

## **The Role of the Community College in an Aging Society: Review of National Programs for Hawaii's Strategic Plan**

One of the major demographic changes of the day is the explosive growth of the elderly and the onset of the retiring post-war baby boomer population in 5 years. Already, the mature market of those 55 and older is affecting health care, long-term care, legal services, retail sales, banking and travel services to name a few. The demands of the more educated baby boom cohort will be felt by all aspects of the economy.

Meeting the educational needs of seniors will be an opportunity along at least three fronts: The first will be the anticipated growth for continuing education or lifelong learning programs. Older students will probably consist of individuals seeking career changes, blue collar mid-lifers in need of retraining and the financially secure retirees seeking information for health, wellness and recreation.<sup>1</sup> The second is the chronic labor shortage. While businesses will look towards the outsourcing of labor, the altering of work schedules and using technology to address the labor shortage, other strategies that they apply (eg. recruitment of older workers and phased retirement) could use the training capacity of community colleges. The third area of significant change will be the increasing demand for long-term care related services and the trained caregivers to deliver the services. The demand for training and credentialing has been great enough to spawn lucrative gerontological training and credentialing programs not linked to higher education.<sup>2</sup>

Thus, community colleges can become the lynchpins for training caregivers and for the retaining and re-engaging of mature workers in work and civic activities. Goggin and Ronan state that, "because this new stage of life is likely to span several decades and will be characterized by general good health and an active, engaged lifestyle, adults entering this uncharted territory are finding little in the way of guidance and appealing opportunities for shaping these bonus years." This suggests that community colleges, as resourceful and responsive organizations, are better suited than perhaps any other American institution to respond to this new stage of life for Americans.<sup>3</sup> In any event, these trends point out that community colleges will be wise to develop 'retirement career centers' complete with retirement counselors and training professional to assist boomers

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<sup>1</sup> Donald Read. "Tapping the Evolving Senior Market". Community College Journal. May/June 2004.

<sup>2</sup> The demand for gerontological credentialing has resulted in the creation of non-college affiliated certificate programs for CPA, Reverse Mortgage Specialists, Attorneys, financial planners and others to assure credibility. Society of Certified Senior Advisors (CSA) provides a 3.5 day class for about \$1400. See: <http://www.society-csa.com/> Certified Retirement Financial Advisers (CRFA) provides a 4 day, \$2000 course. See: <http://www.crfa.us/> . It is also possible to be certified as a Chartered Advisor for Senior Living (CASL) for a self-paced \$2200 course or for Elder Planning Counselor (EPC) Training for a 3.5 day \$1000 course.

<sup>3</sup> Judy Goggin and Bernie Ronan, "Our Next Chapter: Community Colleges and the Aging Baby Boomers," *Leadership Abstract*, November 2004, Volume 17, no. 11. pp. 1

in making career and life transitions. Recycling boomers for encore or capstone work and volunteer experiences is a growing opportunity".<sup>4</sup>

### ***National Overview***

Community colleges can thus play a pivotal role in meeting the needs of an aging society in the 21<sup>st</sup> Century. Nonetheless, there still remain many questions regarding how the strategic role of the community college should be structured.<sup>5</sup> What tactics should they emphasize? Who are the competitors in the adult education enterprise? What is the best business model to make this sort of initiative financially viable? What exists by way of national policy direction that can help support these initiatives? What follows is a brief overview of the types of adult educational programs that are developing under a number of different auspices. This broad review focuses on the training of seniors rather than the training of paraprofessionals in senior care.

### ***Programs***

***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.<sup>6</sup> 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.

1. ***Ed2Go:*** The Ed2Go 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. In Hawaii, Hawaii and Maui Community Colleges and the University of Hawaii's Continuing Education Program are affiliated with this national network offering.<sup>7</sup>

2. ***DiscoverU:*** DiscoverU is a Seattle-based for-profit organization offering educational and recreational programs for professional and personal development. It is loosely networked with other free-standing for-profit educational organizations such as

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<sup>4</sup> Ibid.

