focuses on home and community-based direct care training. By comparison, the Certified Nurse Aide curriculum, which has been shaped by Medicare and Medicaid regulations, is designed for direct care paraprofessional workers in nursing home settings.

Plans now call for the further development of this “Schmieding Method” with new modules, the creation of online hybrid training and the implementation of a micro-credit loan program to support the financing of this non-credit training. This phase of the program development begins in 2013 in partnership with other programs in Arkansas, Texas and California. The message here is that the identification of community need, evaluation and program development should be considered an on-going part of non-credit training.
b. **Adult Care Home Curriculum Development:** The College recognized that given the shortage of nursing homes in the state and the rapid growth of the older adult population, small residential care facilities were about to accommodate nursing home level residents in greater numbers. While the use of care homes for nursing home care has saved the state of great deal of money, there has been little to no attention paid to the training needs of small residential care operators. Consequently, the College has worked at creating course material for direct care paraprofessional workers in small care facilities. Over 9 different types of course curriculum materials were created and tested. Efforts have also begun to convert the written curriculum into 30-minute online training so that training can be available 24/7 throughout the state as well. There are always challenges with change. Some of it is associated with the receptivity by the small residential care home operators to the online format, willing to pay, regulatory approval of the online format for continuing education among many others.

2. **Family Caregiver Training:** The Kapiolani Community College’s family caregiver training program targets adult children who would like to learn the basic skills of caregiving. There are several courses offered on a regular basis. To date, the two most popular classes have been a 6-hour Practical Hands-On Skills and a 12-hour training on Community Resources. There is also another 8-hour course on “Dealing with Your Parent’s Stuff” to address clutter, relocation and the consolidation of important documents. While well received, the College is contemplating ways of offering these classes at various business locations during lunch or after work hours. In this way, it will be possible to increase their accessibility to family caregivers.

3. **Active Aging Training:** This is the area where the College expects to see more development in programs and offerings. At the present time, we offer an 8-hour course called “Career Transition for Boomers” to help retirees and soon-to-be retired boomers to explore and plan to re-careering opportunities for paid or unpaid work. To maintain independence, the College also offers an 8-hour course on “Fall Prevention” by addressing causes, fall assessment of homes and exercises for strength and balance.

4. **Online Introductory Gerontology:** The College created an 6-week introductory online course in Gerontology for incumbent workers in the aging network with little or no formal exposure to basic concepts of population aging, ageism, characteristics of older adults, differences between normal and abnormal aging and some of the major policy issues in this field. This is a 6-week course that requires passing an examination to obtain a certificate of professional competence.
Grand Rapids Community College (GRCC)

1. **Certificate in Aging:** The Grand Rapids Community College Certificate in Aging is a non-credit continuing education program in aging designed for professionals and other incumbents working with older adults, who are interested in learning how to be more knowledgeable and effective in working with older adults. This program consists of four (4) eight hour classroom-based courses held periodically throughout the year for a total of 32 contact hours.

2. **Aging 101 – An Introduction to Gerontology:** This course explores issues vital to the growing aging segment of our population with its myths and realities; love, intimacy and sexuality in later years; social roles and relationships; work, retirement and economics; how the body changes in the aging process; and surviving growing older in contemporary America for a total of 8 contact hours.

3. **Healthy Aging & Chronic Disease Management:** This course will explore the role of health promotion and chronic disease management in healthy aging. This course will also cover common chronic health conditions and their management; the role of key elements of health promotion in successful aging; and the importance of educating older persons regarding healthy lifestyle choices and practices for a total of 8 contact hours.

4. **Caregiving 101**
   Dealing with and/or caring for older adults can bring with it a broad spectrum of changes and pressures for which individuals are often unprepared. This course helps students to recognize and understand the key issues involved in caregiving; explore the dynamics of changing relationships as "children" become more involved in their parent's care, and parents face age-related changes and loss; learn about community resources available to assist family caregivers; and utilize effective communication techniques as well as learn how to understand, cope, and effectively deal with older adults in need of care in 8 contact hours.

5. **Death, Dying, and Bereavement:** It is important to recognize the emotional needs of those who have lost an older adult client or loved one. This course is designed to introduce students to a wide variety of issues relating to death, dying, and bereavement. It will cover historical perspectives; define death, attitudes toward death, the dying process, and grief and loss; as well as provide coping strategies for those experiencing the loss of an older adult client or loved one in 8 contact hours.

**Continuing Education Hours (CE’s):** A total of eight (8) contact hours is granted for participation in each of the courses in this program. Those completing four of the above courses will also receive a non-credit Certificate in Aging from Grand Rapids Community College.
Course and Program Fees: A fee of $150 (without CE's) or $160 (with CE's) per participant will be charged for each eight-hour course; or $500 (without CE's) or $540 (with CE's) per participant for those enrolled in all four program offerings.

Examples of Community Outreach Work

Gerontology Programs should be actively involved with a variety of community outreach activities. The following are some examples:

a. Gerontology Case Management Consortium
b. Area Agency on Aging
c. State Unit on Aging Committees
d. Senior Advocacy Groups (ex. AARP, union retiree groups, family caregiver coalitions, etc.)

In addition to the aforementioned groups, the Center should also be an active participant in various senior events and actively networks with gerontological meetings and senior health fairs. All major agencies and stakeholders should know of your Center’s work and mission. Maintaining an affiliation with various senior related groups is very important to assure referrals to the Center’s training.
3. Financing and Budget Management

Gerontology programs need to be creative in its search for funding. The following are some possible sources that have worked in other settings.

a. State General Funds  
b. Community Foundation grants for specific projects  
c. Tuition fees  
d. Contract fees for contracted training to specific organizations, agencies  
e. Donations for Scholarship fund  
f. Medicaid HMO Health Plans to support training  
g. Center for Medicare and Medicaid Services Innovation Grant Program  
h. State Department of Labor Workforce Employer Education and Training Funds  
i. Gerontological Association scholarship funds  
j. Affiliations with existing online training (such as Ed2Go) that can provide a steady stream of revenue  
k. Create as large a pool of potential instructors on various gerontological issues as possible. To the extent that your program can leverage the skills and expertise of others not normally associated with the college but with the ability to teach relevant topics, the greater the potential for building a financially viable base.
4. Institutional Support

Assuring institutional support from your own Community College is an on-going task. One can find that over time, the program’s goals which starts with meeting community needs may shift to that of increasing enrollment and then to increasing the number of students graduating or transferring to a baccalaureate program. It is also not uncommon to find that non-credit programs may need to emphasize revenue generation and achieving profitability while complying with numerous state and federal mandates.

It is always going to be a balancing act to meet the various and sometimes competing demands of the colleges’ goals and their resource allocation priorities. As difficult as it may be, here are a few suggestions to keep in mind:

a. Build a faculty advisory group
b. Prepare regular semi-annual and annual progress reports to administration
c. Request an opportunity to orally report of the Center’s progress at least annually to administration
d. Review the College’s strategic plan and be certain that the Gerontology Program’s tactical plan is consistent and supportive of the College’s goals. Make that explicitly known to administration.
e. Create a Community Advisory Group that can assist in demonstrating community support, advocacy work and financial support.
f. Build community partnerships and collaborate on joint projects for funding
5. Marketing and Student Recruitment

Marketing is also an on-going task. It can be expensive but there are a number of inexpensive opportunities that can also assist with “getting the word out”. With good marketing and public relations work, enrollments in your course offerings may eventually increase albeit slowly and steadily.

Here are a few examples of market and public relations activities that have been used:

a. Maintain membership in various gerontology advocacy groups, AAA, State Unit on Aging, task forces, consortiums or coalitions (e.g. Family caregivers, fall prevention, case management, etc.)

b. Maintain membership in the local gerontological association and actively participate in annual conference with presentations in collaboration with other organizations demonstrating community partnerships.

c. Consider a television program with your local community access television station on elder care issues involving interviews with local experts. Encourage guests to link their company’s websites to your program’s website.

d. Incorporate the Gerontology Program’s offerings with the College’s Continuing Education mailings to the public.

e. Develop a website that is easily found. Work with a Search Engine Optimization company to increase the website’s visibility. Maintain it with new and refreshed material regularly.

f. Create and distribute your own Program’s marketing material

g. Be an active participant at various senior events and actively networks with gerontological meetings and senior health fairs.

h. Build a database of all of senior service agencies, former students, instructors, and businesses (e.g. Banks, unions, credit unions, attorneys, condo associations, etc.) that can eventually be used for mass emailing.
6. Alliances and Partnerships

Alliances and partnerships are a key part of the long-term success of a developing or established gerontology program. Review all of the various types of groups and agencies that were referred to earlier such as but not limited the following: Area Agencies on Aging, the State Unit on Aging, Foundations, non-profit Aging related programs, Medicaid, State Departments of Labor, unions, Workforce Development agencies and senior advocacy groups.
7. Continuous Improvement and Assessment Approaches

The task of developing your gerontology program will require an on-going need for suggestions from stakeholders, the need to track trends, review of feedback regarding course performances and financial acuity to track expenses, stay in budget and solicit new revenues. Continuous improvement will also require the reporting of the program’s performances.

In the case of Kapiolani Community College, the Gerontology Center emerged from the community then subsequently from the Legislature to address community needs. To thrive, the Center has also had to carefully review the College’s Strategic Plan and make certain that its goal was consistent with that of the larger institution. This is a task that is not done just once but annually.

While there is no one well defined methodology to conduct continuous quality improvement and assessments, the following are some of the types of tasks that are required to be done on a regular basis:

1. Evaluation of class instruction
2. Assessment of course impact on student outcomes for employment, graduation or certification
3. Utilization of Focus Groups (e.g. seniors, long-term care industry by segments) to solicit feedback and suggestions regarding direction, course development and potential alliances
4. Utilization of Advisory Groups (e.g. community, college faculty and administrative)
5. Tracking of class enrollment data
6. Tracking of website utilization and use of methods to increase website’s visibility with search engine optimization methods
7. Monitoring of the Program’s annual budget and its annual operating cost
8. Tracking of grants and funding activities.
9. Preparation of program evaluation studies as required by grant funded programs
10. Preparation of Annual Reports
8. Strategies to Promote Success and Address Challenges

What follows are suggestions to develop marketing and outreach strategies in a cost-effective way.

Strategies to Promote Marketing and Outreach programming

a. Integrate the Center’s program within the local Aging Network with appropriate partnerships and alliances
b. Create of a low-budget television program on community access television
c. Create of a website to promote Center’s programs and then upload the practically-oriented TV segments on to the Center’s website
d. Create of an understanding with expert TV guests to have their website linked with your Gerontology Center’s website
e. Participate in Health Fairs
f. Create marketing material
g. Develop a database of existing agencies and broadcast course information via email
h. Network with the gerontological leadership and potential funding sources
i. Create of a vision to develop practical, accessible workforce-relevant and co-effective older adult training for the community.

The task of addressing challenges will be ongoing and sometime frustrating. There is no simple approach to deal with all of the different forms of barriers and added tasks that might be added along the way. Here are a few suggestions:

Addressing Challenges

a. Community and Institutional Support: Changes in community and institutional support occurs with changes in leadership and priority setting. Thus, there is a constant need to re-connect with administrators and community stakeholders. Use community and institutional support as a way to assure the need for program continuity with the College. This task is on going.

b. Funding: The sole dependence on any one funding source will result in diminishing revenues as inflation and salary increases continue. It is important to seek additional sources of revenues to implement new initiatives.

c. Plan: Your program needs a long-range strategic plan that is congruent with the College’s strategic plan. The program’s plan should be reviewed annually and shared with the College’s administration. If and when there are differences of opinion regarding direction, the plan that should have both community and
institutional support can provide some stability to program direction. The goals of the college may change from meeting community needs, to increasing enrollment, to increasing graduation or workforce placements, to increasing profitability. While all of these various goals are relevant and worthwhile, having a Strategic Plan with will input and support can minimize the frustrations caused by erratic changes in the direction of your program.

d. **Vision:** It is imperative to develop of a vision for elder care, training and the role of community colleges in achieve your goals. In our case, we are convinced (1) that community colleges are in the best position to effect changes in higher education for older adults and for gerontological workforce development; (2) that gerontology will need to shift from a sick care to an active aging, well-care focus to create excitement and (3) that non-credit courses and programs are greatly underrated. While traditionally viewed as secondary in value, non-credit courses have the potential to be more innovative, workforce relevant, practical, affordable, accessible and responsive to community needs. Continuing education could be considered as the “incubator” for creative course development. Continuing education or non-credit gerontology courses also need to address the possible articulation of their offerings into credit courses. If that is done, there will be opportunities for students starting at the most entry level in non-credit courses to articulate into credit courses and to achieve the highest level of their capability.

This is our vision. What is yours? Develop one and that will help direct your program for years to come!
Active Aging and Community Outreach Programs: Tips and Lessons

This section is designed for Community Colleges interested in developing and/or expanding Active Aging and/or Community Outreach Programs. It provides strategies, tips, and lessons learned in the areas of program development and implementation; financing and budget management; institutional support; marketing; alliances and partnerships; continuous quality improvement and assessment; and program successes and challenges.

1. History & Process of Development – An Example from Michigan

The Grand Rapids Community College Older Learner Center (GRCC) was formed in 1998 with three year grant funding from the Michigan Department of Community Health and Office of Services to the Aging to disseminate applied gerontological information designed to enable older persons to remain independent in their own homes and age successfully in place within the community. This unique grant was the result of an intentional effort to address an identified and pressing need within our community – the desired need of older persons to age in place within their homes and avoid the more costly option of long-term care placement. This grant funding also allowed the college to create a sustainable structure for a Center that would address the community outreach and active aging needs of older persons, their families, caregivers and the professionals who serve them.
Although community outreach has been a central part of the mission of the GRCC Older Learner Center from its beginning, active aging programming has not. Rather, this programming was the result of the natural evolutionary process of our Center’s development. Let me explain. Early in 2000, being aware of the activities of our community outreach project, we were approached by a group of older adult veterans interested in learning how to use the computer. As a result, we developed and implemented a ten-week computer basics course, which we offered to this group. After offering this ten-week class twice to a total of 30 different seniors we quickly learned several valuable lessons:

A) The traditional instructional classroom/computer lab model did not work well for many of our senior participants. A number of the older learners in these classes found the classroom environment to be intimidating. Others found the pace of instruction to be either too fast or too slow based on the knowledge base that they already did or did not possess. No matter how we adjusted our curriculum, it just seemed that these classes were not meeting the needs of the majority of our older learners.

B) Instructor led classes were expensive. Paying the required union mandated instructional fees was just not feasible for the sustainability of this program, given the fact that our student base was predominately from the lower middle class and living on fixed incomes.

