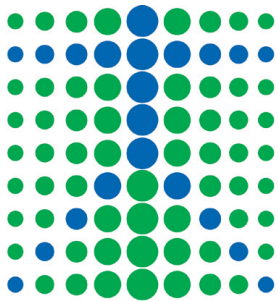


Developing a Livable San Diego County for All Ages

*Workshop Report Four:
Enhancing Lifelong Learning*



**Partners for Livable
Communities**



Advocacy. Action. Answers on Aging.

MetLife Foundation





Through the generous support of MetLife Foundation, the fourth regional workshop of the Aging in Place Initiative was held in San Diego, California, on March 12, 2008, at the San Diego County Health Services Complex.

Written by Russell Koff

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America is aging. Today roughly 37 million Americans age 65 and older represent slightly more than 12 percent of the country's total population. By the year 2030 the number of Americans in this age group will nearly double, accounting for one-fifth of the population. Due to the overwhelming desire of older Americans to age in place in their own homes, communities will face unprecedented challenges to providing the services and infrastructure that this population will demand. Yet, if communities are resourceful, innovative and prudent, these challenges will be eclipsed by the enormous share of social and human capital that will be made available by the largest, healthiest, best-educated and most affluent generation of older adults in American history.

The Aging in Place Initiative was created by Partners for Livable Communities, the National Association of Area Agencies on Aging, and other national civic groups to draw attention to the increasing aging demographic and to share information about how communities can achieve livability for all. With support from MetLife Foundation, the partners have supported the development of practical tools and resources to help communities jumpstart their conversations and take action to address the needs of older adults in their cities and neighborhoods.

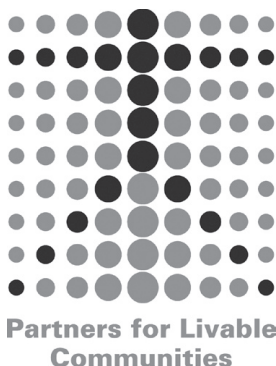
As part of this initiative, the partners supported *The Maturing of America* survey in 2006. This questionnaire found that although many communities have some programs to address the needs of older adults, very few have undertaken a comprehensive assessment of what it would take to make their community livable for all. As a result of these findings, the partners developed a comprehensive resource, *A Blueprint for Action: Developing Livable Communities for All Ages*, to provide communities with a concrete tool to help them plan for the future. The strategies and best practices outlined in the *Blueprint* can help communities make the incremental changes needed to create livable communities that are good places for the young and old alike.

Now, the initiative is on the road, hosting a series of regional workshops across the country that focus on one particular aspect, or theme, of Aging in Place. It is the goal of each workshop to bring together a diverse group of experts and stakeholders to share ideas and generate a local dialogue about Aging in Place efforts and challenges in the community. To help stimulate innovative ideas and new partnerships, workshop attendees are learning how they can receive small "JumpStart the Conversation" grants to fund their own projects. In addition, the initiative's website, www.aginginplaceinitiative.org, has become an information and resource hub with a listing of the JumpStart grant winners along with best practices and the report from each workshop.

This report documents the San Diego workshop (the fourth in the series) which focused on lifelong learning. Regardless of whether you attended the workshop, this report provides a comprehensive understanding of the value that lifelong learning experiences have for older adults, as well as the challenges that many communities and educational organizations are facing to make these opportunities accessible and welcoming to older adults.

Making a community ageless requires the collaboration of numerous players from the public, private and nonprofit sectors. We hope that this report provides a better understanding of how Aging in Place can be incorporated into all aspects of community life.

Your national hosts,



Advocacy. Action. Answers on Aging.

Simply put, Aging in Place is growing older without having to move.

Aging in Place is a comprehensive, community-driven strategy to give Americans the services, opportunities and infrastructure so that they can grow old with dignity in their own homes while remaining active and engaged members of their communities.

MetLife Foundation

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The fourth workshop of the Aging in Place Initiative was convened on March 12, 2008 in San Diego, California, drawing a large and diverse audience of community stakeholders and experts eager to discuss the future of lifelong learning opportunities for older adults in the community. The workshop, *Enhancing Lifelong Learning: Developing a Livable San Diego County for All Ages*, was hosted by San Diego County's Aging and Independence Services (AIS), and showcased the county as a national model for its lifelong learning and Aging in Place strategies.

After remarks from a handful of local leaders and national hosts, workshop attendees were treated to a presentation by Professor Joaquin Anguera of San Diego State University, a leading expert on lifelong learning for older adults. Professor Anguera shared his wisdom about the goals, functions and benefits of lifelong learning, presenting the latest statistics and national research on the topic. The audience also enjoyed a light moment with two active local centenarians, William Gilmore and Laura Simon, who shared their insights on life, learning and the countless opportunities that San Diego has to offer.

Attendees then spent the majority of the workshop divided into four breakout groups, each devoted to a particular aspect of the lifelong learning issue. Discussions were facilitated by an AIS staff member who engaged participants on what the community is doing right and what could be improved to enhance lifelong learning for older adults. The four breakout group topics were, "Retraining for Work"; "Volunteerism, Civic Engagement, and Personal Enrichment"; "Learning to Advocate for Health and Wellbeing"; and "Improving Access to Learning and Information." Detailed notes taken by AIS staff of the conversations that occurred in each of the breakout groups can be found in the Appendix on p. 21.

The goal of this report is to document the workshop in San Diego and provide a comprehensive analysis of the ideas that were discussed, the recommendations that were made, and the programs and organizations at work to connect older adults with valuable lifelong learning activities.

To help set the stage for the lifelong learning discussions that took place in San Diego, the following "Backgrounder" section (p. 3) provides demographic and other information about San Diego County.

Critical findings and analysis from the workshop are found in the section,

Key Points

- Older adults are clamoring to find fulfilling lifelong learning opportunities for a variety of reasons
- Lifelong learning experiences provide important benefits to both communities and individuals
- Educational institutions need to take measures to ensure that older adults feel welcomed and comfortable on college campuses
- Structural barriers such as transportation and inadequate coordination between service providers can limit older adults' access to lifelong learning
- Partnerships between colleges and employers can help older adults who want to retrain for work

Workshop Details

- **What:** A discussion about the strategies and challenges to developing valuable lifelong learning opportunities for older adults
- **When:** March 12, 2008
- **Where:** County of San Diego Health Services Complex, San Diego, California
- **Who:** A large and diverse group of citizens, community stakeholders and education and aging experts

See Appendix, starting on p.21, for the workshop agenda, speaker bios, a complete list of participants, and other helpful resources.