<sup>5</sup> Kapiolani Community College. "The Role of Community Colleges in an Aging Society: Conference Report". October 2003. see: [http://www4.hawaii.gov/eoa/pdf/Aging\\_Conference\\_Aug03.pdf](http://www4.hawaii.gov/eoa/pdf/Aging_Conference_Aug03.pdf) .

<sup>6</sup> Ronald J. Manheimer, 2002

<sup>7</sup> See: [www.ed2go.com](http://www.ed2go.com) . Gatlin Educational Services is another educational company providing more technically oriented on-line career training in about 8 fields. Training programs are lengthier and more costly. See: [www.gatlineducation.com](http://www.gatlineducation.com) .

Sacramento's Learning Exchange, Rhode Island's Learning Connection, the Colorado Free University, Albany New York's Knowledge Network and the Boston Center for Adult Education. Discover U offers an annual membership with reduced class fees and other benefits. It offers a variety of educational offerings in several categories: Play (arts, craft, cuisine, gardening, recreation, wine & spirits); Self (communications, health & wellness, languages, personal growth, relations, writing and voice); Profit (business skills, careers, computer, legal and real estate training) and Special Events.<sup>8</sup>

***Non-Profit Educational Organizations:*** The following are the major identified non-profit entities that are attempting to cater to the mature market today.

1. Elderhostel, the world's first and largest travel-learning organization offers to those 55 and over with one or two week-long residencies at educational centers in the U.S. and abroad, and reaches about 300,000 annually. Elderhostel offers nearly 8,000 programs a year in more than 90 countries.<sup>9</sup>
2. Institutes for Learning in Retirement (ILRs) 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. It is 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.
3. OASIS Institutes, a department store-based senior center type program (Older Adult Service and Information Systems) at some 30 shopping center location across the country and serving approximately 300,000 annually. Its mission is to strengthen communities by providing lifelong learning and service opportunities for mature adults.
4. SeniorNet, a senior-user computer network with over 100 centers where courses on computer use are taught by members to members.<sup>10</sup>
5. Shepherd's Centers 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. Life long learning opportunities and social services are provided through partnerships with many faiths and the community at large.

***Adult Community Education Schools:*** Adult Community Education schools 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

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<sup>8</sup> See: [www.discoveru.org](http://www.discoveru.org)

<sup>9</sup> See: [www.elderhostel.org](http://www.elderhostel.org)

<sup>10</sup> Honolulu Community College is an affiliate of this national SeniorNet program.

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 then 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.

***Senior Centers:*** There are about 15,000 community-based senior centers supported by local municipalities often with state and federal funding. They offer a variety of recreational and educational programs in addition to the co-location and coordination of social services and low-cost or free meal programs.

***Community Colleges:*** There are about 1200 community colleges with many attracting older learners to free or low-fee educational offerings and activities. Publicly funded American colleges and universities in many states offer tuition-free enrollment in regular college classes for those 65 and over on a space available basis. Many of these colleges have peer-led Institutes for Learning in Retirement or Osher-type Programs. The number of colleges with a formal senior-focused programs is still relatively small but growing. Many more schools just offer a variety on courses of interest to the older adult. For a summary of adult education programs in community colleges, refer to the Attachment 1.

***Other Miscellaneous Programs:*** There are other targeted senior educational programs offered free or for a fee through alumni organizations, unions, health plans, hospitals<sup>11</sup>, banks, investment companies, museums, labor organizations, recreation centers and via the Internet. Most of these organizations offer seminars, workshops, membership, discounts and travel tours.

### ***Lack of National Direction***

Based on a review of adult education programs for the later years, it seems that most of programs have been market-driven to meet the leisure-time activity needs of seniors. Program offerings have focused on (1) leisure-focused personal recreation and psychological growth, (2) health & wellness offerings to prevent or delay in the onset of cognitive decline and aiding in adjustment to life after retirement and (3) mid-life “re-careering”.