As a result of lessons learned, the Center sought to create a better way to provide computer training to older learners, and set about to do this by asking them what they wanted to learn and the best way to deliver that knowledge. The result was a new learning club format described in detail below. In this new format the Computer Club - not Computer Class - has thrived and continued to grow for nearly 13 years. The lessons learned through this first venture into offering non-credit life enrichment active aging programming have served the GRCC Older Learner Center well over the years. We have continued to listen (through participant interest surveys and program evaluations) and respond (through piloting and implementation of new programming) to the needs and interests identified by our program participants over the years, resulting in a wide range of successful active aging programming. We have also responded over the years to identified needs based on pursuit of available grant funding in support of both active aging programming (especially in the area of health/wellness) and aging related community outreach.

To this end, the Grand Rapids Community College Older Learner Center has historically been involved in both active aging and community outreach programming. Community outreach efforts have all been in the form of grant-funded projects utilizing applied gerontological research-based educational outreach around aging related issues and concerns (including aging in place, older and displaced worker issues, caregiving, and grandparents raising grandchildren).
The GRCC Older Learner Center active aging programming has consisted of a wide variety of life enrichment education to area seniors in the areas of computer use, life history, leadership development/civic engagement, reading/discussion, cognitive (brain) training, exercise, nutrition, and health education. This ongoing programming has been made available through grant funding, sponsorship, fee for service, and scholarship support.

Much of the Older Learner Center active aging programming is based on a model utilizing a learning club concept predicated upon individual and peer learning. This model is effective in that it is:

- Participant focused & led
- Not dependent on a traditional instructor/instruction role
- Facilitated by volunteer peer facilitators
- Cost effective in its use of available College facilities in service to the community.

The success of GRCC Older Learner Center active aging and community outreach programming is in large part due to promotional support provided through key partnerships and alliances formed within the local aging network.

History & Process of Development – An Example from Hawaii

As noted earlier in the discussion of non-credit programs, the Kapiolani Community College’s Kupuna (Elder) Education Center was fortunate that in 2006, the Hawaii State Legislature had committed state tax dollars to support the development and on-going maintenance of its program. While its program started its training activities first to address paraprofessional and family caregiver training, active aging was also a part of its strategic objective. To date, the Center is still in the process of establishing a viable active aging initiative. Various strategies have been made and will continue to be made to establish a viable program as challenges are confronted.

Our vision is that (1) community colleges are in the best position to effect changes in higher education for older adults and for gerontological workforce development but to do so we need to (2) shift gerontology from a sick care to an active aging, well-care focus to create excitement and attract participation. Based on this vision, the commitment is to find the best strategy to address active aging. The Association for Gerontology in Higher Education (AGHE), for example, has witnessed troubling signs for university-based gerontology programs to attract students. Are we viewing aging mainly as the 5-Ds? Decline, Deterioration, Decay, Dependence and Death? Or the 3-Ps: Pain, Pills and Passing? We have taught students about geriatric syndromes, ADL/IADL scales, disabilities, ADRCs, Medicare and Medicaid, chronic disease self-management, nursing homes and other types of facilities, end of life and the like. Is it possible that young students have associated gerontology just with nursing home administration? Is it possible that our training programs have frightened students in our youth-oriented society?
At present, the Kupuna Education Center is engaged on multiple fronts. An Encore Career for Boomers class has been taught on multiple occasions. The Center also sponsors a weekly television program on public access cable television with at least half of all segments now address active aging issues such as exercise, addressing hearing loss to remain engaged, driver safety, fall prevention, nutrition, volunteer opportunities and the like. The Center has also been working with the County Area Aging on Aging and the State Unit on Aging to prioritize active aging on its agenda. A new credit course on active aging is about ready to be introduced as a way of shifting the gerontological perspective from sick care to well care. Hopefully, by the fall of 2013, a new course will be ready. Likewise, the Center is working on a conference with the business community to promote aging as an asset and an economic opportunity. Finally, the Center is also mounting an effort for the state office on aging to transform the one-stop shop concept of the ADRC (Aging and Disability Resource Center) to include active aging resources (e.g. volunteerism, educational opportunities, encore careers, grandparenting, travel, financial resources, health and fitness, etc.).

Thus, while the Kapiolani Community College’s effort in the nascent field of active aging is still evolving, it is committed to move forward. There is no one particular model that is ideal at this point. Selection of a strategy will depend on opportunities and resources available. In any case, the following directions are certainly worth exploring:

1. Peer mentoring based Senior Clubs as in the case of Michigan’s Grand Rapids Community College

2. Creation of credit or non-credit courses on the theory and practice of active aging. This may eventually result in opportunities for certificates or perhaps one day in a degree in active aging!

3. Providing community service opportunities as a television program to showcase the various facets of active aging programs and activities. This may become an indirect method of linking community-based programs with the college’s continuing education and credit-based courses for older adults.

4. Supporting more system-wide programs with state and county agencies as in the form of a conference to promote aging as an asset and an economic opportunity. The use of college resources to challenge the state and county aging offices to convert the one-stop shop model for aging as sick care to an even broader one-stop model to also address aging as well care as well. These activities can be used to engage even more business and other organizations that are not usually linked with the aging network to become aware of this new perspective. While these activities are not traditionally seen as ‘educational’ in nature, contract grants or foundation funding can be used to finance these activities and spur community college based programs for active aging further along.
2. Program Development & Implementation Models

Prior to developing any new Active Aging or Community Outreach Programming, a perspective Community College should:

A) Conduct a community-wide Needs Assessment to determine the need and viability of any proposed new programming.

B) Determine Institutional support and identify available college resources to support programming.

C) Develop and/or identify an existing programming model for implementation.

D) Create a Budget and develop a plan for financial sustainability.

E) Identify external program partners and alliances

The tips on new program development identified above were learned the hard way, through life experience, and, unfortunately, were not always followed in the development of the programs and activities of the Grand Rapids Community College Older Learner Center. Rather, much of what we offer today is the result a process of trial and error and natural program evolution. It is hoped that this information will be helpful to those Community Colleges considering or attempting to implement any new Active Aging program development.

EXAMPLES OF ACTIVE AGING PROGRAMMING

Grand Rapids Community College

Learning Clubs

The Computer, Life History, Brain Games, and Walking Clubs offer ongoing annual membership using an individual and peer-learning model facilitated by volunteer peer leaders and taking advantage of available college and community resources.

The Advantages of Learning Club Membership-Based Programming:

- Creates an ongoing source of revenue (fee for service)
- Creates within the membership an affinity to other available program offerings, and a ready source for overall program promotion
- Provides access to a ready source of peer leaders and volunteers

Senior Leadership Grand Rapids

The mission of Senior Leadership Grand Rapids is to develop and empower mature adults to assume leadership roles that contribute to the well-being of the community.
Older adults represent one of our most precious natural resources – and one of its fastest growing sources of community leaders. Senior Leadership Grand Rapids is an initiative designed to harvest the talents of these leaders and keep them fully engaged as community trustees, working side by side with other generations to build our future. Senior Leadership Grand Rapids offers a variety of interactive workshops, programs, and events designed to provide those at or near retirement age with the tools needed for personal leadership development, as well as awareness of community volunteer/civic engagement needs. This program is funded through limited sponsor dollars, media promotion (in-kind support), and participant fees.

Health Education Programming
The OLC Health Education Programming is designed to improve the lives of individuals 60 and older through health, wellness, and nutrition education, and a wide variety of targeted physical fitness activities. Health Education classes/programs are held year round in the College Fieldhouse with instruction provided by a Master’s prepared Wellness instructor and certified personal trainer. These programs are funded with Older Americans Act and County-based Senior Millage dollars.

Encore Reading Club
The Encore Reading Club is a book club created through a partnership of the Grand Rapids Community College Older Learner Center and the Grand Rapids Public Library. This book club focuses on the book, Longevity Rules: How to Age Well into the Future, a collection of essays by more than 30 national authorities on aging. Each month participants read and discuss timely topics in political, societal, behavioral, and medical areas related to successful aging and longevity. This successful program launched in May 2011 with 50 members. Funding support for this free program is provided by both Grand Rapids Community College and the Grand Rapids Public Library.

Lane Community College
The Successful Aging Institute at Lane Community College strives to enhance the lives of older adults, and those who nurture their success through vibrant collaboration, education and innovation. To this end, Lane offers a wide variety of Active Aging programs with over 40 current offerings from within the following categories:

- Encore Career Training
- Volunteer Training
- Creative Arts
- Health Occupations
- Health, Fitness, Exercise
- Home & Family
- Driver Training
- Home Buying
- Money Management
- Parent Family Teacher
- Personal Growth/Self Improvement
- Language & Culture

Consult the Lane Community College Successful Aging Institute website (www.lanec.edu/sai/) for a complete list of programming.
Kapiolani Community College

The Kupuna (Elder) Education Center at Kapiolani Community College is beginning its efforts at creating non-credit offerings for active retirees and older adult boomers. Plans are being considered to view age as an asset for economic opportunity, intergenerational community building and purpose for older adults. It has developed two thus far. Other non-credit offerings such as cooking for health and wellness, cooking for entertaining, entrepreneurship, retirement planning, computer skills, tai chi, uncluttering your life, Japanese and Chinese conversational skills among others are also available through the college’s continuing education department.

Career Transition for Boomers Class (Encore Careers)
This is a 4 session workshop for active retirees and boomers that begins with a life review, values review, discussions of their preferred future and the additional skill needed to achieve their dreams and some personal coaching.

Fall Prevention
This 4-session workshop conducted with the assistance of Physical Therapy Assistant students to provide very close one-on-one training to assure that older adults and their boomer caregivers remain independent.

EXAMPLES OF COMMUNITY OUTREACH

Grand Rapids Community College

Caregiver Resource Network
The Caregiver Resource Network, formed in 2001, is a voluntary collaboration of over 130 West Michigan organizations dedicated to providing for the needs and welfare of family and professional caregivers within the community that will improve the quality of life for caregivers and their care recipients. The Caregiver Resource Network was founded by and is facilitated by the Grand Rapids Community College Older Learner Center and Area Agency on Aging of Western Michigan, which administer Title III-E Older Americans Act National Family Caregiver Support Program. This funding helps to provide financial assistance for caregiver respite through the use of Caregiver Respite Account certificates, as well as innovative caregiver projects and initiatives that provide for caregiver education, support, resource referral, and wellness. The Caregiver Resource Network hosts a national award-winning website (www.caregiverresource.net) which provides hundreds of articles, tools, resource links, and radio programs designed to educate and assist family and professional caregivers.
Grandparents Raising Grandchildren Educational Support Group
The Grandparents Raising Grandchildren Educational Support Group is held monthly by the Grand Rapids Community College Older Learner Center with funding from the Older American’s Act Title III-E, administered by the Area Agency on Aging of Western Michigan. This free program offers caregiving grandparents the opportunity to:

- Share common experiences
- Better understand their own needs and the needs of their grandchild(ren)
- Locate resources
- Gain valuable information from community professionals

An annual Educational Luncheon and Training is also provided to grandparents raising grandchildren each spring, as well as a special Grandparent/Grandchild Wellness Day Camps each summer.

Lane Community College
The Lane Community College provides Community Outreach through an active Senior Companion Program.

Senior Companion Program
The Senior Companion Program, part of the National Senior Service Corps, is funded in part by the national government and by the local communities of Lane County. The Senior Companion Program of Lane County improves the quality of life for the citizens of Lane County by providing supportive services and companionship to disabled and isolated adults. Senior Companions in Lane County benefit from service opportunities by participating in caregiving activities with other professionals and by building self-esteem through vital community service. Each year, approximately 70 Senior Companions work each month to provide services to over 500 seniors and disabled adults in the Lane Community College service area.

OTHER ACTIVE AGING AND COMMUNITY OUTREACH MODELS
Other Active Aging and Community Outreach Models exist, including:

American Association of Community Colleges Plus 50 Initiative
The Plus 50 Initiative is conducted by the American Association of Community Colleges (AACC) began as an effort in 2008 to benchmark and showcase the most current and innovative programs at community colleges to engage the 50+ learner. Through the AACC Plus 50 Initiative community colleges created or expanded campus programs to engage the 50+ population in learning; training or re-training programs; and volunteer, civic, or service activities. Access reports and program examples from the first phases of the Plus 50 Initiative website at: http://plus50.aacc.nche.edu/Pages/Default.aspx.
In 2012, AACC collaborated with Encore.org to launch a new phase of the Plus 50 Initiative focused on Encore Completion. Eleven colleges, which have previously developed Plus 50 Initiative and Completion Programs and/or Encore College Programs, serve as Champion Mentor Colleges to the New Plus 50 Encore Completion Colleges, and up to 100 additional colleges will receive grants to develop or expand Encore Completion Programs. Kim Barber represents the Pitt Community College Gerontology Concentration and Aging Services Certificate in the Human Services Technology Program, which is a current Plus 50 Encore Completion College, and Jan Abushakrah, Portland Community College, is an Encore Completion College Champion or Mentor. Find out more about the Encore Completion Agenda and Resources on the Plus 50 website, or talk with Kim and Jan about how you can benefit from this program’s approach.

For-Profit Educational Organizations
Older adult education in the United States is heavily shaped by the market demand of consumers met by a multitude of educational organizations. Fueling the demand is a new generation of more affluent, better-educated retirees and the concomitant rise of the frail population. Increased longevity and economic growth have contributed to leisure time being more democratized. Millions of ordinary citizens today have more options than they had ever dreamed of. And since prior education remains a main determinant of demand for education in the later years, this combination of factors has generated a growing number of learners among the post-war baby boomers (Ronald J. Manheimer, 2002). While it is difficult to assess the number of for-profit educational organizations in existence, two large organizations with an extensive network and targeting the boomer market were identified.

Ed2Go
The Ed2Go (http://www.ed2go.com) is a turnkey online adult continuing education company that is working with about 1,500 universities, colleges and other educational institutions to tap into this new and fast-growing baby boomer market. The program offers practical and effective online courses on a wide range of topics. Educational institutions that have partnered with Ed2Go market the on-line courses and collect the registration fees. Ed2Go provides all of the online instructions, testing and certifications upon course completion. This is a fairly inexpensive way for college-based continuing education programs to expand into this market with minimal cost and risk.

Non-Profit Educational Organizations: The following are examples of non-profit entities that are attempting to cater to the mature market today. Many more are probably emerging every year.

Road Scholar (Formerly Elderhostel)
Road Scholar is the world’s first and largest travel-learning organization. To those 55 and over, they offer one or two weeklong residencies at educational centers in the U.S. and abroad, and reach about 300,000 annually. Elderhostel offers nearly 8,000 programs a year in all 50 states and 150 countries (http://www.roadscholar.org).
Institutes for Learning in Retirement (ILRs)
ILR is a national program largely run by participants who help to develop curricula, teach and govern some 300 programs connected to college and universities, involving about 100,000 annually. Many of these Institutes have merged to become Osher Academies of Lifelong Learning given the funding that is available from the Osher Foundation. They are also referred as Lifelong Learning. Institutes (LLI). Most of the programs are in the tradition of the arts and humanities and practical information and training are often less emphasized. Do a browser search of the Institute for Learning in Retirement to locate programs.