“Passing the Test: Aging in Place Strategies for Lifelong Learning” (p. 5). This section provides a thorough introduction to the lifelong learning issue and then focuses on the key points and recommendations that emerged from the small breakout groups at the workshop, along with strategies and programs that are being tried and tested in communities throughout the country.

San Diego is home to a number of nationally-recognized programs and strategies that promote lifelong learning and make the community more livable for all. A listing and description of these programs and others from around the country is found in the “Aging Friendly Innovations: Best Practices” section (p. 16). ◀◀

San Diego is a large, unique American community. Nearly as vast as the state of Connecticut and situated along the Mexican border, San Diego County is a mecca for tourism, has a large military community, is rich with cultural and educational institutions, and is exceptionally diverse. Furthermore, the county is growing rapidly. With a population of more than 3 million (expected to reach 4 million by 2020), San Diego County is the sixth largest county in the United States, and recently became the second largest county in the state of California.

The county's growing diversity represents an enormous asset as well as a challenge for civic leaders and service providers to effectively reach out to a broad range of populations and cultures. Of residents under the age of 18 in San Diego County, 37 percent are Hispanic and that number is growing. More than 20 percent of San Diego County's total population are immigrants, including refugees, who together speak more than 65 languages.

The older adult population in San Diego represents 11 percent of the county's overall population — a higher percentage than the average for the state of California. Like most places in the country, the number of older adults is expected to grow at a faster rate than that of other demographic groups, by as much as 100 percent, according to the California Department of Aging.

In San Diego, older adults are indebted to Aging and Independence Services (AIS), a division of the Health and Human Services Agency of San Diego County, for the countless programs and services that they provide to older adults and those with disabilities in the community. Led by Director Pam Smith, AIS is constantly looking for new ways and new partners to enhance the quality of life of San Diego residents.

Every other year, AIS convenes an "Aging Summit" to address a different topic of importance to older adults and to make recommendations for the future. This year, an Aging Summit will be held on the topic of lifelong learning. In Smith's view, one of AIS' primary goals is to serve as a bridge between older adults and the many institutions and opportunities that San Diego has, and the Aging Summit is just one of the many ways that AIS achieves this goal.

AIS has been designated as a national service model by the U.S. Administration on Aging for its innovative strategies that serve older adults in the community. The following section describes some of these strategies that AIS and other partners have employed to help make San Diego a more livable community for all. ◀◀

Snapshot of San Diego

- San Diego County has a population of just more than 3 million, and it is expected to grow to 4 million by 2020
- The County's area is almost the size of the state of Connecticut
- More than 20 percent of San Diego County's population are immigrants
- Older adults represent 11 percent of the County's total population

Passing the Test: Aging in Place Strategies for Lifelong Learning

There is no doubt that the San Diego County Library is a place for learning. Most libraries are. But it may come as a surprise to many that older adults in San Diego are flocking to their local libraries to take part in philosophical discussion groups, health information sessions, even yoga and Pilates classes. Together, these offerings represent just a small part of a comprehensive strategy for lifelong learning in San Diego that is pushing boundaries, breaking barriers, and catching the attention of forward-thinking communities across the country.

The *Enhancing Lifelong Learning: Developing a Livable San Diego County for All Ages* workshop highlighted San Diego County as a national leader for creating a vast network of lifelong learning services and programs, and also served as a forum for exploring the value of lifelong learning experiences along with the challenges and obstacles that can prevent older adults from taking advantage of them. Lifelong learning efforts are often overshadowed by dominant Aging in Place themes such as transportation, health care, or housing. However, the San Diego workshop underscored the crucial importance of lifelong learning to the health and quality of life of older adults and its close connection to these other issues.

This section will begin by analyzing the lifelong learning issue, exploring its many benefits and the specific opportunities that older adults are looking for, while drawing from presentations by speakers at the San Diego workshop, input from attendees, and information from national reports and publications. Then, the section will address some of the specific challenges that workshop attendees discussed while divided into small breakout groups on the topics of access, advocacy, volunteerism, and work retraining.

Understanding Lifelong Learning

A constant theme among each Aging in Place workshop is that the older adults of today, and especially those of tomorrow, are doing things differently. Now that the average retirement age is lower than what it was in 1950 and the average life expectancy is dramatically higher, older adults are looking for new types of activities and experiences and asking what's next after work.¹ Lifelong learning opportunities are competing with arts and cultural activities, volunteerism and many others for a place in the lives of older Americans—and when the opportunities are there, they are being taken.

To begin with, there are a number of reasons that older adults are interested in continued learning opportunities as they age and it is important that communities understand these reasons. Recent studies show that most older Americans seek out lifelong learning experiences primarily for the joy of learning something new or to find intellectual stimulation in a social setting. Other reasons include a desire for personal or spiritual growth, discovering new hobbies and

Welcoming Remarks

Pam Smith

Director
Aging & Independence
Services

José Aponte

Director
San Diego County Library

Welcome from the Sponsors

Helen Eltzeroth

Deputy Director
National Association of
Area Agencies on Aging

Penny Cuff

Senior Program Officer
Partners for Livable
Communities

Lifelong Learning: Essential for Aging Well

Joaquin Anguera, Ph.D.

San Diego State University,
Department of
Gerontology

Small Group Breakout Discussions

- Retraining for Work
- Volunteerism, Civic Engagement, and Personal Enrichment
- Learning to Advocate for Health and Wellbeing
- Improving Access to Learning and Information

“The average American has 30 years more of life than they did 100 years ago . . . We have figured out how to get people to older age, we just haven’t figured out what to do with them . . .”

—Pam Smith, Director, Aging and Independence Services, County of San Diego

See the appendix p. 22 for detailed notes of the conversations that took place in the breakout groups at the San Diego workshop.

Older adults find joy in learning

A survey of 860 adults aged 55 to 96 who were involved in a range of lifelong learning activities found that eight out of 10 respondents cited the pleasure they got from learning as a prime reason for their involvement.³

interests, or keeping up with changes in the world around them.

There is another large and growing group of older adults who are seeking out lifelong learning opportunities for an entirely different reason. Generally of the baby boomer generation (defined as those born between 1946 and 1964), these older adults are looking to gain new knowledge or skills to stay ahead in the workforce or to transition to a new career. Recently, these older adults have become the subject of much study and attention due to the potential impact that they could have on the American workforce and its conception of retirement. Merrill Lynch recently conducted a survey and found that 71 percent of Americans between age 25 and 70 say that they will likely work past their expected retirement age.² Similar studies by AARP and other national organizations, as well as feedback from communities all across the country reveal that the surge of

older adults seeking out community colleges and other institutions to provide them with new skills has already begun.