For the most part, older adult education has been a step-child of higher education. The fragmented nature of the organizational leadership for older adult education is symptomatic of its status. There is no nationally organized group lobbying Congress or

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<sup>11</sup> Catalyst Benefits, Inc. has developed a Senior Affinity Program for hospitals that are competing for the Medicare market share. ([www.catalystbenefits.com](http://www.catalystbenefits.com))

state governments for increased funding to educational programs primarily serving older adults. The closest thing to national legislative support is in the form of Adult Community Education via the U.S. Department of Education to mainstream adult immigrant workers. While there are a number of national gerontological associations, most have only created subcommittees or affinity groups to focus on older learners. For example, the American Society on Aging has its Lifetime Education and Renewal Network (LEARN) composed of individuals whose work is partially associated with some form of older adult education. The Association for Continuing Higher Education (ACHE) has its division of Older Adults. The Association for Gerontology in Higher Education (AGHE) focuses primarily on professional-level teaching of gerontology and only to a slight extent on education for seniors.

A few organizations have tried to deal directly with the issue of adult education. This includes the EIN, ALIROW and the LERN organizations. Members of a consortium called the Elderhostel Institute Network (EIN), have as its main activities - biennial regional conferences, maintenance of an informative web site, and more specifically on advice to start new groups to build the EIN network. The Association for Learning In Retirement Organizations of the West (ALIROW) is an umbrella organization for 31 Learning In Retirement programs that are mainly based in colleges and universities in western U.S. and Canada. Members share information and experiences about learning systems for the Third Age. They seek to improve their organizations through connections with learning partners. Another group that has provided technical assistance is Learning Resources Network (LERN), an association of lifelong learning programming, offering information and resources to providers of lifelong learning programs. Thus, national leadership for adult education to provide a vision and strategic policy direction for funding support is for the most part, still lacking.<sup>12</sup>

Given this lack of clear direction, it is understandable that older adult education has little or no independent professional academic standing. As a field, it is a subject of peripheral concern to both aging and educational organizations. The pedagogy of older adult education is still based on a limited literature. The field lacks monetary significance; it is still not a major revenue source for institutions of higher education. Instead, it is seen as an important marketing tool for investment companies, banks, hospitals, and cultural organizations that regard it as a mechanism to lure in potential clients, contributors, and members. Those non-profits and for-profits that are engaged in adult education for retirees are generally marketing their services to the special demands of this population for recreation, personal growth and financial gains.

Given this state of affairs, questions still remain. Can community colleges seize the opportunity to meet the profitable market-driven demand for practical information and education from the baby boomer population and still address some larger societal issues of professional and paraprofessional long-term care workforce development at the same

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<sup>12</sup> In Canada, there is an organization called Catalist (Canadian Network for Third Age Learning) which is a national educational organization of 50 universities in Canada that fosters and promotes third age learning through shared knowledge, expertise, research and resources. Its impact on older adult education in the U.S. is very limited.

time? What is the best way for community colleges to strategically meet the needs of an aging society for trained paid and unpaid caregivers? Can community college address the need for an expanded workforce by tapping seniors during an era of chronic labor shortages? Can community colleges engage seniors in creative ways to increase their ability to remain productive and in turn, moderate the demand for long-term care services?

### ***Analysis of Aging Program in Community Colleges***

In the previous section, reference was made to Attachment 1 which summarizes 24 gerontology programs in community colleges throughout the U.S. The sample includes all members of the Association of Gerontology for High Education's Community College Task Force and suggestions made by some of these recognized programs. Since the documented list in Attachment 1 is not a complete accounting of all community college programs, it is not possible to generalize. There are probably hundreds of community colleges that have created at least some courses or program offerings to address the needs of the senior population. Nevertheless, upon review of these 24 programs that were surveyed, there were eight (8) that seemed to reflect some noteworthy characteristics. They are:

- American River College                      Sacramento, California
- Central Piedmont Community College    Charlotte, North Carolina
- Cuyahoga Community College              Beachwood, Ohio
- Grand Rapids Community College        Grand Rapids, Michigan
- Mesa Community College                    Mesa, Arizona
- Saddleback College                         Mission Viejo, California
- University of North Carolina              Asheville, North Carolina
- Westchester Community College         Valhalla, New York

Our summary of the characteristics of these noteworthy programs are as follows:

Target Audience: These programs tend to have multiple target audiences that include paraprofessionals, incumbent workers, baby boomers and/or the active retirees. There is no specific reference to the targeting of family caregivers per se.