Osher Lifelong Learning Institutes
The National Resource Center for the Osher Lifelong Learning Institutes is headquartered at the University of Southern Maine (USM) and serves as the national center for the current network of 117 lifelong learning institutes throughout the nation. The National Resource Center for the Osher Lifelong Learning Institutes plays a lead role in disseminating information on effective educational programming for older learners. Each Osher Institute reflects the culture of its own university and its learning community and is membership based with peer instructors that have tended to created enrichment oriented courses. The Osher Foundation is no longer funding more institutes but technical advice regarding the set-up of a program can be found at http://usm.maine.edu/olli/national/.

OASIS Institutes
OASIS a department store-based senior center type program (Older Adult Service and Information Systems) at some shopping centers, malls, fitness centers among other locations across the country, serve approximately 300,000 annually. Its mission is to strengthen communities by providing lifelong learning and service opportunities for mature adults (http://www.oasisnet.org).

SeniorNet
SeniorNet is a senior-user computer network with over 100 centers where members teach courses on computer use to other members (http://www.seniornet.org).

Shepherd’s Centers
These are religious organization-sponsored, volunteer run community service and education centers located at churches and synagogues that provide meaning and purpose for adults throughout their mature years. There are about 75 member organizations in 21 states. All Shepherds’ Centers have a commonly understood mission to empower older adults to use their wisdom and skills for the good of their communities. Lifelong learning opportunities and social services are provided through partnerships with many faiths and the community at large (http://www.shepherdcenters.org).
Adult Community Education Schools

Adult Community Education Schools in Hawaii are funded by the U.S. Department of Education to support adult basic education, adult high school and GED prep diploma, citizenship, low cost enrichment and English as a second language training. One of the major functions of these programs is to educate and mainstream immigrants and to prepare them for gainful employment. Course offerings for the personal enrichment classes are generally far less expensive in comparison to community college offerings. In addition to their low priced tuitions, their classes tend to be accessible given their use of community schools and other neighborhood facilities. As new jobs require increasing levels of proficiency in reading and math, problem-solving, teamwork, and communication skills, adults graduating from adult community school will need admission to community college certificate and degree programs after acquiring their basic GED education. It is anticipated that Adult Community Schools will be coordinating more closely with community colleges in the future.
3. Financing & Budget Management

As with most new endeavors a primary concern is how to pay for it. Therefore, before developing any new programming it is important to determine the actual cost of what you wish to implement; develop a budget; and create a realistic plan to cover ongoing program expenses. It is also important to understand your primary reasoning for development and implementation of any new programming. Is it social: to meet an identified community/societal need; or financial: a means of creating a new source of revenue; or a combination of both? Why is this distinction important? It is our experience that programming that is socially motivated tends to have greater institutional support and a higher tolerance for temporary financial loss. In contrast, programming which is financially motivated tends to garner less institutional support when operating at a loss.

As an example, the Grand Rapids Community College Older Learner Center formed in 1998 with funding support from both the College and State of Michigan (Office of Services to the Aging, & Department of Community Health) to meet an identified social need as a community outreach project designed to enable older persons to age in place successfully within our community. The Older Learner Center continued to have a primarily social focus for the first five years of its existence with continued state funding. After year five state-funding was no longer available, yet the Older Learner Center continued to grow and evolve by identifying alternative funding for new community outreach programming, as well as the development of fee for service and/or grant funded active aging (life enrichment) programming for area seniors.

GRCC Older Learner Center – Funding History:

**Current Funding Sources**
- Annual General Fund Transfer from the College – to support program director’s salary and benefits
- Area Agency on Aging:
  - Older Americans Act
  - Kent County Senior Millage
- Fee for Service Programming
- Fundraising Efforts – Scholarship Fund

**Additional Past Funding Sources**
- Grand Rapids Community Foundation
- Civic Ventures/Met Life Foundation
- United Way (discretionary funds)
- Michigan Geriatric Education Center (sub-contract dollars)
- Michigan Department of Community Health
- Michigan Office of Services to the Aging
4. Institutional Support

As noted earlier, institutional support is crucial for the success of any active aging programming and/or community outreach effort. The development and implementation of active aging and community outreach programming are not possible without adequate administrative support and resources. As an example, Grand Rapids Community College Older Learner Center programming, in large part, is successful due to the institutional support provided in the form of:

- Salary and benefits coverage of the Program Director position
- Use of dedicated office space and equipment, as well as classroom, computer labs, Fieldhouse, and conference space
- Access to support services necessary for daily operations (i.e. printing and graphics services, communication/marketing, program registration services, food services, etc.)
- Intellectual capital and expertise provided by existing faculty, staff, retirees, and constituents – through internal consultation, contingency employment, and advisory committee involvement.
5. Marketing

Effective marketing is another key to the success of any Active Aging and/or Community Outreach effort. You are in the best position to know your potential markets and your college’s resources that can be used to promote your program. Here are some tips and strategies based on our experience:

- It is important to have a well thought through Marketing Plan to promote your programming and outreach efforts within the community.
- Program integration within the local Aging Network with appropriate partnerships and alliances is one of the best ways to market and ensure program success.
- Building an affinity group to promote programming though word of mouth is highly effective. This is usually accomplished through the provision of a series of successful programs in which participants feel some sense of affinity/ownership. (Note: the GRCC Learning Club concept works very well in this way).
- Use effective marketing materials (brochures, fliers, ads, website links, etc.)
- Whenever possible, taking advantage of free marketing options (radio/TV Public Service Announcement, community calendars in print and on the web, College website banners, cable television higher education channel access, etc.)
- Consider affiliating with a successful and ongoing national or local program as a way of expediting program development and growth
6. Alliances & Partnerships

Identifying and forming appropriate alliances and partnerships is a key to successful active aging and/or community outreach programming. When doing so do not underestimate the importance of establishing such relationships within your institution as well as the community. Internal and external alliances and partnerships provide:

- Access to free and/or cost effective program consultation
- Promotional and marketing support for your programming
- Shared resources and programming support
- An existing reputation/program creditability

GRCC Older Learner Center Alliances & Partnerships:

External Community Partners
- Area Agency on Aging
- Key Aging Network Service Providers
- Hospitals/Long-Term Care Facilities/Hospice Programs
- Four Year Colleges/Universities
- Employment Assistance and Job Training Programs

Internal College Partners
- Facilities (classrooms, conference rooms, and Fieldhouse)
- Printing/Media Technologies
- Continuing Education & Professional Development/Workforce Training
- Career Development Services

Major Community-Wide Partnership Efforts
- End of Life Coalition www.grendoflife.org
- Alliance for Gerontology Education

Lane Community College Successful Aging Institute Alliances & Partnerships:

External Community Partners
- Healthcare/Mental Health/Adult Day Care/Long-Term Care/Hospice Programs
- Senior Housing/ Retirement Communities
- Wellness Service Providers
- Community Centers/Libraries/Parks & Rec Programs
- Research Institutes
- Senior Service Providers
Kapiolani Community College’s Kupuna (Elder) Education Center

External Community Partners
- Area Agency on Aging for all counties and the State Unit on Aging
- Key Aging Network Service Providers
- Key Senior Advocacy Groups
- Community Access Television
- State Department of Labor
- Public Unions – Retiree Units

Internal College Partners
- Facilities
- Continuing Education and Professional Development/Workforce Training
- Health Sciences
- Nursing
- Exercise and Sports Fitness

Major Community-Wide Partnership Efforts
- Family Caregiver Coalition
- Fall Prevention Task Force/Consortium
- Case Managers Association
- Small Residential Care Home Associations

For further information on the many programs of Kapi’olani Community College’s Kupuna Education Center related to Active Aging, see:

[www.kupunaeducation.com](http://www.kupunaeducation.com)

[www.kupunaeducation.com/news_reports.htm](http://www.kupunaeducation.com/news_reports.htm)
7. Continuous Improvement & Assessment Approaches

Continuous quality improvement should be the goal of any good Active Aging and Community Outreach programming. The only way to guarantee continuous improvement of your programming is through regular program evaluation/assessment. Effective program evaluation/assessment must at a minimum:

- Include clearly defined and measurable outcomes for each program and service
- Be administered regularly (at least annually or at the end of each program period). Evaluation tools can be administered both in writing and orally.

Effective program evaluation/assessment may also include:

- Some type of third party assessment (i.e. grant funder review, the use of focus groups, advisory committee input, etc.)
- The use of Evidence-Based Programming, which already has been nationally proven with successfully measured outcomes.
8. Strategies to Promote Success and Address Challenges

Here is a summary of the general lessons we have learned, which we share with you in the form of tips or recommendations for successful and sustainable active aging and community outreach programming:

Strategies to Promote Successful Active Aging and Community Outreach Programming

- Program integration within the local Aging Network with appropriate partnerships and alliances is key.
- Having a well thought through Marketing Plan – you must have the ability to successfully promote your programming and outreach efforts within the community.
- Access to leadership, program administration and support from qualified individuals with appropriate levels of expertise in active aging and community outreach programming.
- Institutional support and resource availability is also crucial to program success.

Addressing Challenges to Successful Active Aging and Community Outreach

- Funding and Budget Support - need to address issues related to a lack of available funding and budget support. This may be addressed through sponsorship, in-kind support, use of free college/community resources (volunteers, speakers, facilities, etc.), and implementing fee for service charges. Program cost effectiveness can also be achieved through recycling and reuse of scarce resources (office equipment/supplies, promotional materials, educational literature, etc.)
- Lack of Community and/or Institutional Support – this will hopefully be avoided through your initial investment of careful planning and implementation prior to any new programming. However, in an environment of rapid institutional and community change where the key players are constantly changing, it is easy to lose this type of support. To address this issue it is good to involve key college and community stakeholders in your ongoing efforts through the use of an advisory committee structure.
Credit Degree & Certificate Programs: Tips and Lessons

1. History & Process of Development
Developing a Degree/Certificate Program at the Community College level is a long process that could take several years. There are many pitfalls along the way, and many programs have never materialized or have ceased operation for a variety of reasons.

This guide provides some tips and lessons, based on the successful experience of a few community college Gerontology Programs, which we hope will inspire your own efforts. We have focused in greater detail on the concrete example of Portland Community College, primarily because of its long history, which illustrates well the process of program development over time in response to both challenges and opportunities. We introduce in this edition the main features of Northeast Wisconsin Technical College, which more recently created an Associate Degree Program; and Pitt Community College (Greenville, North Carolina), which developed a Gerontology Concentration leading to an Associate of Applied Science Degree in Human Services Technology, and an Aging Studies Certificate. And finally, we draw from the experience of American River College’s Degree and Certificate Program, Grand Rapids Community College’s Certificate, and others. We have provided links where possible and have included some contact information for follow up.
We hope this guide will support your planning process, which you will have to tailor to fit your college, resources at your disposal, and so on. Don’t think of these points in linear terms, but more as a checklist of considerations to which you will return over and over as your Program develops. We start with some “big picture” guidelines:

- **Articulate a Vision** with faculty, students, community and employer partners
- **Consult with Gerontology Partners**, including AGHE and its Community College Standing Committee, other community college and 4-year Gerontology Programs
- **Get Institutional Buy-in for your Vision**, demonstrating how your vision aligns with your college’s mission, and keep key college administrators on board throughout your development process, for direction, support, and funding
- **Coordinate with and Fit Your Vision to Relevant State Agencies** and follow procedures for developing Certificate and Degree Programs, including coordination with other Gerontology Degree/Certificate Programs in your state’s 4-year colleges and universities (fill in gaps, consider articulation agreements, follow adverse impact procedures, etc.)
- **Form an Advisory Committee or Teams** composed of professionals, business leaders, academics and other community partners, and adapt these advisory bodies throughout your development process
- **Conduct an Asset and Need Assessment**, within your college and in your community, and continue with this assessment throughout your development process
- **Reverse Engineer a step-by-step Development Process from Your Vision**, to be revisited and revised periodically
- **Foster Partnerships within Your College and Utilize Its Resources** to support your program development, from curriculum to student services
- **Seek Development Funding within Your College, from State Educational & Workforce Development Agencies, Aging Services Agencies, and Foundations**, to pursue projects that will enhance your program’s development and build college-community partnerships

1.1. Examples of the Development Process

**Northeast Wisconsin Technical College Associate Degree**

NWTC’s Gerontology Program was approved in April 2011 and began to offer its two-year, four-semester program in the 2011-2012 academic year, with all courses offered online, except for fourth semester internships. Students can complete the degree in a part-time or full-time format.
NWTC Programs are all developed and implemented using the WIDS (Worldwide Instructional Design System) Model that aligns learning, course design, software, programs, and learning outcomes and assessments (www.wids.org). Thus, compared with other Gerontology community college degree/certificate programs, NWTC’s Gerontology Program is unusual in the rapid development and clear articulation of its curriculum, program outcomes, and link to specific employment potential. It also learned from the experience of Portland Community College and American River College Degree Programs, as well as the AGHE Standard and Guidelines. NWTC’s program sees itself as preparing students for a range employment opportunities, including direct service providers, program planners, administrators, marketers and product developers, advocates, educators and trainers, researchers, environmental designers, and financial managers and legal support service providers.

**Pitt Community College AAS Degree Concentration & Certificate**

Pitt CC’s AAS Gerontology Concentration and Aging Studies Certificate were implemented in fall 2011 and spring 2012 respectively, within the Human Services Technology Department. The new Gerontology Concentration and Aging Studies Certificates had the advantage of developing within the well-established Human Services Technology Department and being nurtured through the top down support of its campus leadership and through an Advisory Committee of community aging services organizations. As a Concentration and Certificate with a human services department, Pitt’s Gerontology program focuses on preparing students to specialize in direct service delivery work to older adults and their families. While the core curriculum was developed through consultation with AGHE and other community colleges, Pitt continues to develop its curriculum and program in collaboration with their regional Area Agency on Aging, a range of community organizations, and other Gerontology Programs and resources.

**Portland Community College AAS Degree & 7 Career Pathway Certificates**

Portland Community College’s Gerontology Program has experienced a complex and organic development over a 15-year period.

**The First Seven Years: Program Beginnings 1998-2005**

In its first 7 years, Portland offered an Associate Degree, with a One-Year Certificate, administratively under the Sociology Department, with no designated faculty director/advisor and no designated administrative support. Only three new courses were developed in the beginning (taught by adjunct faculty or full-time faculty on a part-time basis, with the program utilizing Social Sciences and other disciplinary required and elective courses). During these first seven years, the program enrolled an average 100 students per year in the three “gerontology” courses, with an average of 6 Degree and Certificate graduations per year.