The Aging in Place Initiative’s Arizona workshop focused exclusively on the issue of older adult workforce development and its relationship to nonprofit capacity building. The report from that workshop (available for download at www.aginginplaceinitiative.org) found that communities can enjoy tremendous benefits by effectively preparing for the demands of these dynamic older adults because they share an unprecedented desire, not only to work longer, but to volunteer their skills and give back to their communities. Accessible and meaningful lifelong learning activities produce a pool of talented, educated and engaged older adults who will inspire younger generations and make positive contributions to local businesses, nonprofits, schools and community organizations.

Of course, lifelong learning offers a number of equally important and measurable benefits to the individuals of a community who decide to take advantage of them. In San Diego, Professor Joaquin Anguera of the Department of Gerontology at San Diego State University presented evidence from a number of studies which demonstrated the connection between higher education, and increased longevity and overall physical and mental health. For instance, in his book, *Aging Well*, Dr. George Vaillant explains how a drive for education later in life is highly correlated with sound psychological health. Also, those with higher levels of education are less likely to be obese according to Dr. Vaillant’s study.

Given the value that lifelong learning opportunities bring to communities and older adults, along with the feedback from older adults indicating their great interest in taking advantage of these opportunities, one would expect

a large number of older adults to be engaged in lifelong learning. But, unfortunately, a variety of obstacles are preventing older adults from connecting to meaningful lifelong learning opportunities and enjoying all that they have to offer. The following section explores some of the challenges confronting lifelong learning, as well as some solutions that are working in San Diego that can be put to work in communities across America.

Lifelong learning is not a new concept! In the third century B.C., Chinese philosopher Kuan Tzu advised, “When planning for a year—sow corn. When planning for a decade—plant trees. When planning for a lifetime—train and educate people.”

Making higher education friendly to older adults

Challenge: Older adults can feel excluded from valuable educational experiences at community colleges and local educational institutions

Solution: Make educational activities open and attractive to people of any age

Lifelong learning activities can embrace many forms and can exist in a variety of formal and informal settings. This means that older adults need to feel comfortable and welcomed in both structured and unstructured educational environments that serve community members of all ages. Yet, at the San Diego workshop, participants voiced concern that many older

The Learning City

At the San Diego workshop, participants heard a thorough lifelong learning presentation from Professor Joaquin Anguera, of the Department of Gerontology at San Diego State University. Professor Anguera’s presentation included a discussion of so-called ‘Learning Cities,’ a concept that promotes a new paradigm for community lifelong learning in which all segments of city government and civil society work together to make cities thriving learning environments. The Learning Cities movement began in Barcelona, Spain in 1990 and has since transformed into the International Association of Educating Cities, an organization that brings together more than 300 local governments from 34 countries to share ideas and to promote community-based learning for residents of all ages. Recent themes on which the organization has focused include School-Work Transition, Information and Communication Technology, and Early Childhood Development.

In his presentation, Professor Anguera shared the four criteria for a learning city:

- Provides a structural and a mental framework that allows its citizens to understand and react positively to all the learning challenges
- Requires inspirational leadership and management (a shared sense of purpose and direction)
- Creates a dynamic, participative and culturally aware environment
- Inspires citizens to contribute to city life and culture (sharing their talents)

To learn more about the International Association of Educating Cities, visit www.edcities.org.

adults are uncomfortable taking advantage of courses and programs at local community colleges.

This sentiment was echoed in a recent report published by the American Council on Education—(ACE), the major coordinating organization for higher education in the United States—that was made available to all of the participants at the San Diego workshop. The report, titled, “Framing New Terrain: Older Adults and Higher Education” was produced as part of a new project supported by MetLife Foundation called, “Reinvesting in the Third Age: Older Adults and Higher Education.” Although the report focuses on institutions of higher education as venues for lifelong learning, its findings on the attitudes of older adults and the barriers that keep them from participating in higher education are relevant to a variety of lifelong learning environments.

For example, the ACE report revealed that many older adults do not feel especially welcomed or comfortable on college campuses because of a perception of ageism. Older adults say that they do not get the same type of support from advisors and instructors as younger students do at the same institutions.⁴ In San Diego, workshop participants likewise revealed a general feeling of fearfulness to venture into universities or community colleges where they can feel out of place. Simple issues such as where to park can also be as much of a worry to an older adult trying to take advantage of higher education as the uncertainty of classroom norms or expectations.

The lesson that communities ought to absorb from these concerns is not that older adults require exclusive learning environments. In fact, many workshop participants voiced their support for expanding intergenerational learning opportunities because of their desire to interact and engage with younger generations. Instead, community colleges and universities need to take extra steps to provide support, outreach and accommodation to older adults who want to reclaim a presence on the college campus. Colleges can publish materials aimed at making older adults more comfortable and informed about courses and opportunities, or they can even make a staff member exclusively responsible for reaching out and responding to the older adult community.

Generations United provides information and opportunities for intergenerational learning

Generations United is a national membership organization which focuses on improving the lives of the young and old alike through intergenerational strategies, programs and policies. Visit www.gu.org for fact sheets, resources and guides about intergenerational issues and to search for an intergenerational opportunity in your area.

Targeting older adults effectively

Challenge: Misnomers and misconceptions about older adult learning opportunities dissuade many from taking advantage of valuable lifelong learning options

Solution: Remain cognizant of the language used to describe older adults

Create learning opportunities for older adults in creative, inviting settings

If there is an opposite side to the previous challenge, it is that some older adults are hesitant to take advantage of valuable lifelong learning opportunities that are specifically targeted to their own demographic. In particular, older adults of the baby boomer generation are most conscious about the nomenclature used to describe them. Unlike those who may feel uncomfortable on college campuses, these older adults are more likely to opt out of participating in enriching programs and activities simply because they take place in designated ‘senior centers’ or have the ‘senior’ label.

My Linh Tran is the Assistant Manager of the Retired and Senior Volunteer Program (RSVP) for San Diego’s Aging and Independence Services (AIS). RSVP is a nationwide volunteer service organization for older adults that offers many benefits to communities and volunteers, yet Ms. Tran indicated that the name of the program sometimes leads potential volunteers to believe that the program isn’t for them.

Although seemingly trivial, the issue of nomenclature and older adults is complex, and an issue that has been addressed at previous Aging in Place Initiative workshops and in several recent national publications. This is because it has been shown to have a real impact on the effectiveness of a community’s older adult programs.

Unfortunately, there is no one clear answer, as emphasized in a recent report from The Atlantic Philanthropies’ Community Experience Partnership initiative, which notes that, “terms such as ‘boomers,’ ‘seniors,’ retirees,’ ‘experienced adults,’ ‘mature adults,’ and even ‘older adults’ are welcomed or rejected in ways that reveal no clear trend.”⁵ At the least, lifelong learning programs should remain cognizant of the terminology used to describe and target older adults so as to ensure that they are reaching as wide an audience as possible.