Membership: There is no clear preference among these eight colleges. There are some that do have a membership program while others do not. Programs that are part of the Institute of Lifelong Learning (e.g. Osher Institute) require membership as a rule. For others, it was not clear from the information obtained.

Program Themes and Missions: Personal growth focus; 2. Degree or Certificate Career Development, 3. Civic Participation and Volunteerism. Role of Community Colleges in an Aging Society is has been very much centered on addressing seniors as more "productive" members of society – build a workforce. Supplement workforce, engage seniors as a sustaining and/or substitute workforce

Program Structure: Two types of programs are typical. One focuses on personal growth and recreation and the other targets students seeking an AA degree in gerontology or some form of academic certification. An area where training has occurred is in workforce retraining or the “re-careering” of the baby boomers. Finally, those who are not interested in seeking paid employment but are addressing life transition and existential issues find that programs supporting senior leadership development and community engagement are particularly helpful. Surprisingly, there has yet been little if any attention paid to family caregiver training per se.

1. Lifestyle/Recreational and Personal Growth – These are generally non-credit short-term courses on health, wellness, computer training, retirement planning, recreation, languages, personal growth, writing, relationships, finance and investments, arts and crafts, home & garden, cooking and travel among others. Most of these courses are provided by expert community instructors. However, several colleges with associations with the Osher Academy of Lifelong Learning uses its peer-based instruction approach.
2. Degree and Certification Programs - There is considerable variations in how colleges have organized their degree and/or certification programs in aging. Programs that have been innovative in this area have created multi-tiered certificates or degrees. In a multi-tiered arrangement within one institution, an Associates (AA) Degree in Gerontology is awarded with the completion of a 2-year 64 credit hour program. This degree has generally been non-clinical in nature. The second tier is a Gerontology Certificate of Achievement which is a 1 year, 32 hour program and a final third tier is a Gerontology Certificate of Recognition earned after 12 hours of course completion. In another variant format, American River College which was nationally recognized by the AGHE<sup>13</sup> has one AA degree in Gerontology with several optional tracks requiring specialty course completions.

Another form of training both for matriculated college students and incumbent workers is Specialty Certificate programs. They have ranged from Certifications in Assisted Living, Nursing Home Administration, Community Caregiver, Human Development, End of Life, Social Service Designee, Activity Coordinator and Physical Therapy Aide among others. The opportunities in this area are great since core competency modules can be mixed and matched for the special needs of any particular targeted group.

3. Workforce Retraining – Some programs have specifically addressed the needs of early retirees who are trying to venture into new careers. Programs have addressed retraining and “re-career” transition issues, job searches and coaching at midlife. Examples of specific courses include creating a business plan, marketing, selling, legal issues, and financial management with a computer program. Westchester Community College in New York State, for example has a Center for the Mature Worker that addresses this need.
4. On-line Programs – Many colleges have created their own online continuing education certifications and/or credit courses or partnered with other educational programs such as Ed2Go.

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<sup>13</sup> Association of Gerontology in Higher Education

5. Short-term Training Workshops – Just as in the case noted above for Specialty Certificate programs, many colleges have been offering non-credit short-term training workshops for incumbent workers.
6. Senior Leadership Training – Schools such as Grand Rapids Community College, Yavapai College, Central Piedmont Community College and the University of North Carolina’s Center for Creative Retirement have developed senior leadership programs as part of their active aging and lifelong learning effort. Leadership, intergenerational collaboration, community services and outreach are seen as important ways to tap the human resource potential of retirees for community betterment. Life Transitions Workshops and Senior Leadership Training are often linked with college-based community service and intergenerational activities.
7. Events/Lecture Series – Many colleges have developed on-going events and lecture series and forums to address senior issues. These events are viewed as an important way to develop community relations, to brand the college as a senior focused institution, to promote their senior programs and upcoming events, to recruit more students and to develop an affinity between the students to the college.
8. Optional Offerings of Credits for Non-Credit Courses – One interesting approach to encourage non-credit enrollment is to assign and award credits to selected traditional non-credit course work. American River College is one institution that have done some work in this area. A minimum of 0.5 credit is provided for a 9 hour workshop.