**The Next Eight Years: Major Program Development 2005-2013**

The next eight years were marked by significant curricular, enrollment and graduation growth, coupled with increased administrative support.
### Academic Years

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Number of Courses</th>
<th>Enrollments/2 years</th>
<th>Graduations Average/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04-05</td>
<td>5</td>
<td>N/A</td>
<td>200</td>
</tr>
<tr>
<td>06-07</td>
<td>8</td>
<td>1,071</td>
<td>994</td>
</tr>
<tr>
<td>08-09</td>
<td>16</td>
<td>1,839</td>
<td>1,507</td>
</tr>
<tr>
<td>10-11</td>
<td>24</td>
<td>3,652</td>
<td>2,843</td>
</tr>
<tr>
<td>12-13</td>
<td>27</td>
<td>4,715</td>
<td>3,911</td>
</tr>
</tbody>
</table>

**Notes:** 
GRN = Courses that are under Gerontology control and student enrollments in those courses counted as “Gerontology FTE.” **Required** Courses are those required for the Degree, with FTE assigned to other departments. ALL = GRN + Required course enrollments.

This dramatic development can be attributed to the following steps:

- Introduction of Career Management Courses (AY06-07)
- Development of Online Option (AY06-07)
- Offering of 6 additional, specialized Certificates (AY08-11)
- Development of GRN courses, plus age-focused courses in other disciplines (AY06-12)
- Significant grant project participation, supporting Certificate and curricular development, student recruitment, career/job skills focus, and community-employer partnerships (AY06-11)
- Development of two age-focused Certificates in other departments (Fitness Technology and Interior Design), using GRN courses (AY10-11)

The most significant developments in terms of institutional support, resulting from and supporting the continued growth of the Program were:

- One full-time Gerontology Faculty assignment, with a separate Gerontology Account (AY08-09)
- Designated Administrative Assistance to the Program (AY10-11)
- Assignment of Perkins-funded Advisor at .25 time (AY10-11)
- Second full-time Gerontology Faculty position (AY12-13)
2. Program Development & Implementation Models

The following are general recommendations, based on our collective experience, followed by specific examples of NWTC, Pitt CC, and Portland CC:

- Use AGHE Guidelines and Standards for Associate Degree and Certificate
- Start with existing curriculum and gradually increase your offerings, through collaborative efforts with other departments.
- When possible, develop new courses with an aging focus, again in collaboration with appropriate disciplines.
- Design your courses in terms of a systematic matrix of learning outcomes (or competencies), aligning your College’s core outcomes, outcomes for your Degrees and Certificates, and your core course outcomes with AGHE standards and guidelines; and develop a learning outcomes assessment plan. Such a plan will prepare you for eventual accreditation of your Degree and/or Certificates through AGHE, and will also meet the Technical Skills Assessment requirements of career/technical programs.
- Offer as many courses as possible that are open to the general student body and that fulfill general student requirements (for example, general education credits in the Social Sciences), so as to increase your enrollments and sustain your program.
- Offer career-focused courses, tailored to the field of gerontology, so that in addition to their internships, students have the necessary tools to search for and find jobs with career development potential.
- Adopt a “Career Pathways” model, based on a labor market inventory and designed in consultation with employers, to enhance the employability of your graduates.
- Offer courses that meet needs of your local Area Agencies on Aging, long term care facilities, and compelling State priorities related to aging (such as guardianship, adult protective services, options counseling, community health worker, care provider, adult care home, and activity director training).

2.1. EXAMPLES OF PROGRAMS & CURRICULUM

Northeast Wisconsin Technical College

Program Description: The Gerontology Program will prepare learners with the theoretical knowledge and practical experience necessary to enter the job market, or enhance their existing careers in service delivery roles as well as leadership roles in the gerontology field. Graduates of this program will possess an understanding of the multidisciplinary nature of gerontology, which includes psychological, sociological and physiological changes that occur during late adulthood.
Course List By Semester:

**FIRST SEMESTER**
- Micro: Word-Intro 1
- GERO: Intro to Gerontology 3
- GERO: Physical Aspects of Aging 3
- English Composition 1 3
- Think Critically & Creatively 3

**SECOND SEMESTER**
- GERO: Healthy Aging 3
- GERO: Social Gerontology 3
- Alzheimer's & Dementia 2
- Oral/Interpersonal Comm 3
- Math w Business Apps 3

**THIRD SEMESTER**
- Accounting-for Non-Accountants 3
- Customer Service 3
- GERO: Death and Dying 3
- GERO: Legal & Ethical Issues Ag 3
- GERO: Generations & Diversity 3
- Intro to Diversity Studies 3

**FOURTH SEMESTER**
- Marketing Principles 3
- Supervision 3
- GERO: Developing Gerontology 3
- GERO: Programs & Services Aging 3
- GERO: Gerontology Internship 4

**SEMESTER TOTALS**
- **FIRST SEMESTER** 16
- **SECOND SEMESTER** 17
- **THIRD SEMESTER** 18
- **FOURTH SEMESTER** 16
- **TOTAL CREDITS** 67

*For a complete description of the courses and other information about the NWTC Gerontology AAS Degree, see: [http://www.nwtc.edu/academics/degrees/health-sciences/healthcare-systems/Pages/Gerontology.aspx](http://www.nwtc.edu/academics/degrees/health-sciences/healthcare-systems/Pages/Gerontology.aspx).*

**Pitt Community College**

**Program Description:** The Human Services Technology/Gerontology concentration program of study prepares students to specialize in direct service delivery work to older adults and their families. The curriculum provides both theoretical and applied models for understanding issues of aging. Course work includes physical, psychological, and social aspects of the aging process. As well as health, wellness, nutrition, diet, exercise, and well-being. Fieldwork experiences provide opportunities to work in a variety of public and private agencies.

**Human Services Technology AAS Degree Gerontology Concentration Course List by Semester**

**FALL SEMESTER 1**
- ACA 111 College Student Success or ACA122 College Transfer Success 1
- GRO 120 Gerontology 3
- ENG 111 Expository Writing 3
- HSE 110 Introduction to Human Services 3
- BIO 110 Principles of Biology or BIO161 Introduction to Human Biology 3-4
- PSY 150 General Psychology 3

**SPRING SEMESTER 1**
- GRO 220 Psychosocial Aspects of Aging 3
- HSE 112 Group Process I 2
- HSE 225 Crisis Intervention 3
- HUM 115 Critical Thinking or HUM120 Cultural Studies 3
### SUMMER SEMESTER 1
- **CIS 110 Introduction to Computers or CIS111 Basic PC Literacy** 2-3
- **SOC 213 Sociology of the Family** 3
- **PSY 241 Developmental Psychology** 3
- **PSY 281 Abnormal Psychology** 3

### FALL SEMESTER 2
- **ENG 113 Lit-Based Research or ENG 114 Prof Research & Writing** 3
- **COE 111 Coop Work Experience I** 1
- **COE 115 Work Experience Seminar I** 1
- **HSE 123 Interviewing Techniques** 3
- **GRO 230 Health, Wellness and Nutrition** 4
- Electives Major Hours 3

### SPRING SEMESTER 2
- **HSE 125 Counseling** 3
- **HSE 210 Human Service Issues** 2
- **COE 121 Coop Work Experience II** 1
- **COE 125 Work Experience Seminar II** 1
- **GRO 240 Gerontology Care Managing** 2
- **HSE 251 Activities Therapy** 3
- Electives Other Major Hours 5

### ELECTIVES (SELECT 6-8 SEMESTER HOURS)
- **HSE 130/230 Change Agency Lab I & II** 1/1
- **GRO 250 Aging Policies, Programs, Svcs** 2
- **SWK 110 Introduction to Social Work** 3
- **GRO 150 Substance Use and Aging** 3
- **SWK 113 Working with Diversity** 3
- **HMT 110 Intro to Healthcare Mgmt** 3
- **HMT 211 Long-term Care Administration** 3
- **HMT 212 Mgmt of Healthcare Orgs** 3
- **TRE 122 Activity Coordinator** 4

### TOTAL CREDITS FOR DEGREE
74/76

#### Aging Services Certificate

**Required Courses**
- **GRO 120 Gerontology** 3
- **GRO 220 Psych/Soc Aspects of Aging** 3
  
*PSY 150 pre-requisite
- **GRO 230 Health, Wellness, Nutrition** 4
- **GRO 240 Gerontology Care Managing** 2
- **PSY 150 General Psychology** 3

**Electives [Choose 5 – 6 hrs]**
- **HSE 115 Health Care Concepts** 4
- **HSE 215 Health Care I** 5
- **HMT 110 Int. Healthcare Management** 3
- **HMT 211 Long-term Care Admin** 3
- **TRE 122 Activities Coordinator** 3


Also, contact Pamela Elfenbein, Coordinator of the University of North Georgia Human Services Delivery Administration Program, for their Minor in Gerontology within the HSDA Program. [See Contacts: p. 91.]
Portland Community College

Program Description

PCC introduces the Gerontology Program to prospective students as the study of aging individuals and aging societies. In Gerontology, we study the process of aging across the life course, and explore all the dimensions of people and relationships as they age from multidisciplinary perspectives. We also study population aging and its implications for our societies, including our political and economic systems. As self-aware, engaged, and aging persons, we all have a personal interest in the study of gerontology. For some of us, that interest becomes a passion, and we seek ways to work with older adults and aging issues in a professional capacity. Professionals who apply gerontology in their work are known as gerontologists. Students with an interest in becoming gerontologists are invited to consider what PCC's Gerontology Program has to offer.

The Gerontology Program serves individuals who wish to develop careers in the field of aging, those already employed or active in Gerontology or related field who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society.

The Program offers an Associate of Applied Science Degree, and seven certificates, representing specializations within the field. Certificates include: Gerontology (Age Specialist), three Activity Professional Certificates at the Assistant, Director, and Consultant levels, Advanced Behavioral and Cognitive Care, Horticultural Therapy, and End of Life Care and Support. [http://www.pcc.edu/about/catalog/geron.pdf].

Students can earn these short-term, job-related Career Pathways Certificates, with credits earned counting toward the AAS Degree. [See PCC Gerontology Program website for details: http://www.pcc.edu/ger .]

Students may also earn Gerontology certificates or the AAS degree together with certificates and degrees in other PCC programs depending on their career interests, such as:

- Fitness technology
- Allied health field programs
- Nursing
- Paralegal Studies
- Business
- Management & Supervisory Development
- Alcohol and Drug Counseling
- Interior Design

The Healthy Older Adult Fitness Certificate (offered by the Fitness Technology Program http://www.pcc.edu/programs/fittech/ ) and the Design for Accessibility and Aging in Place Certificate (offered by the Interior Design Program http://www.pcc.edu/programs/interior-design/ ) include significant Gerontology coursework and represent ideal professional certifications for students with interest in those related areas.
PCC’s Career Pathway Model

The Gerontology Program’s Degree and seven Certificates are part of the State of Oregon’s Career Pathways Initiative, which provides roadmaps for training and education in a wide range of fields from the high school level through higher education. For more information on Oregon’s Career Pathways, go to: http://worksourceoregon.org/index.php/career-pathways/156-career-pathways-roadmaps.

What this means to students is that the coursework they complete for any of the Gerontology Certificates counts toward the AAS Degree, which in turn articulates with social sciences, human services, social work, community health, and other related fields at the Bachelor’s and post-baccalaureate level in the Oregon University System. Our Program’s flexibility and alternative delivery methods combining online, classroom and work-based learning are designed for faster skill attainment and expedited completion. If students attend full time, Certificates can be completed in two or three terms. Our consultation and partnership with employers and professional associations facilitate their qualification for credentials employers are seeking and increase their success in securing jobs within defined career pathways.

Because the Gerontology Program is an Eligible Training Provider for its Degree and Certificates, students qualify for training and funding from WorkSource (the Oregon Department of Employment), the Trade Act, Vocational Rehabilitation, and other state and federal programs, if they are otherwise eligible. Certificates requiring 36 or more credits are financial aid eligible.

The following roadmap indicates how the Gerontology AAS Degree and Certificates are related to each other, to advanced education, to credentials, and to jobs: [See this interactive graphic: http://www.pcc.edu/pathway/?id=459. (For illustration purposes; credit #s have been revised.)]
Gerontology AAS Degree and Gerontology Certificate (Both are Financial Aid eligible)

The Gerontology Degree requires 42 term credits of core courses, 31 of which are offered by Gerontology, with the remaining 11 credits of age-focused courses offered by Philosophy, Psychology, and Alcohol & Drug Counseling. Students must also take 25 program elective credits selected from some 55 program elective courses, 21 of which are Gerontology courses required by the Program’s Specialized Certificates.

As an Associate of Applied Science, the Degree requires a total of 90 term credits, including basic competencies (writing, math, computer skills) and 16 credits of General Education in Arts & Humanities, Social Sciences, and Science & Math.

The Gerontology Certificate requires 29 core credits, with program electives and competencies bringing the total certificate credits to 44 credits. This Certificate essentially represents the first year of the Gerontology AAS Degree.

Specialized Certificates

The six additional career pathway certificates were developed to provide students qualifications either for an entry-level position or – when combined with an existing degree and/or relevant experience – a professional enhancement focused on aging.

The key characteristics these career pathways certificates share are:

- They were developed in concert with employers, with consideration for the required job skills, a defined career development ladder or lattice, and projected high demand;
- They are linked to professional, national and state credentials (when available)
- They meet Eligible Training Provider criteria for state- and federally-funded job training programs. Certificates of 36 credits or higher are financial aid eligible.
- They include substantial internship hours
- All coursework counts toward the required credits for the AAS Degree

The links to the Gerontology Program website following each description provide a detailed discussion of the employment outlook, job categories, professional credentials and other resources related to the field addressed by the certificate.

Activity Professionals

These three certificates – Activity Assistant, Director and Consultant – correspond to the three certification levels of the National Certification Council of Activity Professionals, and prepare graduates for various levels of responsibility as activity directors and life enrichment coordinators in long term care and community and senior centers. (The Activity Director Certificate is financial aid eligible.)

http://www.pcc.edu/programs/gerontology/activity-assistant.html
Advanced Behavioral and Cognitive Care
This certificate meets the educational standards of the National Certification Board for Alzheimer’s Care and builds on Oregon standards for dementia care workers in memory care units, adult day programs, and in-home care.
http://www.pcc.edu/programs/gerontology/behavioral-cognitive.html

Horticultural Therapy
This certificate includes the core horticultural therapy curriculum required by the American Horticultural Therapy Association for registered horticultural therapists, as well as additional coursework specifically focused on enhancing therapeutic horticulture work in long-term care or community programs with older adults.
http://www.pcc.edu/programs/gerontology/horticulture-careers.html

End of Life Care and Support
This certificate builds on basic hospice and palliative care standards, but encompasses a broader focus on the range of end of life issues and skills. It provides a career development pathway for direct care workers and career enhancement for healthcare, social services, fiduciary and financial services, and other professionals. This certificate is financial aid eligible.
http://www.pcc.edu/programs/gerontology/end-of-life-care.html

PCC’s Curriculum
PCC’s Gerontology Degree curriculum (including the 44 credit Gerontology Certificate) is based on the AGHE program standards, guidelines, core principles, and outcomes. Curriculum for the specialized Certificates drew upon AGHE standards, but added a focus on specific professional standards and practice identified in consultation with professional associations, employers and other community partners through Advisory Teams.