San Diego is certainly a community that is making every effort to provide lifelong learning opportunities that are comfortable and appealing to all segments of their growing older adult population. Part of this strategy involves creating partnerships with local community institutions and organizations to share in the role of providing learning activities to older adults. In San

Older adults share talents through RSVP

The Retired and Senior Volunteer Program (RSVP) provides opportunities for older adults to stay engaged in their community by sharing their knowledge and talents with local organizations in need of help. RSVP opportunities are available in communities across the country as part of the Senior Corps program.

See p. 16 for more information.

“Don’t think only about the conventional answer to making livable communities — “social services” — think about the entire community!”

—José Aponte,
Director, San Diego County Library

Diego, the public library system is one such partner that is helping to broaden the landscape for lifelong learning. José Aponte is Director of the San Diego County Library and he spoke to workshop attendees about some of the library’s older adult offerings, and the community-building philosophy behind them.

For many years, the public libraries in San Diego have been much more than places to borrow books. There have been kids programs, teen programs, adult literacy programs and countless special events. But when Aponte met Pam Smith, Director of Aging and Independence Service for San Diego County, she wanted to know where the older adult programs were. Today, the San Diego County Library provides numerous programs and opportunities for older adults including discussion groups, book clubs (in several languages), ‘Ask a Doctor’ or ‘Ask a Pharmacist’ sessions, and even yoga courses.

(See p. 17 for more information about the lifelong learning approach of the San Diego County Library).

At the workshop, Aponte shared a number of stories with the audience about people he had come to know over the years who frequented and relied on the library for different reasons. One notable patron was a retired individual who visited the library daily to read the latest financial newspapers and magazines. He explained to Aponte that he was an investor and that the library served as his office.

Aponte’s point is that the library is one of many different organizations and institutions that serve the residents of a community in different ways. By working together and thinking creatively, these institutions and organizations can broaden the base of services and activities that everybody can enjoy. Aponte says, “Don’t think only about the conventional answer to making livable communities—“social services”—think about the entire community.” By thinking about the entire community, AIS and the San Diego County Library has not only created dozens more valuable lifelong learning opportunities for older adults, but they have appealed to a new class of older adults who would never consider participating in events at designated senior centers.

The Issue of Access

Challenge: So-called structural barriers act as impediments to older adults' ability to access worthwhile lifelong learning opportunities

Solution: Ensure that there is coordination, communication and outreach efforts made by older adult service providers
Improve and expand transportation options

Making lifelong learning opportunities welcoming and comfortable for older adults is a critical step, but it must go hand in hand with ensuring that older residents have sufficient access to these opportunities. A substantial portion of the San Diego workshop focused on the access issue and how to ensure that older adults of any income and ability level can truly take advantage of the opportunities available to them. Structural barriers are those that act independently of any issues related to nomenclature or the fears and attitudes that older adults may have about venturing into lifelong learning environments, and they represent a serious concern to older adults in San Diego and beyond.

The first challenge affecting older adult access was identified by AIS Director Pam Smith: Many sectors of the older adult services community (including government agencies, service providers, and community organizations), often struggle to communicate with one another and to coordinate their activities. Smith related her experience of attending a planning meeting several years ago with representatives of local older adult service organizations and realizing that nobody knew each other.

This problem is certainly not unique to the lifelong learning issue, or for that matter, to the older adult services sector. Government and social service providers of all fields often struggle to effectively communicate, coordinate and streamline their offerings. On one level, this issue has created uncertainty for residents who do not always know where they can go to access information about the lifelong learning opportunities in their area.

In San Diego, however, AIS has confronted this challenge head on and created a way for residents to easily access the information they need about the services they want. With support from the California Department of Aging, AIS helped build the Network of Care, a comprehensive, Web-based community resource for older adults and people with disabilities that includes an extensive directory of government agencies, non-profits, community organizations, and for-profit ser-

“Structural barriers related to outreach, programming, scheduling, and transportation continue to stymie efforts to make lifelong learning more accessible.”

—Framing New Terrain: Older Adults and Higher Education.
American Council on Education⁶

“One of the problems is how to coordinate . . . who to contact.”

—Pam Smith, Director, Aging and Independence Services, County of San Diego

vice providers to help connect residents with the services and information they need. In addition to the internet component of the Network of Care, AIS consolidated over 100 phone numbers for different agencies and programs into one single helpline so that residents can easily and quickly access the right information. (See p. 19 for more information about the Network of Care).

With helpful information in hand, older adults must still be able to physically reach the lifelong learning activity that they wish to attend. Thus, the issue of transportation emerged as a key concern to workshop participants who stressed the importance of strengthening public transportation and creating innovative partnerships to increase the mobility of older adults and thus ensure that they have adequate access to lifelong learning opportunities.

Learning to Advocate for Health and Wellbeing

One breakout group at the San Diego workshop was devoted to the topic, “Learning to Advocate for Health and Wellbeing”—an important and unique take on lifelong learning which recognizes that the lack of knowledge of many older adults about how to effectively operate within the health care system is a problem that adversely impacts patients’ health. In San Diego, Aging and Independence Services (AIS) chose to confront this issue because it noticed that some older adults do not know the basics about communicating with physicians, feel threatened or intimidated in Doctor’s offices, or encounter cultural barriers in attempting to get care.

To tackle these concerns, AIS has launched the “Long Term Care Integration Project” with three strategies to help older adult patients communicate with health care providers:

- The Communication Strategy will leverage the features of AIS’s Network of Care to improve the ability of older adults to find and contact the health care providers they need.
- The Physician Strategy will target physicians and other health care providers to educate them about the needs and concerns of older adult patients.
- The Patient Strategy will likewise reach out to older adults in the community about how to best navigate the health care system.

At the workshop, participants learned what the Long Term Care Integration Project has already accomplished and what they can expect to see in the future. To carry out the project’s Physician Strategy, AIS has received funding for a pilot program in partnership with the University of California, San Diego, and an expert from George Mason University in Fairfax, Virginia. As part of its Patient Strategy, AIS is partnering with the San Diego Community College District and AARP to develop educational workshops for older adults throughout San Diego County. Already, a course is being conducted at one San Diego senior center titled, “Navigating the Healthcare System.”

The breakout group at the Aging in Place workshop identified several challenges that the community will face in trying to achieve its goal of making older adults better advocates for their health. However, the persistence that AIS has demonstrated in finding partners, funding and feedback for the Long Term Care Integration Project is testament to the agency’s commitment to older adults and its knack for finding innovative solutions to tough problems.