### ***Status of Hawaii’s Community College and the University of Hawaii***

During the 2006 Hawaii State Legislative Session, many community groups supported Kapiolani Community Colleges’ proposed plan to develop an Active Aging and Long-term Care Training Initiative at its campus. In addition to the creation of a new aging-focused training program, the plan as approved by the Legislature also called for the creation of a support group to encourage collaboration and information sharing among all of the seven community colleges in the University of Hawaii system.

The following is a general update of the work that each of the other 6 community colleges have been doing in the area of aging and long-term care. Clearly, while Kapiolani Community College has done significant work in health care training and has now obtained long-term support funding, each of the 7 colleges are in the best position to meet their community’s needs. As a whole, however, the UH community colleges are still fragmented both within and between themselves in their approach to addressing aging and long-term care for Hawaii’s people.

Hawai’i Community College: The Nursing Department provides its RN, LPN and a credit-based Adult Residential Care Home Operator Licensing Course twice a year. The college’s Office of Continuing Education and Training Program also offers a variety of non-credit courses focusing on business, computer skill development and non-credit state-approved Nurse Aide with aging issues integrated into their curriculum. In addition,

the college has partnered with Ed2Go and Gatlin Educational Services to offer a variety of online web-based educational programs. About 210 online courses on a variety of topics are offered to the community through Ed2Go.

Honolulu Community College: The College offers course work in Human and Community Services for an Associate Degree (60 credits), Certificate of Achievement (30 credits) and a Certificate of Completion (12 credits). Practicums and internships have been critical aspects of the program to help students apply what they learn in class. The program prepares them as paraprofessionals and for entry into the School of Social Work at UH or HPU. Honolulu Community College has also been nationally recognized for its participation in the SeniorNet Program using senior volunteers to teach other seniors is based at Honolulu CC. In addition, the College has also tried to maintain its “Emeritus College TV series” on Olelo Public Television which features senior issues. While many of the programs have been rebroadcast, a new set of programs called “TakeCharge of Your Money<sup>3</sup>” was completed and aired on Hawaii Public Television in 2006. Plans call for the updating of the programs.

Kapi'olani Community College: Work on senior care issues at Kapiolani Community College has been occurring on multiple fronts. Two areas that the College has excelled and have been recognized are in Nursing and Health Sciences. The College trains students in its RN, Nurse Aide and adult residential care home operator training courses. Its LPN is not being offered in 2007 and is under review as the Nursing Department tries to determine the best way to redesign this level of training with a larger gerontological emphasis. The College also has a fully developed array of offerings in paraprofessional health sciences in occupational therapy, physical therapy, respiratory therapy, emergency medical technology, medical assistance, radiological technology among others. Most of these programs however have tended to focus on acute care rather than long-term care.

While Kapiolani Community College assumed a leadership role in the state to discuss this issue of aging and long-term care with its sister colleges in Hawaii, this work just began in 2003.<sup>14</sup> More recently, Kapiolani Community College has received state funding to develop a long-term care (LTC) training initiative and to support the development of similar initiatives at the other community colleges. Plans call for (1) expanding paraprofessional and family caregiver training opportunities in both its credit and non-credit offerings and (2) promoting active aging among retirees. Some of the related activities associated with this initiative in 2006 include the following:

- Job profiling of adult residential care home, assisted living, and adult day care workers to better define what skills are needed to provide appropriate training. This will also help to develop the curriculum further.

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<sup>14</sup> Kapiolani Community College. “The Role of Community Colleges in an Aging Society: Conference Report”. October 2003. see: [http://www4.hawaii.gov/eoa/pdf/Aging\\_Conference\\_Aug03.pdf](http://www4.hawaii.gov/eoa/pdf/Aging_Conference_Aug03.pdf) . Three years ago, Kapiolani Community College convened a meeting with all of the other community colleges in the UH system to address “The Role of Community Colleges in an Aging Society”. After several years of discussions with the Legislature, KCC was finally able to receive funds to finance an Active Aging and Long-term Care Training Initiative as a permanent part of the college’s long-range plans.