The next 4 pages briefly describe key Degree courses in the 4 following categories:

A) Core Degree/Certificate Courses meeting AGHE Associate Degree and Certificate standards
   ♦ Career Management Courses, designed to prepare students for employment in the field [See note on Table, below, about the status of Career Management Courses as Electives in AGHE standards]
   ♦ Core Gerontology Content Courses

B) Specialized Gerontology Curriculum, as Program Electives linked to Certificates, which might also be stand-alone training for state certification

C) General & Support Courses

D) Specialized Training Courses

Course Curriculum and Outcome Guides for each course can be obtained through this link. CCOGs are listed in alphabetical order by prefix: http://www.pcc.edu/ccog/.
A) Core Degree/Certificate Courses

The following matrix demonstrates the correspondence of PCC’s Gerontology AAS Degree Requirements & Electives with the AGHE Gerontology Associate Curriculum Requirements

Matrix Comparing AGHE Gerontology Associate Curriculum Requirements with PCC Gerontology AAS Degree Requirements & Electives

<table>
<thead>
<tr>
<th>AGHE Associate Degree Curriculum</th>
<th>Credits</th>
<th>PCC Gerontology AAS Curriculum</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Aging (social aspects)</td>
<td>4.5</td>
<td>SOC223 Sociology of Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>Psychology of Aging (mental health)</td>
<td>4.5</td>
<td>PSY236 Adult Development &amp; Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>Biology / Physiology / Health Aspects</td>
<td>4.5</td>
<td>SOC231 Sociology of Health &amp; Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>Health &amp; Human Services Programs &amp; Policies (aging emphasis)</td>
<td>4.5</td>
<td>SOC230 Intro to Social Gerontology</td>
<td>4.0</td>
</tr>
<tr>
<td>Gerontology Electives</td>
<td>9.0</td>
<td>PHL207 Ethical Issues in Aging</td>
<td>4.0</td>
</tr>
<tr>
<td>AD105 Aging and Addictions</td>
<td></td>
<td>AD105 Aging and Addictions</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC232 Death &amp; Dying</td>
<td></td>
<td>SOC232 Death &amp; Dying</td>
<td>4.0</td>
</tr>
<tr>
<td>No explicit career management courses in AGHE standards, except for Practicum/Field Placement or Internships. (See Below).</td>
<td>-na-</td>
<td>GRN181 Exploring the Field of Aging</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRN280B Internship Seminar</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRN282 Professional Seminar</td>
<td>2.0</td>
</tr>
<tr>
<td>Gerontology practicum/field placement (min. 200 hours)</td>
<td>9.0</td>
<td>GRN280A CE (Cooperative Education): Gerontology Internship (300 hours)</td>
<td>10.0</td>
</tr>
<tr>
<td>Other required courses &amp; electives (per Oregon State regulations)</td>
<td></td>
<td>MTH65 [credits not counted]</td>
<td>-na-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WR121 English Composition</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAS (computer applications options)</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Restricted Electives</strong> (as listed, or related, equivalent substitutions)**</td>
<td></td>
<td><strong>General Education</strong> (16 total in 3 categories: Arts/Letters, Social Sciences, Math/Science/Computer Science, with no more than 8 credits in one category)</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>90.0</strong></td>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>90.0</strong></td>
</tr>
</tbody>
</table>

Notes:
1. AGHE standards are stated as semester credits (1.0 semester credit = 1.5 term credits).
2. PCC requires basic competency in Math, equivalent of MTH65 Intermediate Algebra, but the credits do not apply toward degree.
3. GRN181, 280B, and 282 courses focus on applied and career aspects of aging, and together with GRN280A constitute the PCC Program’s Career Management Model.
4. Students aiming for a Bachelor’s degree or higher concentrate their 26 program electives in the General Education courses (sociology, psychology, and business) to insure full transfer of credits, if there is no explicit articulation agreement.
5. The seven Career Pathway Certificates are all totally contained within the AAS Degree, including courses required for the Degree and Program Electives.
Core: Career Management Courses
The PCC Career Management Model presents a three-part approach to academic and career success: assessment and research, intentional internships, and a comprehensive job search. These components are explored in three seminars at the beginning, middle and end of the student’s degree or certificate work, and are infused into the structure of the internships themselves.

GRN181 Exploring the Field of Aging (2 credits) introduces students to the broad range of opportunities in the field, and guides them through a process of self-assessment, market research, informational interviews and site visits, culminating in career and educational goal setting and planning.

GRN280B Gerontology Internship Seminar (1 credit) explores and develops skills related to experiential learning, communication, conflict management, working in organizations, stress management and burnout prevention, and other essentials for internship and job success.

GRN280A Gerontology Internships: Internships are required for the Degree (10 credits) and each Certificate (4 to 5 credits), with one credit requiring a minimum of 30 hours of work in a qualified internship site. PCC uses the Cooperative Education Model for Internships. The Program maintains a database of close to 100 sites with which it has experience, and new sites continue to be developed through students and the Program. Students are not placed, but rather apply for their internships as they would a job.

GRN282 Gerontology Professional Seminar (2 credits) focuses on the development of a professional portfolio, master resume, mission statement, and other job and career tools, including job search strategies and job interviews. This course is currently being upgraded to the Program’s ePortfolios project that will form the basis of our Learning Outcomes Assessment (see section 8, below), as well as the students’ professional and academic portfolio.

Core: Gerontology Content Curriculum
The following constitute the core Gerontology “content” courses, corresponding to AGHE standards. Capstone projects required in these courses are used in the assessment of learning outcomes, discussed in section 8. Refer also to the CCOGs for these courses: http://www.pcc.edu/ccog/. Since all of the courses are lower division transfer courses open to all students, and with the exception of AD105 fulfill General Education requirements, enrollments in the courses are high, with 25-75% of the students being from outside the Gerontology Program. Such course offerings fulfill our mission to educate the college community about aging, and they attract new students to the Gerontology Program.
Enrollments in the following four courses are credited to the Gerontology Program:

- SOC223 Sociology of Aging (4 credits)
- SOC230 Introduction to Gerontology (4 credits)
- SOC231 Sociology of Health & Aging (4 credits)
- SOC232 Death and Dying: Culture and Issues (4 credits)

The next three courses with an age-specific focus have been developed in collaboration with the psychology, philosophy and alcohol & drug counseling departments. When the Program first started, we used existing general courses without an aging focus.

All three new courses have consistently high enrollments and not just Gerontology students – a fact appreciated by the departments. The collaboration has strengthened our partnerships with faculty in those departments, and has opened vibrant collegial discussions on aging.

- PSY236 Psychology of Adult Development & Aging (4 credits)
- PHL207 Ethical Issues in Aging (4 credits)
- AD105 Addictions & Aging (3 credits)

**B) Specialized Gerontology Curriculum for Certificates**

The following courses constitute the core courses for specialized certificates, and have been developed through collaboration with professional associations, state agencies, and employers.

**Certificate Specific Courses**

- **Activity Professional**
  - GRN165 Basic Activity Director Training (2 credits – meets Centers for Medicare & Medicaid Services (CMS) regulations for activity directors in skilled nursing facilities)
  - GRN265 Activity Professional I (3 credits – corresponds to the NCCAP MEPAP I course)
  - GRN266 Activity Professional II (3 credits – corresponds to the NCCAP MEPAP II course) [www.nccap.org](http://www.nccap.org)

- **Advanced Behavioral & Cognitive Care**
  - GRN235 Introduction to Dementia Care (3 credits)
  - GRN236 Dementia Care Practice (1 credits)

- **End of Life Care & Support**
  - GRN131 Hospice Basics (1 credit – awarded as a Non-Traditional Credit for hospice volunteer training completion)
  - GRN233 Supporting End of Life (4 credits)
  - GRN237 End of Life Therapies or GRN239 End of Life Practices (1 credit – varying topics)
♦ Horticultural Therapy
GRN267-272 (6 core courses, 13 credits total – meet the American Horticultural Therapy Association requirements for therapeutic horticulture and gardens, working with a range of populations and conditions) [http://www.ahta.org]

C) General / Support Courses

GRN175 The Aging Mind (1 credit, required for ABCC Certificate) This course was developed by Roger Anunsen, co-founder of mindRAMP, Inc. http://mindramp.org/, primarily to address the needs of older students returning to college after often decades outside the educational system, to acquaint them with recent finding in brain science about “mature minds” and to increase their confidence in their own learning capacity. The added benefit for all students is that it introduces them to the emerging array of sustainable approaches to engage, stimulate, and enhance older minds.

GRN240 Care & Service Coordination (3 credits, required for ABCC and EOLCS Certificates) The course covers the basics of elder advocacy and care/case management. We introduced this course because our college does not currently have a Human Services or Social Work department, although we are currently discussing with other programs the desirability of developing some core courses in this arena generally and also to prepare students transferring into baccalaureate or master level social work programs.

D) Specialized Training Courses
The Program offers some training courses that meet state or county certification standards. In some cases, the courses are included in a Certificate, but they also attract students only taking the course to meet a work requirement. Besides providing a public service, such courses often interest students in taking other courses or earning a Certificate.

GRN165 Basic Activity Director Training (2 credits) (Meets CMS standards and a State of Oregon Activity Director Certification is issued on successful completion of the course; required for all three Activity Professional Certificates)

GRN172 Adult Care Home Training (2 credits) (Based on State of Oregon Ensuring Quality Care Curriculum, preparing prospective ACH Operators and Resident Managers for the State Test administered by counties)

GRN245 Guardianship Introduction (1 credit) (Online course on the basics of Oregon guardianship regulations and process for family caregivers and prospective professional guardians and conservators – prerequisite for GRN246 – required for the End of Life Care & Support Certificate)

GRN247 Applied Legal & Policy Issues in Aging (2 credits) (Covers issues related to long-term care facilities, Medicare and Medicaid, mental health and veteran’s services, protective services, advocacy and legal planning; required for EOLSC Certificate)
3. Financing & Budget Management

General recommendations about financing and budget management include:

- Consider transforming a non-credit program into a credit program, which could provide more stability to the program and enable students to use Financial Aid to support their education and training.
- Diversify your funding sources to include tuition, state funding, institutional funding, and grant and contract funding.
- Become familiar with and utilize the variety of funding streams within your institution. Attempt to change any temporary funding into continuing funding.
- Always be sure to link any funding opportunity to your strategic plan so you stay on course to achieve your Program goals.

3.1. Financing & Budget Management Example: Portland CC

Tuition and State Funding

A primary advantage of a credit Degree/Certificate program is the built in levels of support from tuition and state funding. [Every state seems to have a different formula for the percentage of costs covered by tuition versus state funding, but in general, the national trend is toward decreased state funding and increased tuition fees]. In addition, students have access to funding through Financial Aid, scholarships, and various workforce development sources. At least in Oregon, it is generally less expensive to offer credit than non-credit courses, due to the state-funding subsidy (although the percentage of that funding continues to decline). If that is the case in your state, you may want to consider transforming non-credit programs to credit programs. (For a different perspective on non-credit versus credit programs, see Non-Credit Programs, section 8, above).

Institutional Finances

Our various strategies to increase student enrollment and completion have ensured a steady additional level of financial support from our college. That additional funding has come in six forms, some of which of subject to sudden changes, requiring vigilance and flexibility:

- **Margin Funding**: Margins have come from offering courses experimentally, which if continued, produce revenues for the department’s base course offerings. This source has been declining and may be eliminated in the future.

- **Administrative Assistance Staff**: As one of only two Career & Technical Education (CTE) program in our Division, and by far the largest, we have received designated administrative assistance for the Program.
• **Perkins Advisor Funding:** Our Program had secured .25 time position funding from the college’s Perkins Grant to provide advising support, particularly related to job skills development, but that funding expired in July 2013, because our college decided to restrict Perkins Funding to Programs that had a strong link to high school programs, like dual credit. Because Perkins Funding decisions are college-based, Gerontology programs in other States might be successful at this route.

• **Discretionary General Funds:** Our Peer Mentor program, which was originally grant funded, received general fund support for over 6 years, based on its importance to older learner success. Unfortunately, the current Dean of Instruction made a unilateral decision to discontinue the use of those funds for peer mentors. (We are currently contemplating how to sustain that critical program).

• **Staff & Curriculum Development Funding:** Our Program has successfully applied several times for staff and curriculum development funds for new course development, for the Taskforce on Aging over a two-year period, and most recently to support our online Gerontology Homeroom and ePortfolio project (See Marketing & Student Recruitment, below, on both of these projects).

• **Full-Time Faculty Positions:** PCC uses a standard formula for determining the development of new positions, based on student enrollments and full to part-time faculty ratio. The first full-time position in Gerontology was a lateral hire of the Sociology faculty member who had informally adopted the Program Director role (Jan Abushakrah), and the second position was funded through the Block Hire process. This significant, permanent funding happened because of our persistent drive to establish a separate Gerontology account and assignment of student enrollments to that account.

  [*See below, under section 4. Institutional Support, for additional ideas on programs that could provide direct or indirect financial support to your Program]*

**Grant & Contract Funding**

Grant and contract funding, from multiple sources and in varying amounts, has contributed significantly to PCC Gerontology’s development. The types of funding sources might give you ideas of where to look for grants and contracts, always making sure to evaluate whether a particular funding opportunity makes sense in terms of achieving your Program’s goals. Here is a brief summary of the primary sources and accomplishments of the grant and contract projects:

1. **AARP Oregon:** For Wisdom Keepers (first student group, now the Ageless Network club) scholarships and internships, and Workforce Development efforts, including Caregiving as a Career and other efforts

2. **Oregon Community Colleges & Workforce Development** (supporting statewide partnerships with other community colleges and Career Pathways development)
3. Civic Ventures Encore College Grant to develop our Peer Mentor Project (and Replication Grant for our Encore Learner Adaptations Project)

4. International Longevity Center Caregiver Training Initiative Grant (for caregiver training and homecare worker peer mentor program)

5. State Workforce Development Contracts on career development for direct care workers

6. Oregon Home Care Commission, 2 years, for homecare worker peer mentor program, and ongoing professional development opportunities for homecare workers

7. Jobs to Careers In Community Based Care (Robert Woods Johnson/Hitachi Foundations) – A three-year project, through which the Gerontology Program offered Career Development Workshops for direct care workers and their supervisors, design Bridges into College programs, and developed six of our Certificates. The Program also offered credit courses for the work-based training of direct care workers as Resident Assistants I & II.

8. Taskforce on Aging, multiple sources including CCWD, Oregon Dept of Employment, AARP Academic Affairs and PCC Staff Development Funds. See 4. Marketing, below, on the significant impact of the Taskforce on Aging to the Gerontology Program development.

9. AACC Champion College for Plus 50 Encore Completion Project, providing 3 years of funding to support our Gerontology Homeroom and ePortfolio project in exchange for mentoring Encore Completion Colleges.
4. Institutional Support

Institutional Support is inextricably linked to financing and marketing. A successful program will adopt a comprehensive strategy connecting and reinforcing institutional support, financing, and marketing. To build and sustain institutional support, consider the following:

- Develop a systematic, high profile internal and external marketing and promotional strategy.
- Design your program to connect with both the lower-division transfer/general education and career/technical education funding streams.
- Prepare annual reports and utilize other institutional reporting systems to highlight the achievements of your Program and its service to the college and the community.
- Familiarize yourself with, apply for, and volunteer for programs and supports that can benefit your Program and your students.