To learn more about the Long Term Care Integration Project contact AIS at (800) 510-2020, or visit them on the web at www.agingandindependence.signonsandiego.com.

Transportation was discussed in nearly every breakout session at the San Diego workshop, validating it as a complex and serious topic worthy of its own Aging in Place workshop. In their discussions, workshop participants touched on several ideas for improving the transportation options in their own community, including expanding public transit programs for older adults and those with disabilities, carpooling, and volunteer rideshare programs. Workshop participants were particularly excited about ITN America, a national organization that coordinates rides for older adults by volunteer drivers in donated cars. An affiliate chapter of ITN has just started in San Diego and will likely make a difference for older adults in the area in need of additional transportation options. (See p. 18 for more information about ITN America).

Bringing the classroom to the students

Challenge: Many older adults who do not live in urban areas have trouble reaching lifelong learning opportunities

Solution: Bring the lifelong learning opportunities to older adults

Connecting older adults to existing lifelong learning opportunities invites a number of solutions beyond expanding transportation options. The ACE report notes that institutions of higher education often target their programs and policies to older adults in populated, urban areas and thus neglect those who do not live relatively close to college campuses. Furthermore, population declines in many rural communities have left them with fewer resources with which to provide their own educational programs.⁷

In response to this problem, distance learning, whereby students engage in educational activities via the Internet, has emerged as a viable solution for many adults who live far away from college campuses, or who are simply drawn to the convenience of learning at home. Yet, participants at the San Diego workshop identified several concerns—concerns also raised in national reports—with distance learning that ought to be examined before the practice can truly be seen as a solution for older adults who cannot access conventional learning opportunities. For one, distance learning programs obviously lack the sense of community that attracts so many older adults to lifelong learning in the first place. And most notably, distance learning programs require that participants have developed computer skills that most older adults still lack.

A more appealing solution that can help connect older adults to higher education and lifelong learning opportunities was introduced by participants in one of the breakout groups at the San Diego workshop: Instead of focusing on ways to bring older adults to community college campuses, why not

SeniorNet works with communities to set up computer learning centers for older adults

Founded in 1986, SeniorNet is a national nonprofit organization whose mission is to provide older adults with education and access to computer technologies in order to help enhance their lives. SeniorNet collaborates with local communities to establish computer learning centers that are run for and by older adults.

To learn more, visit www.seniornet.org.

bring the instructors and the classes to them? In San Diego, this is already being done.

The San Diego Community College District (SDCCD) provides courses to older adults at community venues throughout the city. Through SDCCD’s Continuing Education division, older adults are able to request a class at any area church, recreation center, or community space, completely free of charge. Pat Mosteller, the Older Adult Coordinator for SDCCD, says that on any one day in San Diego, there are about 600 classes being conducted exclusively for older adults. SDCCD also collaborates with community colleges in other parts of the county and the state to share strategies and services. (See p.16 for more information about the older adult offerings at the San Diego Community College District)

Learning for Working

Challenge: Older adults, and in particular baby boomers, lack valuable learning opportunities to retrain for a new career

Solution: Establish partnerships between community colleges and employers

Create an online network to publicize opportunities, resources and news

A critical part of the lifelong learning discussion in San Diego, and elsewhere throughout the country, focuses on what kind of help communities are providing to older adults who wish to learn new skills for the workplace. As previously noted, and thoroughly discussed in the Aging in Place Initiative’s Arizona workshop report (available at www.aginginplaceinitiative.org), today’s older adults are taking a new approach to work and retirement. The once solid line between the two is beginning to blur with more and more older adults working well beyond the traditional retirement age, as well as voicing their preference for exploring new career options in fields where they can make a difference in their community.⁸

“The growing interest in “encore” careers underscores the need for colleges and universities to recalibrate their views of lifelong learning for older adults.”

—Framing New Terrain: Older Adults and Higher Education. American Council on Education⁹

An entire breakout session at the San Diego workshop was devoted to the issue of “Retraining for Work” and how community partners can collaborate to provide the best opportunities possible for older adults who are drawn to lifelong learning with such particular goals in mind. Participants recognized that local community colleges are the most natural partners for this effort, and they praised the work of the San Diego Community College District and other local institutions such as the San Diego Metro Career Center, and Employment and Community Options, a nonprofit organization that helps older adults and those with disabilities find employment.

Yet, participants also expressed some of the same concerns that were voiced at the Arizona workshop and by older adults across the country. Whether or not they transition careers, older adults are concerned about stereotypes and stigmas, and a workplace culture that is constantly changing. Although many employers value the experience and knowledge of older adults, some are stubborn to work across generational lines in increasingly dynamic work environments. “This disconnect,” as explained in the ACE report on older adults and higher education, “presents an opportunity for colleges and universities to partner with businesses and other organizations to train and place older adults in high-demand jobs.”¹⁰

This solution is being embraced with much success at GateWay Community College in Phoenix, Arizona. GateWay’s Boomer Workforce Transition Center partners with the State of Arizona and a number of area employers to provide needed skills to baby boomers and older adults who are looking to make a career transition. In addition, the program has received national notoriety for helping its employer partners develop employment standards that will best attract and retain a new generation of older workers. (See p.18 for more information about GateWay Community College’s Boomer Workforce Transition Center).

Another noteworthy solution to emerge from the ‘Retraining for Work’ breakout session at the San Diego workshop was to develop an online, one-stop resource for older adults in the community to access information about career training and work opportunities. Workshop participants suggested using the existing Network of Care as a model for an online resource that could be called the ‘Network of Work’ and could store résumés and provide links to job postings, educational opportunities, and other information.

In addition to the expert presentations and small group discussions at the San Diego workshop, participants heard from two special older adults from their own community. William Gilmore and Laura Simon are both active centenarians who shared their wisdom and experience about life, learning and the opportunities that San Diego has to offer. Simon has taken advantage of free courses at an area college for the last eight years, and Gilmore sees no shortage of learning opportunities for older adults in his community.

“The opportunities are just driving us nuts,” says Gilmore. “It’s just a question of making a selection. If you say you don’t have an opportunity, I say you didn’t look!”

Mr. Gilmore, Ms. Simon, and all the residents of San Diego County are fortunate to live in a community that offers so many opportunities for lifelong learning. The San Diego workshop highlighted many of these opportunities, but more importantly, it highlighted the attitudes and strategies that communities must embrace to pass the test of livability and provide for older adults. ◀◀

Aging Friendly Innovations: Best Practices

The following are initiatives and programs, within and beyond the San Diego area, that are helping to provide or connect older adults with valuable lifelong learning opportunities.