- Community workshops on LTC for paraprofessional workers with classes held at Kapiolani CC and Leeward CC in 2006.
- Survey of aging and long-term care training initiatives at other community colleges throughout the U.S. to identify stellar models and to network
- Implementation of a recruitment and training of occupational therapy assistant students at the Wai'anae Health Academy
- Production and broadcasting of the Kupuna Connections TV series on a statewide basis on Hawaii public television. This talk show invites local gerontology experts to provide practical advice on aging and long-term care issues on a weekly basis.
- The College's Service Learning Program has integrated aging and long-term care issues and volunteer opportunities for students.

Kauai Community College: The Nursing Department is accredited for both the RN and the LPN programs. In addition, the Nursing Department has organized a free Healthy Aging series and service learning opportunities on senior nutrition at neighborhood centers. The Nursing Department also plans to expand its Wellness Center to incorporate more healthy aging clinical services for aging faculty and older students. The Free Healthy Aging Community Series may be incorporated as part of the Wellness Center.

Kauai Community College's Office of Continuing Education and Training will be reviewing and assessing the feasibility of offering the following programs on a noncredit or hybrid credit-noncredit basis on campus: (1) Medical Office Receptionist, (2) Pharmacy Technician, (3) Medication Administration for Caregivers and (4) Certified Nurses Aide. At the present time, the College has a partnership with Gatlin Educational Services for a variety of online training in health services, computer and business skills. Kauai Community College is also in discussions with the County's Office of Community Assistance to provide basic computer training at the various County Neighborhood Centers as part of their Senior Program and to encourage life long learning.

Leeward Community College: While Leeward does not have Nursing nor a Health Science Departments, it will be actively developing various courses and programs related to the aging population through its Continuing Education and Training Office. This will include a 150-hour Nurse Assistant course that will be offered throughout the year, the Adult Residential Care Home Operators modules and a 320 hour fast track Medical Assistant program for those interested in working in physician offices and health facilities. Leeward Community College plans on creating several rapid response initiatives to support workforce development training including but not limited to aging and long-term care and to share its curriculum and programs with the other community colleges. Leeward has been very supportive of Kapiolani Community College's need for continuing education classroom space for its free gerontology workshops.

In addition, plans call for other Workforce development programs in healthcare and other areas will be offered to seniors looking to start a second career or to upgrade their professional skills with certification. Finally, there are a number of continuing education courses such as raku, ikebana, and qi gong, etc. that are of interest to the active retirees.

Maui Community College: The Maui Community College's Nursing Career Ladder Program provides preparation at three levels of competency: Nurse Aide, Practical Nurse, and Registered Nurse. Its curriculum for its nurse aide program was designated by the State Department of Health to become the approved state standard curriculum nurse aide employed in institutional long-term care facilities. Under the leadership of the Nursing Department, Maui Community College has also been a recognized leader in advocating and demonstrating the value of Tele-home care which connects health care providers with patients at home. MCC is a recent recipient of a national grant to do further development in this area.

As in the case of Hawaii Community College, Maui Community College's Continuing Education Office has participated in the online Ed2Go program. In addition, the College has created Community-based health certificate programs for Community Health Workers, Elder Care/Personal Care Attendant, Medication Assistant, Adult Residential Care Home Operators and Health Unit Coordinators.

Windward Community College: The Windward Community College's Employment Training Center has dedicated space for a Nurse Assistant Training Program on campus. Students learn the fundamentals of safe and knowledgeable care giving in the classroom and supervised clinical training. CPR training and nursing procedures such as taking vital signs, positioning, bathing, and dressing are taught to prepare students for the Hawaii State Nurse Assistant Competency Evaluation Testing Program for state certification. Students are often employed by long-term facilities. At the present time, the program has been stalled by the loss of its instructor.