4.1. Institutional Support Example: Portland Community College

The Portland CC Gerontology Program has managed to sustain and increase our institutional support due to a number of mutually reinforcing factors.

• **High Profile Marketing**
  The key factor was the adoption of an aggressive development strategy based on highlighting the demographic and service-delivery imperatives of an aging population, and the educational and training role the Gerontology Program could play in that regard. As discussed in section 5 on Marketing, the Gerontology Program led the college’s Taskforce on Aging, co-sponsored events with community partners, engaged in contract and grant projects, and took on other public relations efforts gained critical administrative and high-level institutional support, including from the College President’s Kitchen Cabinet and the Board of Directors.

• **Balancing Career & Technical with General Education**
  Oregon community college education distinguishes between Career & Technical Education (CTE) programs and Lower Division Transfer (LDT) disciplines. Gerontology represents a hybrid, being a CTE Program within a Social Science (LDT) Division, with a high percentage of LDT courses meeting general education standards. In the early years of the program, the general education courses attracted high student enrollments, a phenomenon that mushroomed in AY2005-06 with the broad introduction of online courses. The Career Management focus of the Program, along with the expansion of job-focused Certificates for which the Program was designated as an Eligible Training Provider, further increased enrollments, graduation rates, and employment – all of which had a multiplier effect on enrollments and institutional support.
• **Annual Reporting, Program Reviews, and Institutional Effectiveness**

Enrollments and Degree/Certificate completion numbers are the key indicators on which the institutional decisions resulting in two full-time Gerontology faculty, a 90% instructional administrative assistant, and additional student support funding were based. But because of the interdisciplinary nature of the Program and its original inclusion within the Sociology Department, the Program used Annual Reporting and Program Reviews to highlight Gerontology achievements, which eventually resulted in a separate Gerontology account through which Institutional Effectiveness measures could be clearly attributed to Gerontology.

• **Utilization of Multiple Institutional Funding and Support Streams**

The Gerontology Program has regularly made use of Staff and Curriculum development funds, Distance Education Training and Development Funds, and Work-Study Students. It has collaborated with various institutional programs focused on improving student success, retention and completion; and it has volunteered to participate in collaborative grant projects. As a result, when the college is considering new projects – particularly those that involve innovations in older student success and support – the Gerontology Program is the first program contacted. Such efforts obviously help the Program and our students directly, but they also demonstrate the high value of Gerontology to the College as a whole. The most recent example of this is the lead role the Gerontology Program is playing in developing an online Homeroom and ePortfolio project designed to promote student success and to assess learning outcomes.
5. Marketing & Student Recruitment

A comprehensive marketing and student recruitment strategy is inseparable from your Program’s vision and mission.

✓ Define your marketing strategy around your strengths, and build in the strategy from the beginning.
✓ Utilize all your college’s public relations and marketing tools and services, including a Program website, brochures, feature stories and media relations, and so on.
✓ Participate whenever possible in career fairs and general student recruitment events sponsored by your college.
✓ Integrate marketing and student recruitment into your community alliances and partnerships.

5.1. Marketing Strategy Example: Portland Community College

Portland CC’s Gerontology Program has organized its marketing and student recruitment efforts around three primary and inter-connected themes:

✓ Workforce Development for an Aging Society
✓ Encore Career and Re-Careering Opportunities
✓ Career Development for Direct Care Workers

These three themes have evolved to become central elements of the Program’s strategic planning, were developed through all of our grant and contract funding, and have featured in Program marketing and promotion through PCC, our community partners, and stories about the Program in local and national press.

Encore Student Focus

The promotion of Gerontology as presenting Encore Career opportunities for the Encore Student has clearly resonated in our community and through the broader reach of our online Degree option. Over two-thirds of the approximately 150 current Gerontology students at any one time are 40 years and older, and half of them are 50 and older. Most have been outside the educational system for decades, and most have also worked for a number of years. About one-third of them have earned prior degrees, and are seeking either to enhance their professional skills with a focus on aging or to re-career in a new professional direction.

To accommodate the needs of these encore students seeking purpose, passion, and a paycheck, the Program developed what we call ELA’s or Encore Learner Adaptations. Through a replication grant from Civic Ventures/Encore, we developed a website, available internally only.
Not only have these ELA’s had a profound effect on student success, but they are also powerful marketing tools for older students who are not only interested in Gerontology, but find in the Program a supportive community that is responsive to their needs and invested in their success.

**Encore Student Supports**

The Program’s Encore Learner Adaptations (ELA’s) include the following:

- The Career Management Courses
- Empowering Advising
- The Career Pathways Certificates
- Job Skills Workshops focused on Job/Internship Search Strategies, Professional Portfolios, Resumes and other Job Tools, and Job Interviews
- Peer Mentors, who provide one-on-one assistance and coaching to older students on managing technical issues, organizing and succeeding in their coursework, navigating the college system, and connecting with the local aging network.
- ePortfolios (and the Gerontology Homeroom) focused on the students’ career and academic development, as well as a reflective way for students to engage in learning outcomes assessment and for the Program to track that.
- Ageless Network, the Gerontology student club, which sponsors 4-5 panels and other events per term that are video-streamed for access by online learners
- Weekly eNewsletters on PCC and Community news, and a Gerontology Site with extensive support and professional resources
- Community Partners & Networks
- The Aging Mind course

**Marketing through PCC’s Institutional Advancement and Public Relations Departments**

Building on and complementing the Gerontology Program’s marketing efforts, the Program has nurtured relationships at several levels with the College’s Institutional Advancement and Public Relations Departments. Some particularly helpful collaborations have included:

- The college-wide Taskforce on Aging, led by the Gerontology Program, which also included the testimony of PCC’s District President before the US Senate Special Committee on Aging and the State Legislature. The college has in turn called upon the Gerontology Program and its community partners to provide vital information and testimony in its promotional and lobbying efforts.
- College support for the Gerontology Program’s website and commitment to develop a companion Encore website.
- Gerontology regularly volunteers for career fairs and student recruitment events within the college and in the community.
6. Alliances & Partnerships

Alliances and partnerships, both within the college and in the community are critical to the success of a Gerontology Program and to its students. The checklist is short, but the benefits far-reaching:

- Build institutional partnerships on as many levels as possible both to support your Program and to play a positive educational, advocacy and transformative role in bringing awareness of aging to the college community.
- Nurture a collaborative relationship with a wide-range of community partners, resulting in benefit to the Program, the community partners, and ultimately to students and graduates.

6.1. Alliances & Partnerships Example: Portland Community College

The Portland CC Gerontology Program is successful, largely because of its rich network on institutional and community partnerships, which are regularly nurtured through joint projects and mutual assistance.

Institutional Partnerships

As an interdisciplinary program focused both on workforce development and general education, transfer courses, the Program relies on a wide range of partnerships that support both our students and the Program itself. Here is a brief description of some of our major partnerships within the college:

- **Other programs and departments**
  We have co-developed several courses, made co-certificate and co-degree agreements (most effectively with Fitness Technology) and encouraged other programs to develop age-focused certificates. To date, Fitness Technology has developed the Healthy Older Adult Fitness Certificate and Interior Design has developed the Design for Accessibility and Aging in Place Certificate. Both courses incorporate a high percentage of Gerontology courses. We are also working with Paralegal Studies around end of life tools, guardianships, estate planning, and other elder law issues, and with the Health Education Program for possible collaboration. Finally, the Program is in discussion with various programs on collaborating on a Human Services or Social Work concentration, certificate or degree.

- **Workforce Development**
  Gerontology’s collaboration with the college’s workforce development division has been highly beneficial to the Program’s development. Some accomplishments include the Program’s Career Pathways Certificates, several joint grant projects focused on career development for direct care workers and for older workers, the Taskforce on Aging, and numerous workforce-training projects.
✓ **Student Support Services**
   Gerontology actively interfaces with the full-range of Student Support Services, and several Gerontology students have benefited from college programs promoting student success and providing various forms of counseling and financial support.

✓ **Jobs Office**
   The Program coordinates its internships through PCC’s cooperative education and job placement office. Specialists from that office occasionally offer individual support on issues like job interview preparation.

✓ **College Diversity Council**
   The Gerontology Program took the lead in the College Diversity Council recognizing age as a diversity issue, and the Program has utilized diversity funds for special Projects, like Workshops on LGBTQ elders.

✓ **Associated Students of PCC**
   The Gerontology Program’s student club, Ageless Network, is registered with ASPCC and receives funds to support meetings, receptions, and other events.

✓ **Library**
   The PCC Library has created a very rich Gerontology Resource page to support student research, in addition to extensive library holdings of books, journals, electronic databases, and videos on Gerontology generally and on specialty areas like dementia and horticultural therapy. Library staff also created a “How to Find Research Articles in Gerontology” video tutorial.

✓ **Distance Education**
   The majority of Gerontology courses are offered in online and class-web formats, with Gerontology being one of the first PCC programs to offer an online Degree option. Gerontology courses, workshops and events regularly use Interactive TV and videostreaming for wide distribution and access for our students. Gerontology is also a leading partner in the college’s ePortfolios Pilot, which will be utilized both for student professional development and for the Program’s Learning Outcomes Assessment.

**Community Partnerships**

The faculty and staff, as well as the students and alumni, of PCC’s Gerontology Program work hard (and play hard) at maintaining excellent contacts with local businesses and organizations in the field of aging. This network is built by participating in activities such as being members of local associations, collaborating on projects, co-sponsoring conferences and workshops, and asking for their support.

As a huge part of our external support system, this community networking has multiple purposes and benefits:
✓ Community partners help us remain on the cutting edge of careers in aging, making sure that our classes and Career Pathways Certificates provide what potential employers need. They may provide this help through informal consultation, or they may serve on Advisory Committees or Teams for specific Certificates or Projects.

✓ They become career resources for students doing informational interviews, looking for internships and searching for jobs, as part of the Career Management Courses.

✓ They provide actual internships and seek out our students and graduates for employment opportunities.

✓ They participate in the Ageless Network (student club) events to make them much richer experiences.

Our Partners and Networks
Our partner relationships include statewide and national connections, but here we focus on community partnerships that fall into five categories:

Local Collaborations: These reciprocal, cooperative relationships most often involve co-sponsorship of events and workshops. We help each other be successful at our individual missions. Some of our major local partners include:

- AARP Oregon [http://www.aarp.org/states/or/],
- OGA (Oregon Gerontological Association) [http://www.oregongero.org/],
- Elders in Action [http://www.eldersinaction.org/],
- SPIN (Senior Provider Information Network) [http://spinportland.org/], and
- ADRC of Oregon (Aging and Disability Resource Centers) [http://www.adrcforegon.org/].

Over 40 community partners subscribe to our weekly eNewsletter, through which we promote their events and post volunteer, internship and job opportunities for our students.

Career Pathway Certificate Advisory Committees/Teams: Several professionals, organizations and employers serve on Advisory Committees or Teams for our Career Pathway Certificates. They include professionals, potential employers, and academics that can answer these questions: What is the need for this certificate? What are the job titles that a student would qualify for with this certificate? What are the related occupational categories? What are the government licensing and certification requirements for these jobs? And what other educational institutions might we organize an articulation agreement with for our students?
**Higher Education Institutions:** Since many of our students are interested in completing their baccalaureate or master’s degrees, it’s imperative to formulate articulation agreements and other forms of cooperation to ease student transfer. Students who complete the Gerontology Degree can transfer to any Oregon University System institution as a junior. But we have also established, or are in the process of establishing articulation agreements with Portland State University’s BA/BS Program in Health Studies (which has an Aging Services Concentration), Western Oregon University’s Psychology/Gerontology Bachelor of Arts and Applied Baccalaureate, and Oregon State University Gerontology within their Family Studies and Human Development Division. In addition, we have formal and informal agreements with other public and private universities in the State.

**Internship Support:** To support internships for students, the Program maintains an internal database of about 100 organizations and employers who have indicated willingness to host interns or who have already conducted internships with previous students. This database is regularly updated with new entries or new requests for interns, and the information is posted in the weekly Community eNewsletter.

**Our Faculty Networkers:** Our faculty participate in and serve on a variety of advisory committees, taskforces, the boards of general aging services organizations, and on specialty professional associations, further extending the Program's connections and partnerships, and keeping the Program current on trends and developments in the field. Most part-time instructors are professionals working in aging services, long-term care, and other community partner organizations. As with most networking, the relationships are give and take.
7. Continuous Improvement & Assessment Approaches

For continuous improvement and sustainability of their Programs, credit Degree and Certificate Programs at the Community College level should:

- Utilize assessment approaches that meet community college standards and position their Degrees for articulation with baccalaureate programs in Gerontology or in professional or disciplinary fields with concentrations in Gerontology.
- Assess their Programs through periodic Program Reviews mandated by their Colleges
- Regularly assess full and part-time faculty, including student evaluations
- Conduct Learning Outcomes Assessments conforming to AGHE Guidelines and Standards, as well as Technical Skills Assessment standards mandated for Career & Technical Education Programs. And in the future to align with AGHE Accreditation Standards.

7.1. Program Assessment Strategies: NWTC and Portland CC

Northwest Wisconsin Technical College

Learning Outcomes Assessment Model: NWTC uses WIDS (Worldwide Instructional Design System) to organize all their program outcomes and curriculum to align with professional or other stakeholder standards (See www.wids.org for details on this model). Thus, learning outcomes assessment is built into the program and curriculum design, with individual instructors or departments collaboratively developing learning plans, assessment tasks, learning materials and objects, syllabi and teaching plans that meet program and course outcomes.

Program Outcomes for the NWTC AAS in Gerontology include:

- Provide recommendations for successful aging and optimal quality of life.
- Evaluate physical, social, psychological and spiritual aspects of aging.
- Identify and refer older adults to needed services.
- Exhibit behaviors and conduct that reflect safe, legal, and ethical gerontological practices.
- Evaluate and advocate in the area of aging public policy.
- Exhibit professional communication.
- Develop ethical and cultural awareness related to aging
- Plan, develop, implement and deliver appropriate activities to meet physical, social, psychological needs of the aging population
- Create a personal professional development plan.
- Investigate and incorporate evidence-based gerontology practices into delivery of services.
These Program Outcomes are aligned with core course outcomes. Within those core courses, student learning of competencies and performance standards achieved through course activities are assessed.