San Diego Best Practices

Retired and Senior Volunteer Program

San Diego, California

The Retired and Senior Volunteer Program (RSVP) is designed for older adults to give back to their community by sharing their talents and knowledge. RSVP opportunities exist in many places throughout the country as one of the three programs of Senior Corps, a national initiative of the Corporation for National and Community Service.

In San Diego, RSVP is sponsored by Aging and Independence Services as a way for older adults to stay engaged in the community while helping local organizations. Through the program, older adults in San Diego contribute over 512,000 annual hours of service to more than 200 organizations involved in education, health care, the arts, and even law enforcement. One of the reasons that the program is a success is that older adults are drawn to an opportunity that lets them interact with different generations and challenges them to employ their talents to make a meaningful contribution to the community.

To learn more, visit <http://www2.sdcounty.ca.gov/hhsa/ServiceDetails.asp?ServiceID=314>.

San Diego Community College District – Continuing Education Institution

San Diego, California

Since 1914, older adults in San Diego have been able to take free, non-credit classes through the San Diego Community College District's (SDCCD) Continuing Education Institution. The scope of SDCCD's Continuing Education program is hard to believe. The institution maintains six campuses throughout the city, serving 50,000 students. For older adults in particular, there are about 600 classes being conducted every day, according to Pat Mosteller, the Older Adult Coordinator for SDCCD.

Classes include art appreciation, effective communication, current events, social studies courses, health classes, nutrition, computer skills and many more. The instructors for SDCCD's older adult courses must have a degree in their field and at least two years of experience.

Best of all, SDCCD allows and encourages its instructors to bring their courses to any public space in the community where older adults can more easily access them. Whether in recreation centers, senior centers, churches, or other community spaces, SDCCD helps to bring rich lifelong learning activities to hundreds of older adults in San Diego. The institution also collaborates with neighboring community college systems to share strategies, courses and instructors so that older adults outside of San Diego can access the same lifelong learning opportunities.

To learn more about the SDCCD's Continuing Education offerings, visit www.sdce.edu.

San Diego County Library*San Diego, California*

The San Diego County Library has received national recognition for its innovative programs and extraordinary approach to community learning. Among its countless offerings, the library holds regular music and cultural events, computer classes in English, Spanish and Arabic, reading clubs for patrons of all ages, and adult literacy programs.

The library also offers a number of programs for older adults including:

- Book clubs
- Philosophical discussion groups
- “Ask a Doctor”
- “Ask a Lawyer”
- “Ask a Pharmacist”
- Yoga and Pilates courses

The San Diego County Library is responsible for serving a population of over 3 million people that are geographically and culturally diverse, and spread throughout rural, urban and ethnic populations. The San Diego County Library consists of 33 branches and two mobile libraries throughout San Diego County. Over half a million county residents have library cards, giving them access to the institution’s collection of over million books, CDs, DVDs and other materials.

To learn more, visit www.sdcl.org.

Scripps Health*San Diego, California*

Scripps Health is a nonprofit, community-based health care provider in San Diego, California. The organization operates four hospitals, an ambulatory care and home health care network, and manages several thousand physicians. Altogether, Scripps has about 11,000 employees (one third of which are age 50 and older) and has received numerous accolades for its progressive employment policies that meet the needs of older adults.

AARP ranks Scripps fourth in the nation in its 2007 listing of the “50 Best Employers for Workers Over 50” and has been recognized as a top flexible work model by The Conference Board. At Scripps, employees have a number of flexible work options including job sharing, which allows two employees to share a single position, compressed work weeks, telecommuting, and other specific individual accommodations.

With 85 percent of employees reporting that the organization is a great place to work, Scripps’ efforts have more than paid off.

To learn more, visit www.scrippshealth.org.

National Best Practices

Boomer Workforce Transition Center, GateWay Community College

Phoenix, Arizona

GateWay Community College's Boomer Workforce Transition Center is generating attention and excitement around Arizona and the country because of its targeted approach to the real workforce shortages in the state. Knowing that demographic shifts are causing particular labor shortages in the health care, education and social service industries, GateWay college envisaged a program that would recruit baby boomers to fill these positions. The idea is to partner with employers in these three sectors, assisting boomers who may be uncertain as to how to transition into careers that will allow them to give back to their communities, and employers who need help establishing recruiting and scheduling standards that will best capitalize on a growing pool of qualified workers.

The Boomer Workforce Transition Center recently received an implementation grant from MetLife Foundation and Civic Ventures to move forward with the program, which is a partnership between the college, the State of Arizona and a number of employers in the area. GateWay administers the recruiting, screening, and training of the program participants who are able to select for which employer they want to work after they complete approximately 40 hours of training.

To learn more, visit www.gatewaycc.edu.

ITN America

Nationwide

The Independent Transportation Network (ITN) started operating in Portland, Maine more than 15 years ago as a service to provide low-cost rides to older adults and those with disabilities. Rides can be arranged 24 hours/day, seven days/week for a cost that is typically less than half that of a taxi. Furthermore, the organization uses donated, private cars and volunteer drivers to provide the service. Volunteer drivers receive either a cash reimbursement or an equivalent credit for every mile they drive. They are then able to save the credits for their own transportation needs when they choose to limit their driving, or they may donate them to family members or friends.

ITN has since grown into ITN America, the first and only national nonprofit transportation system for older adults in America. In Portland, ITN provides nearly 17,000 rides each year to almost 1,000 older adult members, and the ITN America national network of affiliate chapters provided nearly 26,000 rides in the last year.

The organization is growing rapidly and just launched an affiliate chapter in San Diego with startup funding provided by a partnership between Aging and Independence Services of San Diego County, and the City of San Diego.

To learn more, visit www.itnamerica.org.

Network of Care

Nationwide

In counties across the country, the Network of Care serves as an interactive, one-stop, community-based information hub on the Web for a variety of health services information. Created and maintained by Trilogy Integrated Resources LLC, a California company, the Network of Care Websites provide a community's residents with a searchable service directory for their area, an online library with comprehensive health and safety information, links to local, state and national resources, and even an online folder to store useful information for future visits.

There are currently Network of Care websites in over 20 states, covering topics such as Seniors and People with Disabilities, Mental/Behavioral Health, Children and Families, Developmental Disabilities, and Domestic Violence.

In California, there are Network of Care Websites in 53 counties throughout the state, all funded by a grant from the California Department of Aging. While Trilogy builds and maintains each Network of Care site, local officials are responsible for the content. In San Diego, Aging and Independence Services (AIS) manages the content for the Network of Care site and is considered a leader for the quantity and quality of information that it provides through the Website. For example, AIS compiled a number of videos and documents on fall prevention that they added to their Network of Care Website which were so informative that they have since been added to every other Network of Care Website around the country.