The Office of Continuing Education presently has 20 non-credit courses targeting the 55+ mature market. These courses have been on health and fitness, leisure, arts, and computer skills. The office has also organized 4 educational field trips for seniors each semester and an array of free community workshops on such topics as Caregiver Coping, Alzheimer's Disease Treatments, Driver Safety, Identity Theft, Senior Safety, Sage Watch, Legal Issues, Elder Abuse Services, Long-Term Care Ombudsman and Services from the City's Elderly Affairs Division. One of the yet untapped potential resources that exists at Windward Community College is the Volunteer Resource Center of Hawaii, a private non-profit entity on campus that works closely with the University of Hawaii's School of Social Work and is particularly interested in volunteer management training and aging issues.

### ***Guidelines for Program Development***

While not a community college, the University of North Carolina's Center for Creative Retirement will be used here as a "model" for program development. The Center has shifted the role of older adult community education from being a leisure time

diversionary activity for retirees to that of building seniors as social capital. Ronald Manheimer, its Director made the following guidelines for program development<sup>15</sup>.

1. Generate an image of creative or productive aging by being associated with a university, college or age-neutral organizations like museums and cultural groups. Shun identification with being old, infirm, or needy. Opportunities to learn together with younger people will be attractive to a subset of these older learners who prefer intergenerational and age-integrated experience.
2. Emphasize hands-on experiences rather than passive, traditional classroom learning to attract the experiential learning style of seniors.
3. Create flexible scheduling opportunities with evening, weekend and off-campus programs.
4. Create educational opportunities via the Internet (eg. online courses) and through computer user groups (such as SeniorNet) should grow to supplement face-to-face learning experiences. Older learners will increasingly expect telecommunications to be utilized in their learning experiences both in and out of the classroom.
5. Incorporate the latest research findings on cognitive and emotional development in midlife and old age learning patterns into the curriculum for seniors.
6. Branding of the college as a senior friendly and senior-focused program should be considered part of the overall strategy.
7. Develop provider agreements with certification and credentialing boards and agreements to offer CEUs for nurse aides, and other paraprofessionals.
8. Develop a commitment towards creating certifications based on national professional standards – national assn of professional gerontologists, agree to AGHE core competencies; code of ethics. Etc.
9. Build programs based on social networking and group clubs...It needs to be supported from the ground up and not only from the top down (certification).
10. Build coalitions; community advisory groups - build social capital
11. Each community college needs to assume a leadership role in attracting and supporting other colleges. Mentoring roles

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<sup>15</sup> Ronald J. Manheimer, 2002 Older Adult Education in the United States: Trends and Predictions. University of North Carolina at Asheville.  
See: [http://www.unca.edu/ncccr/Reports/Older\\_Adult\\_Education\\_in\\_the\\_US.pdf](http://www.unca.edu/ncccr/Reports/Older_Adult_Education_in_the_US.pdf)

12. Find money in unexpected places – AAA, Adult Community Schools, membership, affinity and foundation gift giving;

The demographics of the aging of the baby boomer cohort suggest that the demand for continued education in midlife and the later years will grow dramatically over the coming decades. The desire to meet that demand, however, does not necessarily assure success in developing self-sustaining programs. This review was an attempt to provide an overview of the scope of activities in the arena of adult education and to highlight the fact that there is still significant flux. Funding or financing is not easily assured. Many programs have tried to support seniors with tuition free education and have found that proposition costly and difficult to sustain. The more successful have taken full advantage of promoting popular and revenue generating continuing education courses and have also developed plans to ensure long term growth and stability around a theme. North Carolina has build a program around the concept of “social capital” development. Westchester has emphasized the mature workforce and still others have emphasized senior leadership. These are interrelated. Nonetheless, themes provide a powerful basis to structure program development.

Through this survey, Kapiolani Community Colleges’ potential role to address Hawaii workforce needs was explored. Kapiolani Community Colleges hopes to build a program of applied learning based on a strong theoretical understanding of adult learners. In doing so, it hopes to address workforce issues (1) by improving the existing credit programs where possible, (2) by training family caregivers to augment the workforce shortage, (3) by promoting active aging among retirees to moderate their need for long-term care; and (4) by coordinating among community colleges in sharing resources to meet Hawaii’s aging workforce needs collectively.

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