**Portland Community College**

The Portland CC Gerontology Program integrates a range of assessment strategies of its Program, its individual courses, and its faculty, and a continuum for assessing learning outcomes. All of the assessment strategies conform to the college’s Academic & Student Affairs guidelines, in coordination with the college’s Institutional Effectiveness. The primary means of assessment are the following:

✓ **Program Review**

PCC Programs are currently on a five-year cycle for Program Review, which follows a format with standards set by the college. The Gerontology Program’s two Program Reviews from 2006 and 2009 are published on the Program’s website ([http://www.pcc.edu/ger](http://www.pcc.edu/ger)), but do not include the extensive appendices. Because of the gradual development of the program from 1998, the first Program Review occurred 8 years after the program began, but with the rapid development the Program experienced, we opted to move up the second Program Review to 2009. The next Program Review is scheduled for December 2014. The Program Review process is good for the Program in clarifying its strategic goals, identifying gaps and challenges, and documenting its achievements. College administrators participate in the Review process and presentation, with a designated administrator responding to the report and recommendations. Community partners, including Advisory Committee members, also participate in the Review process.

✓ **Faculty Professional Assessment**

Full and part-time instructors are assessed periodically, with new hires being assessed annually. Full-time faculty are eligible for permanent appointment after 3 years, and part-time faculty are awarded assignment rights usually within 3 to 4 years, based on the number of courses taught annually and in consecutive terms. Student evaluations are a critical component of these assessments.

✓ **Learning Outcomes Assessment**

PCC has undertaken a faculty-driven and designed Learning Outcomes Assessment process, conforming both to Accreditation Guidelines and to the Technical Skills Assessment requirements for Career & Technical Education Programs. The Gerontology Program has adopted a comprehensive LOA process, based on an alignment of outcomes from the College’s six Core Learning Outcomes (Competencies), to the Degree and seven Certificate Outcomes, to Course Outcomes, and the activities within courses.

Portland Community College’s Degree Outcomes are articulated within a framework that integrates discrete outcomes or competencies into a 3 or 4 comprehensive outcomes that reflect what students will be able to do “out there” in their professional lives, based on
what they learn “in here” in their courses and programs. Using that framework, students who successfully complete the Gerontology Degree will be able to:

- Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member
- Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings
- Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders in service and program delivery
- Adhere to professional and ethical standards appropriate to one’s gerontological specialty, while managing one’s career and taking advantage of continuing learning opportunities
- If desired, pursue higher education for a bachelor or master degree, beginning at the third-year level

✓ **AGHE Standards and Guidelines:** This LOA Plan is further aligned with AGHE standards and guidelines. Last year, Grand Rapids and Portland Community Colleges began the process of aligning the learning outcomes and our means of assessing those outcomes for the core courses of our Gerontology Certificates. That was a first step toward defining the Technical Skills Assessments (TSA’s) required career/technical programs, particularly those receiving Perkins funding, and is being continued to include Degree Outcomes Assessment. A related goal was to demonstrate that the TSA’s for Gerontology conform to AGHE Standards and Guidelines, and thus should be used as the national standard for community college Gerontology Programs.

✓ **AGHE Accreditation Taskforce Draft Competency List:** A draft of this List, currently being vetted to AGHE and GSA membership, is organized within 3 Categories: I. Foundation Knowledge-Attitudes-Skills (KAS) to all fields of Gerontology, II. Skills needed across fields of Gerontology, and III. Skills for Contexts of Gerontology Careers. The final product should align with the Community College work on Degree and Certificate Outcomes and Learning Outcomes Assessment.

✓ **ePortfolios:** PCC Gerontology is developing an ePortfolio process, using the ePortfolio system of Desire2Learn, the learning management system used by PCC Distance Education. When completed, the Program will have a comprehensive means of Learning Outcomes Assessment (or Competencies Assessment), while providing students a reflective learning environment for their professional and academic development, as well as Portfolios to share with potential employers.
8. Strategies to Promote Success & Address Challenges

Throughout the preceding seven sections, we have highlighted tips and recommendations for all aspects of a Degree/Certificate Gerontology Program. Those points will become more meaningful as you initiate your Program, or further develop an existing Program. The best advice we can offer are the tips we introduced in section 1 on Program Development, which we repeat here:

- **Articulate a Vision** with faculty, students, community and employer partners
- **Consult with Gerontology Partners**, including AGHE and its Community College Standing Committee, other community college and 4-year Gerontology Programs
- **Get Institutional Buy-in for your Vision**, demonstrating how your vision aligns with your college’s mission, and keep key college administrators on board throughout your development process, for direction, support, and funding
- **Coordinate with and Fit Your Vision to Relevant State Agencies** and follow procedures for developing Certificate and Degree Programs, including coordination with other Gerontology Degree/Certificate Programs in your state’s 4-year colleges and universities (fill in gaps, consider articulation agreements, follow adverse impact procedures, etc.)
- **Form an Advisory Committee or Teams** composed of professionals, business leaders, academics and other community partners, and adapt these advisory bodies throughout your development process
- **Conduct an Asset and Need Assessment**, within your college and in your community, and continue with this assessment throughout your development process
- **Reverse Engineer a step-by-step Development Process from Your Vision**, to be revisited and revised periodically
- **Foster Partnerships within Your College and Utilize Its Resources** to support your program development, from curriculum to student services
- **Seek Development Funding within Your College, from State Educational & Workforce Development Agencies, Aging Services Agencies, and Foundations**, to pursue projects that will enhance your program’s development and build college-community partnerships

A final tip and heartfelt offer is to connect with the AGHE Community College Standing Committee and its members to seek collegiality and collaboration in designing successful strategies and addressing the challenges in a supportive community!
Cutting Edge Community Outreach & Workforce Training

The Beard Center on Aging at Lynchburg College

This new section features the work of the Beard Center on Aging at Lynchburg College and its energetic and innovative director, Denise Scruggs. These projects, developed over the last two years, offer examples of what community colleges can do – with or without a Center, and with or without a formal Degree or Certificate program. Two years ago, the Lynchburg administration decided to discontinue the Gerontology Certificate, leaving the Beard Center on Aging with the major challenge of building revenue streams to sustain itself. Through much effort and creativity, the Center managed to turn its survival strategy into thriving income-producing projects that have strengthened the Center’s role in the community, provided Gerontology education and specialized training to hundreds of community professionals, and positioned the Center for a possible reinstatement of its Certificate. If you are wondering how to get things going at your college, these projects could generate some ideas that could be easily adapted to your college and set your Program on a sustainable course!
1. History & Process of Development

Lynchburg College Health Training Consortium & The Beard Center on Aging

In the fall of 2012, the Beard Center on Aging joined with Lynchburg College’s Physical Therapy and Nursing Departments to form the Lynchburg College Health Training Consortium. The group’s primary goal is to provide affordable training and continuing education opportunities for geriatric and medical professionals in southwestern Virginia. In addition to its educational role, the program increases the visibility of college degree programs in the community while generating income.

Although continuing education hours are required by many professional licensing, accreditation, and certification boards, training opportunities are limited in southwestern Virginia. This, combined with declining educational and travel budgets and smaller staff sizes, has made it difficult for professionals to meet these education requirements. Feedback from local Aging Network members and participants of the annual conference on aging along with Virginia’s recent move to require all practicing nurses to meet certain continuing education requirements to maintain their license also supported the need.

Bi-annually, the Health Training Consortium offers half-day training opportunities on topics such as fall prevention, mental illness in older adults, and dementia. Programs are typically 4 hours in length. Program presenters are solicited from the community and from college faculty, with each program spotlighting a member of the college’s faculty.

Program costs are minimal and all workshops have been income generating. Speakers have generously donated their time, although we are prepared to pay a small stipend as needed. Since the programs are half-day, food related costs are minimal. The most expensive cost for the program is the application for continuing education requirements from the state nursing association and college continuing education credits. Postage and marketing costs are kept down by using postcards, e-mail blizzards, word of mouth through local networking groups, and other means. In the future, we plan to work more closely with state professional organizations, the Department of Rehabilitative Services and other local colleges and businesses within a 3-hour radius. Registration fees range from $10/C.N.A. and $20/student to $50/professional.

Annual Conference on Aging: “Aging Well in Mind, Body, & Spirit”

For over 25 years, the Beard Center on Aging has worked collaboratively with agencies, organizations, and businesses at the local, state, and national level to offer the annual Conference on Aging: Aging Well in Mind, Body and Spirit. Although it debuted as a two-day event, it was later condensed to one day with a post session. The change was made to accommodate increased program costs, dwindling education and travel budgets of potential attendees, and to remain affordable. In addition, agencies with smaller staff sizes are able to send their direct care staff to a one day conference more easily than a two day event.
The conference strives to offer educational opportunities for older adults and professionals while promoting positive aging, increasing the College and Center’s visibility, increasing the awareness of issues impacting older adults, and generating income. It features two keynote speakers, 24 breakout sessions, a silent auction, poster sessions, free health screenings, and over 50 exhibitors. Educational tracks are offered on the topics of professional development, positive aging, dementia, and caregiving.

The conference has been very successful and has quadrupled in size over the past six years and now boasts an attendance of 425-450 annually. It has also become one of Virginia’s largest gerontology conferences. This success is partially attributed to the increased involvement of local and state Aging Network members, as well as the inclusion of college and university gerontology programs and Centers from around the state. Representatives from other agencies and organizations are involved in all levels of planning including serving as program presenters, exhibitors, and members of the conference planning committee.

Conference attendees include assisted living and nursing home administrators, medical and nursing professionals, certified nursing assistants, social workers and counselors, activity professionals, adult day care staff, activity and dementia care staff, therapy staff, representatives from agencies on aging, faith-based, and non-profit organizations working with older adults, family caregivers, older adults, and others interested in positive aging.

Annually, the conference generates almost $27,000 in income before expenses. Sponsorships, ranging from $300-$1000, as well as a partnership with a local health provider ($3000), provide almost $11,000 of this income. Registration fees and exhibitor booth sales account for the rest. In addition, a silent auction is offered, which generates almost $2400 annually for conference scholarships.

While costs are moderate, the event is labor intensive. An active conference planning committee, along with assistance from work-study students, graduate assistants, and interns make this manageable for our “one person” office. As with other regional and national conferences, only keynote presenters are offered stipends. However, unlike larger conferences, presenters for breakout sessions are offered free attendance to the event. Participants are charged a basic fee to attend which ranges from $45/student to $85 for a professional with scholarships available for those who need them. Group discounts are offered for senior groups and for agencies or businesses sending more than 3 participants. Continuing education hours are offered at an additional charge. In addition, to help those who are traveling to the conference we have secured discounted rates at local hotels and bed and breakfasts. The most significant expenses for the event include the costs for keynote presenters, marketing materials, postage, handouts, and food.
Despite being labor intensive, the event has become a signature event for the Beard Center on Aging and the College. It has significantly increased the Center’s visibility and gained extensive support for Center programs and initiatives in other realms. It has also provided income for the college and Center.

**National Council of Certified Dementia Practitioners (NCCDP)**

*Alzheimer’s and Dementia Class – The Beard Center on Aging at Lynchburg College*

As the number of persons diagnosed with Alzheimer’s disease and other dementias increases so does the need for qualified professionals to provide care. Unfortunately, it has become apparent that many professionals have not received the training needed to work effectively with this special population. As a result, Virginia, along with many other states, and the nation, have developed Dementia Care Plans to address dementia care, caregiver support, and staff training requirements, among other issues. This also creates a great opportunity for colleges and universities to step up and help train professionals who work with individuals diagnosed with dementia, including financial and legal professionals, medical and geriatric professionals, first responders, counselors, social workers, therapy staff, business leaders, and others.

In response, the Beard Center Director became an approved trainer for the National Council of Certified Dementia Practitioners (NCCDP), which offers a successful evidence-based dementia-training program. The training, developed by a committee of experts from a variety of professional backgrounds, has been used to educate and certify thousands of people around the world.

As an approved trainer by the National Council of Certified Dementia Practitioners, the Center Director can offer the daylong Alzheimer’s and Dementia Class mandated for professionals pursuing certification as Certified Dementia Practitioners and for those wanting continuing education hours or simply more knowledge on the topic. The Center offers classes at the College, around the state as well as on-site, as stand-alone programs and pre- or post-conference workshops.

In addition to the educational benefits, this initiative provides continuing education hours and/or units for professionals who need them and increases visibility of the Center around the state. The program also generates income for the Center. Income ranges from $500 to over $4,000 per class. To encourage participation discounts are given for non-profits, multiple registrations, college students, and local Consortium on Aging members. Effective March 2014, Lynchburg College will offer Continuing Education Units (CEU’s) for the class, in addition to the contact hours already provided.
In the winter of 2013, the Center began recruiting partners from around the state to serve as host sites for the program. The host site agrees to provide refreshments (morning/afternoon), a free or discounted location, and assist with marketing. In return, they receive several complimentary registrations for their staff and are listed in all marketing materials as a co-sponsor. The first alliance effort, slated for March 2014, has already netted over $4000 in registration fees.

After the initial start-up fees for trainer education and the cost to maintain the trainer’s certification as a dementia practitioner ($100 every 2 years), the primary costs are for training notebooks provided for every attendee, refreshments, marketing, and travel.

Due to the success of this initiative, we are exploring other areas of training that can be provided by the Center such as Person Centered Care training, the Best Friends Approach training, or the MEPAP training required for activity professionals in long-term care who don’t hold degrees in recreation therapy. The focus of any training offered does, however, need to be directly connected to the expertise and experience of the Center staff.

**Virginia Boot Camp on Aging (2014) – The Beard Center on Aging at Lynchburg College**

In fall 2014, the Beard Center on Aging will debut the Virginia Boot Camp on Aging, a modified version of North Carolina’s popular two-day Boot Camp on Aging. The program will provide educational opportunities and continuing education hours for professionals. As an added benefit, the program will be income generating and will offer opportunities for alliances with Aging Network professionals from around the state.

Although a number of gerontology degree and certificate programs are available around the state, many gerontology professionals still enter the field with little or no educational or work experience in aging services. As a result, they lack the basic skills and knowledge to work effectively with older clients. This program will provide a brief overview of the aging process, aging issues, and aging services available in the state. North Carolina has had great success in this area and we are confident we will too.

The Aging Boot Camp, like North Carolina’s, will target new employees in the aging network, veteran employees gaining new responsibilities, agency board members, and anyone interested in learning more about the state’s aging services system and resources. Unlike the two-day North Carolina program, the Virginia initiative will be one day and will cover many of the same topics, but in an abbreviated form. Topics will include basics about the aging process, aging issues, the continuum of aging services, how to communicate effectively with older adults, popular trends, and myths and misconceptions about aging. Attendees will also learn about the state’s aging services network so they may effectively advocate for older adults.
Whereas, the North Carolina Boot Camp is offered by the North Carolina Association on Aging (NCOA), a 501 3c nonprofit, the Virginia Boot Camp will be coordinated by the Beard Center on Aging at Lynchburg College. Like North Carolina, we will seek alliances from members of the Aging Network around the state with partners serving as program presenters and host sites. We will especially draw on our state’s social services and agencies on aging for assistance, as well as colleges and universities offering gerontology programs and certificates. As host sites, partners will be asked to provide a location for free or at a low cost, as well as logistical and marketing assistance.