For more information on the Network of Care, visit www.networkofcare.org, or visit the San Diego Network of Care for Seniors and People with Disabilities at sandiego.networkofcare.org/aging.

The Senior Adult Program

Raleigh, North Carolina

The Parks and Recreation Department in Raleigh, North Carolina, administers the Senior Adult Program, one of the most extensive programs of its kind in the country. The program offers a variety of sports and recreational activities, along with countless day and overnight trips, educational seminars, workshops, volunteer opportunities and more.

The organizational structure of the Senior Adult Program is what makes it stand out. Rather than having a single 'senior center' for the entire community, the participants of the program are divided into local clubs, of which there are currently 49. These clubs are essentially chapters of the program that manage their own memberships and designate one individual as their club leader. Club leaders meet frequently with the program director who provides information about new resources, activities or events that the clubs may be interested in.

The program makes it easy for older adults to join a club in their own neighborhood, or one that focuses on a certain activity, and to network and meet others while having access to community resources.

The Senior Adult Program partners with several other city departments and local organizations and businesses to offer more services and hold events. The program's annual holiday celebration draws 1,200-1,400 older adults and is put on through a partnership with the city and area businesses.

To learn more, visit www.raleighnc.gov/seniors. ◀◀

Appendix: Workshop Agenda

Enhancing Lifelong Learning: Developing a Livable San Diego County for All Ages

Wednesday, March 12
Health Services Complex, Coronado Room

9:15 a.m. Welcoming Remarks

- Pam Smith, Director, Aging & Independence Services
- José Aponte, Director, San Diego County Library

9:45 a.m. Welcome from the Sponsors

- Helen Eltzeroth, Deputy Director, National Association of Area Agencies on Aging
- Penny Cuff, Senior Program Officer, Partners for Livable Communities

10:00 a.m. Century Panel

10:15 a.m. Lifelong Learning: Essential for Aging Well

- Joaquin Anguera, Ph.D., San Diego State University, Department of Gerontology

11:00 a.m. Break

11:25 a.m. Small Group Breakout Discussions

- Retraining for Work
- Volunteerism, Civic Engagement, and Personal Enrichment
- Learning to Advocate for Health and Wellbeing
- Improving Access to Learning and Information

12:15 p.m. Lunch

12:45 p.m. “JumpStart the Conversation” Grant Overview and Wrap-up

Appendix: Workshop Breakout Group Notes

The following notes were taken by AIS staff at each of the workshop's four breakout discussion groups. The topics of the four groups were, "Retraining for Work"; "Volunteerism, Civic Engagement, and Personal Enrichment"; "Learning to Advocate for Health and Wellbeing"; and "Improving Access to Learning and Information." Participants of each group were given the same series of questions, as related to their topic, and encouraged to voice their opinions about what is working in San Diego and how the community can improve.

Retraining for Work

This discussion group explored the learning opportunities and barriers for older adults who desire new work experiences.

What is the status of the issue in San Diego now? What is working?

- National Indian Council on Aging- has work training programs for 55+
- Community Options – provides training to 55+ for up to a year, pays minimum wage
- One Stop Centers - identifies skills for work
- San Diego Community College District (SDCCD) has specialized courses
- San Diego Metro Career Center
- 50+ Hiring Bonanza - reverse job fair planned for 2008

What are we doing right? What is worth expanding?

- California Department of Rehabilitation- provides job training/ placement to eligible customers
- Expand partnerships with SDCCD/ educational institutions
- Expand/ broaden eligibility to include all incomes
- Expand job placement programs
- Vocational Training for older adults
- Educate employers about benefits of hiring 55+
- Media/ Advertisement

What is not working presently? What are the barriers?

- Opportunity for daytime programs- many degree programs are at night
- Allow older adults opportunity to enroll in programs without precursor exams (i.e. GRE, etc.)
- Transportation
- ADA compliant environment
- Understanding older adults learning/ working style
- Location of training programs- not available in rural areas
- Different format needed for learning materials- larger print

What new initiatives should we pursue?

- Intergenerational opportunities
- Adopt-a-grandparent
- First Five Program
- Mentor/ Mentee relationships- student intern to mentor 55+
- High School Senior Project volunteers/ mentors
- Computer stations at assisted living facilities
- Teaching respect for seniors

- Adopt a senior high school student - Seniors for Seniors!
- Provide an educational link on Network of Care and provide education and work opportunities on web page

How do we prepare to implement these initiatives? Who is to be engaged to implement these initiatives?

- One Stop Resource - expand Network of Care (“Network of Work”); with links to job postings, resume building, post resumes, educational opportunities, etc.
- Maturing Workforce
- Outreach to faith community
- Formation of sub-committee

Volunteerism, Civic Engagement, and Personal Enrichment

This discussion group focused on the issue of expansion and awareness of volunteer opportunities, continuing education, and other personal enrichment activities.

What is the Status of the issue in San Diego right now?

- Older volunteers are leaving their volunteer assignments and not enough replacements
- People are working longer – Fewer baby boomers volunteering since they are continuing to work past the retirement age
- Common resource is lacking – seniors do not know where to access services
- Younger seniors are not seeing themselves as seniors – the name Retired & Senior Volunteer Program might not attract the younger seniors
- Engaging men as active volunteers
- Transportation is challenging
 - o Gaps in existing services (if trolley, no bus connection)
- Classes; community college universities – overcrowded parking with long walking distance to classrooms
- Will come to community - accessible?
- Take classes to the older adults – Community College staff shared that the colleges can bring the classes to various locations per request
- Enrichment – adding value to what older adults bring/contribute
 - o Convey this to inspire seniors cultural centers
 - o Direct service jobs
 - o Market the opportunities
 - o Museums, libraries
 - o Global community
 - o Broad marketing across communities/cities

What is worth expanding?

- Take resources to communities – offer more courses where seniors often visit: libraries, senior centers, community centers, etc.
- Shared housing – great need for increase in shared housing opportunities since housing costs are so high in San Diego
- Collaborations – various educational providers should work together and cross-refer seniors to each other
- Budget cuts will increase need for collaborations

Appendix: Workshop Breakout Group Notes

- Diversify programs to meet cultural needs and to welcome everyone – including those from ethnic groups and persons with disabilities are underserved as far as accessing education and other personal enrichment courses
- E-volunteering - great need to have on-line system for seniors to enroll into volunteering and self-enrichment programs
- Intergenerational opportunities and more – more activities involving various age groups
- Flexibility for those still working – evening and weekend volunteering opportunities
- Career specific marketing – persons sharing their field of expertise to those interested
- Market to corporations (civic engagement) – reaching out to those that are still working and not only the retired
- Beacon Hill Village model with concierge services

What new initiatives should we pursue?