According to Nina Walter’s, Coordinator for North Carolina’s Boot Camp, the events are income generating and bring in approximately $2000 (after expenses) for each training event. Program costs are minimal and typically include: morning and afternoon refreshments, lunch, training materials, and marketing. Cost to attend is $60 for NCOA members and $75 for non-members. The Virginia initiative will be comparable for a one-day event.

While the program is in the development phase only, we are highly optimistic that the program will provide a quality training opportunity for professionals around the state and be a successful venture for the Center and the College. For more information about the North Carolina Boot Camp on Aging, contact Nina Walters, NCOA, at 336-602-2219, or ncoaconferencecord@gmail.com.

**Wisdom at Work: Resources for the 50+ Job Seeker**

The Beard Center on Aging has joined with the state’s local Employment Commission Office and region’s Workforce Investment Board to offer Wisdom at Work: Resources for the 50+ Job Seeker. The two-phased program is targeted at adults 50+ who are unemployed, underemployed, and those who want to work part-time during their retirement.

Phase I provides workshops by professional career counselors on all aspects of the job search process. It also offers support and one-to-one assistance with job related questions. On a monthly basis a different topic related to the job search is covered such as networking, resume writing, navigating a job search, making a good first impression and using technology in the job search. In addition to speakers from our partner agencies, guest speakers from Goodwill’s Workforce Development Division, our local community college’s Workforce Program, and the Department of Aging and Rehabilitation Services have provided assistance.

Phase II involves reverse mentoring whereby college students will serve as teacher aides during existing technology classes offered by the Workforce Investment Board, local Parks and Recreation Departments, and the Employment Commission. They will assist adult students who appear to be having difficulty keeping up with the class and those who have questions. In addition, for adults who are truly beginners and need help with the basics, one-to-one assistance will be offered at the Center on Aging.

Contact: For more information, contact Denise Scruggs, Director, Beard Center on Aging at Lynchburg College, at (434) 544-8456 or scruggs.dr@lynchburg.edu.
2. Program Development & Implementation Models

As with all programs, it is important to determine the community-wide need and viability of any proposed program, as well as the availability of institutional support. Needs assessments, evaluations, and input from Aging Network providers, and research of other programs are vital to the success of the initiative.

When offering a workshop or training, a prospective college should:

- Consider what a market can bear. Charging too much for a program or for an exhibitor booth will limit participation. Consider what similar events are charging and what it costs per person to offer the event before determining the fees. Likewise, if you price your program too low, it may be perceived as being of little or no value and people will not attend.

- Develop a budget that allows for financial sustainability. Whenever feasible, a program should be self-sustaining through registration fees and/or sponsorships. While grants are always nice, they run out after a specified time period and will never sustain an ongoing program.

- The choice of a program’s speaker(s) will greatly impact the success or failure of a program. No matter how good a local colleague may be, persons are less likely to pay to see a local authority—especially if he/she is already offering other programs in the community. To balance this and keep costs down, utilize persons from around the state along with local experts.

- If someone doesn’t invest financially in a program, they will often not show-up, even after registering. We have found that charging some fee, even a small one will help encourage participation. So when considering scholarships, consider partial, rather than full scholarships for attendees.

- Develop alliances with partners from outside the college. People tend to support what they help create so the more involvement they have, the more invested they are in the success of the program. Consider partnerships with state/local organizations, non-profits, businesses and others. To involve these partners consider seeking their assistance with program expenses, in-kind services, marketing, hosting of events, and the presentation of workshops.

- Don’t expect to get something for nothing. Anytime an individual or agency works with you on a program, they are expecting to get something out of it, too. Whether you are offering free or reduced registration fees, billing as a co-sponsor or host, or something else, be clear as to how their involvement in YOUR effort will be good for them. If it is not a win-win proposition, you are less likely to get their full support.
• The little things matter. Ease of parking, directions, room ambiance, and the courtesy and knowledge of volunteers during check-in are among the many “little” things that will impact how a program is perceived. They will also impact their involvement in future programs.

• If you are considering offering another program’s training at your college, pay close attention to the fine print. Some require that a portion of registration fees be paid to their organization, while others, like the National Council of Certified Dementia Practitioners, do not.
3. Financing & Budget Management

The development of a realistic budget for training programs is vital to the success of an initiative. When developing the initial budget consider these expenses:

- Presenter/speaker fees- including overnight accommodations, travel and food expenses
- Continuing Education Unit (CEU) application fees for specific professionals (i.e. social workers, nursing professionals, nursing home administrators, etc.)
- Training materials
- Marketing
- Facility use- including set-up, cleaning, and other fees
- Refreshments- including continental breakfast, lunch, and breaks
- Office supplies
- Certificates

Diversifying funding sources helps ensure the viability and sustainability of a program. Whenever feasible, generate program funding from more than one source. Funding sources may include:

- College and University Departments
- Brother and sister schools
- State Department of Aging and Rehabilitative Services
- Fee for Service programming
- Financial or in-kind donations from partners
- Exhibitor fees
- Scholarship fundraising – When appropriate, a fundraiser, such as a silent auction or book sale, could be held during the training event to support a scholarship fund for participants in future training programs.
- Local and state foundations
4. Institutional support

Institutional support is necessary for any program, whether or not it is offered on- or off-campus. While offering a program on-campus is a wonderful way to spotlight the campus and its program, facilities space and parking challenges or academic schedules make necessitate moving a program to an alternate location. Whether or not an event is held on campus, institutional support can be provided in the form of:

- Classroom or conference space
- Discounted refreshment and meal fees
- Access to support staff needed for event support (i.e. printing services, communications, physical plant and environmental services, etc.)
- Marketing on-campus to students, faculty, and staff
- Equipment (i.e. projectors, screens, computers, podiums, etc.)
- Faculty support
- Administrative assistance by work-study students and volunteers
- Admissions or Enrollment Services ambassadors to help with welcome and directions
- Campus safety and security
5. **Marketing & Student Recruitment**

Effective marketing is the key to the success of any training or educational program offered. Based on our experiences, we have found that the utilization of a variety of methods are the most successful. Here are a few strategies:

- Conduct several e-mail blitzes and ask partners to do the same with their own contact
- Work with local and state professional organizations, as well as the state Department of Rehabilitative Services, networking groups, and other partners to get the word out
- Take advantage of free marketing through senior-focused publications, community calendars, website banners
- Align with local and state Aging Network members
- Market future events during a training program
- Utilize postcards rather than brochures to keep the costs down
- Take advantage of bulk mailings, although they are more time consuming
6. Alliances & Partnerships

Partnering with others provide access to shared resources, expertise, and programming support. Partners also promote credibility and support marketing efforts. In addition, we often gain volunteers to assist with events.

Internal College Partners
- Admissions or Enrollment Services
- Alumni Office
- Development Office
- Academic Departments and Programs
- Career Services
- Graduate Programs Office

External Community Partners
- Other colleges and universities
- Agencies on Aging
- Aging Network Service providers
- Medical Service Providers
- Statewide networks (i.e. Caregiver Coalitions, etc.)
- Department of Aging and Rehabilitative Services
- Department of Social Services
- Local, regional, and state media (i.e. magazines, newspapers, and newsletters targeting medical and gerontology professionals)
- Networking groups
- Professional associations
- Faith-based organizations
7. Continuous Improvement & Assessment Approaches

Needs assessments and ongoing evaluation is important. Likewise, a program must be flexible and willing to change as needed to accommodate the diverse and ever changing needs of the workforce. Program participants should always be offered the opportunity to evaluate a program and offer their feedback. This feedback should then be used to improve the program and plan future events.
8. Strategies to Promote Success & Address Challenges

Anytime a new program is started there are a number of challenges that need to be addressed. Some include:

- Identifying viable partners that will commit the time and effort needed for a program’s success
- Financial resources
- Staffing to support the planning, execution, and evaluation of a program
- Continuing education units for individual professions can be costly
- Timing of a program is crucial, but often driven by an academic calendar
- Partners bring with them their own expectations and agendas, which may or may not support the program effort
- Programs may take time to gain momentum and community support and may not immediately generate income or be self-sustaining
Work After 50
Programming & Resources

Working after 50, and well after 50, is fast becoming the new normal. As Gerontologists, we know the reasons for that trend well – population aging, increased longevity, inadequate traditional retirement income sources due to changes in the three pillars of retirement income (Social Security, private pensions, and savings), and labor shortages resulting from fewer younger workers. This trend, while led by boomers reaching traditional retirement age, is not a “pig in the python” phenomenon, but rather signals a permanent societal shift.

As a result, Work After 50 is not simply a topic we teach, but a reality that defines what we do. Plus 50 adults wishing to enter the workforce, retrain to stay in the workforce, or re-career to more meaningful, significant work would be smart to seek out a community college, especially one with a Gerontology Program. And we would be smart to be ready for them!

This section introduces some programming suggestions and resources to establish a solid Work After 50 foundation for your Gerontology Program – whether non-credit, active aging and community outreach, or credit degree and certificate focused. Most of the Programs featured in the preceding sections of this guidebook already have specific program elements that address Work After 50 directly, or have integrated an encore, older learner/worker focus throughout all of their programming. We don’t rehash the specifics here, but rather highlight best practices, provide tips on how to design Work After 50 programming, and point you to resources that can guide and support your efforts.
AACC Plus 50 Encore Completion Program-
http://plus50.aacc.nche.edu

The AACC Plus 50 Program site is an amazing compendium of best practices, tips, toolkits, resources, reports, webinars, and more from the 6 years of this highly successful, cutting edge initiative. Significantly, the program teamed up with Encore.org in 2012 and shifted gears from broad-based “engagement of learners 50 and older,” to a targeted encore completion agenda focused on workforce training programs, including degrees or certificates, “in high-value fields that give back (education, health care, social services).” While the program is now closed at 100 community colleges funded for another two years, all the resources supporting those colleges – including lessons learned by them – are available on this website.

The Plus 50 Standards of Excellence, around which the site’s many resources are organized, serve as a virtual checklist for designing and implementing a Work After 50 Gerontology Program:

- Needs Assessment and Ongoing Evaluation
- Broad-base Organizational and Institutional Support
- Community Partnerships
- Learner-Center programming
- Learner Support Services
- Accessible and Accommodating Materials and Environments
- Professional Development for Faculty
- Integrated and Targeted Marketing

A couple of other tips:

- Use the Toolkits, especially for needs assessment and business community outreach
- View the Webinars and Presentations on all major programming elements, from curriculum to marketing to evaluation.
- Check out the Library of Resources for reports and evidence-based research on Plus 50 Trends, Training and Retraining, Volunteering and Service, Learning, and Completion.

Encore.org
http://www.encore.org

Encore.org (formerly Civic Ventures) was the first to see the potential of community colleges to support and promote encore careers. As noted above, they combined forces with AACC Plus 50 for the launch of the Encore Completion program in 2012. The site offers a wealth of resources on encore careers and encore entrepreneurship. Also check out Marci Alboher’s The Encore Career Handbook as a possible text or resource for encore career seekers.

The Sloan Center on Aging & Work at Boston College
http://www.bc.edu/agingandwork

This is the go-to site on everything aging and work related – fact sheets, reports, databases, and innovative practices on every topic you can think of! An invaluable resource for curriculum development and program design! Sign up for their “Fact of the Week” feature to keep you focused and stimulate your innovation!
National Association for Community College Entrepreneurship
http://www.nacce.com/

Entrepreneurship or self-employment is a significant route to Work After 50. The good news is that older adults are especially successful at it, and encore entrepreneurs are the leading the field in small business development. Community colleges – especially those that have a strong Small Business Development Center associated with them – are ideally placed to provide entrepreneurial training and support.

Portland Community College is especially fortunate to have not only one of the top 10 productive SBDCs, but also one that includes the dynamic Jackie B Peterson with her Better, Smarter, Richer program: http://www.bettersmarterricher.com/. In 2014, Encore Entrepreneurship is her focus, and PCC Gerontology is partnering with her in that effort. (And Encore Entrepreneurship is the focus of our 2014 Careers in Aging Week event)!

Other Helpful Resources ... And Add Your Own!

Here are a few other resources we have found helpful in developing and sustaining our Work After 50 programming, but there are many more. We hope you will share your resources with workshop participants and through the AGHE Community College Committee:

Senior Entrepreneurship Senate Hearing (February 12, 2014)
A Joint Hearing of the Senate Small Business & Entrepreneurship Committee & the Senate Aging Committee

National Governors Association Center for Best Practices – Issue Brief: Maximizing the Potential of Older Adults: Benefits to State Economies and Individual Well-Being

NCOA Mature Workers Statistics & Information

Community Service Employment Program (SCSEP)

Office of Disability Employment Office (ODEP)- Older Worker resources
http://www.dol.gov/odep/topics/OlderWorkers.htm

WECARE PROGRAM- California State University, Fullerton
Gerontology Community College Program Contacts

Degree and Certificate Programs

Jan Abushakrah, PhD – Gerontology Faculty Department Chair
Portland Community College
Sylvania Campus SS1, 12000 SW 49th Avenue Portland OR 97219
T/971-722-4077  F/971-722-8548  E/jabushak@pcc.edu
http://www.pcc.edu/gerontology

Julie Siefert, DHS PT – Gerontology Instructor / Coordinator
Northeast Wisconsin Technical College
2740 West Mason Street, Green Bay, WI 54307
T/920-498-5566  F/920-491-2660 E/julie.siefert@nwtc.edu

Barbara Gillogly, PhD – Chair, Gerontology Department
American River College
4700 College Oak Drive, Sacramento, CA 95841
T/916-484-8512  F/916-484-8519  E/gillogb@arc.losrios.edu
http://www.arc.losrios.edu:80/programs_of_study/bss/gerontology.htm

Certificate Program Only

Mike Faber, MA, LBSW, AGHEF -- Associate Director, Older Learner Center
Grand Rapids Community College
143 Bostwick Ave NE, Grand Rapids, MI 49503
T/616-234-3483  E/mfaber@grcc.edu
http://cms.grcc.edu/olderlearners,
http://cms.grcc.edu/psychology/gerontology

Concentration within Human Services AAS or BA

Kim Barber, LCSW – Faculty, Human Services Technology
Pitt Community College
CE Russell Bldg, Room 225 / PO Drawer 7007, Greenville NC 27835-7007
T/252-493-7418  F/252-321-4351  E/kbarber@email.pittcc.edu
Pamela Elfenbein, MSW, PhD —  
Professor of Sociology and Social Work;  
Department Head, Sociology and Human Services;  
Coordinator, Human Services Delivery and Admin Program  
University of North Georgia  
Strickland Bldg - Room 185, 82 College Cir, Dahlonega, GA 30597  
T/678-717-3688 E/pamela.elfenbein@ung.edu

Centers

Cullen T. Hayashida, Ph.D.  
Kupuna Education Center  
Kapiolani Community College  
4306 Diamond Head Road, Honolulu, HI 96816 USA  
T/808-734-9469 C/808-781-6604 F/808-734-9128 E/cullen@hawaii.edu  
http://www.kupunaeducation.com

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http://cms.grcc.edu/olderlearners