- Keep people mobile – more ride programs for seniors
- Volunteer training
- “survivorship” experience sharing – workshops where those that have survived major illnesses can share their experience
- Other terminology – need to think of new names for places that serve seniors to attract younger seniors. For example: “varsity”, Emeriti, Enrichment centers – consider changing names of senior centers to names like “Enrichment Center”, University of the Third Age

Learning to Advocate for Health and Wellbeing

This discussion group focused on how older adults can learn to effectively navigate the health care system as well as become informed and empowered patients.

What is the Status of the issue in San Diego right now?

- Many health professionals, social service providers, and patients/consumers have recognized that the current structure of our health care system and patients’ lack of knowledge of how to effectively operate within this system are related problems that adversely impact our health

Other aspects of the issue/Current Status:

- Not many people know the basics of how to communicate with physicians – for instance, that they should keep their list of complaints down to three main issues
- The culture of the Doctor’s office can be threatening and intimidating
- There are cultural barriers that inhibit effective communication

Current efforts to address these issues include:

- Evalyn Greb of AIS described the efforts of the “Long Term Care Integration Project.” This an initiative with three major strategies to overcome the problems described above:
 - A – Communication strategy – improve connections between physicians and other providers and the public by creating the “Aging and Disability Resource Network” which consists of the web-based Network of Care and the AIS Call Center.
 - B – Physician Strategy – educate physicians and other providers to take a team approach to long term care. The work for this part of the project is carried out under the auspices of “Team San Diego” with a partnership between AIS, UCSD Extension education, and Dr. Mark Meiners of George Mason University.

C – Patient strategy – build demand for a more integrated team approach to health care by educating patients/consumers. This education would include education on how to advocate for your own health care – how to talk to physicians, etc. AIS and the San Diego Community College District, along with AARP and others are working together to conduct educational workshops for seniors in community sites around the County. A class developed by Ellen Arcadi is already being conducted at the College Avenue Senior Center, “Navigating the Healthcare System”

- Another initiative is the Hispanic Elders project: partnership between AIS, Mental Health, Public Health, San Ysidro Health Center, Interfaith Community Services, Casa Familiar, and UCSD. Focus is on diabetes and depression.
- Through both the Hispanic Elders project and the Team San Diego – four San Diegans will become Master Trainers for the Chronic Disease Self-Management Program (CDSMP), aka “Healthier Living” and “Tomando Control de su Salud,” an evidence-based health education program to educate people on how improve their health behaviors (exercise, nutrition, pain management) and also how to communicate with their health care providers. This program can be conducted for seniors and others in community sites – in Spanish and English. The Community College District and AARP are also involved.
- Preventive Healthcare for Aging – previous successful program

In addition to the above, what programs or current efforts should we keep in mind and work on expanding/connecting to?

- Disease Associations
- Nutrition, Exercise, Healthy Mind, Socialization, consult Dr.
- Healthy Aging Series
- List to distribute on how to talk to the doctor.
 - o Online and pass out
- AARP list
- Meet the Pharmacist
 - o Med review
 - o Education component

What are the barriers to solving this issue – things to keep in mind as we work on it?

- Money
- Literacy
- Time – providers
- Isolation – How to reach people... use students to help
- Language
- Denial – not wanting to address issues
- Mindful of cultural barriers
- Develop model of proactive approach
 - o Outcome data
 - o More and better through communication partnerships
- Strength in numbers
- Outreach to get all partners involved who could play a part

Recommendations:

- The group did not issue formal recommendations, but the general consensus seemed to be that it would be best to continue to work on the programs described (Hispanic Elders, CDSMP, Team San Diego, Navigating the Healthcare System) and use the energy of the group to conduct these projects in the best possible way and that we should keep in mind

the barriers identified, and expand the reach of the programs in partnership with the organizations identified in this session.

Improving Access to Learning and Information

This discussion group focused on the issues that prevent older adults from accessing learning opportunities, including computer literacy, transportation issues and awareness of available classes and programs.

What comes to mind when one thinks of the issue of access?

- Transportation
- “Being here” (at the March 12th event)
- Awareness/marketing of programs/resources
- Cost
- Believing you can learn
- Hearing
- Technology

Transportation:

What is the status of transportation in San Diego County?

- Poor
- Depends on the individual community
- Uneven levels of access
- Inconsistent
- Cost is increasingly an issue (e.g. increase in bus fares, cost of gas)
- Fear inhibits access (e.g. some seniors are afraid of taxis)

What is working well?

- Carpooling (e.g. effective in situations where one spouse can drive and another can't)
- Senior facilities offer transportation (but services may be limited)
- Service clubs, such as Kiwanis, have good models which should be publicized
- Paratransit (although it is almost always late)
- “Rides and Smiles”
- Family members helping their loved ones

What are barriers to access?

- Fear
- Lack of reliability
- Distance
- Time
- Cost
- Liability
- Cultural norms
- Lack of encouragement to those needing services

New Initiatives

- ITNAmerica
- New Freedom money/ SANDAG (starting in 2009 there will be \$1 million/year for senior transportation services and projects)... there is money for and attention to the issue

How do we move forward on the issue of senior transportation?

- Increase exposure
- Union-Tribune
- Use local media (Marty Levine)
- Disseminating information through the libraries and senior centers
- Doctors' offices
- Expand services into other communities

Who should we involve?

- Local TV stations
 - KPBS recently ran a "Caring for Our Parents" special
 - Cox has the PACE program
 - However, some service providers don't know how to tell their story to the media
- Action networks
- Public Relations agencies
- Target local communities and their media □ tell a lot of little community stories (small media offices always need stories)
- Transportation coalitions, such as the Consolidated Transportation Service Agency (will be operated by FACT to coordinate existing services)
- Churches
- Civic groups

Technology:

What is the status of seniors and computer literacy?

- Seniors are the fastest-growing group of computer users
- BUT...65% of adults over age 65 don't know how to use a computer
- Libraries do a lot for seniors and computer access
 - Kids often dominate the computers in libraries
 - Solve this by offering a coffee and computer program in the morning hours
- Physical limitations create barriers to the use of technology (e.g. not being able to see the screen)
 - Companies such as Apple are addressing these limitations with voice recognition computers
- Senior computer mentoring programs are being developed
- Large unevenness in computer use when looked at across socioeconomic lines
- Seniors living in some care facilities have limited access to computers
- Technology is constantly changing some seniors are reluctant to learn computers for fear of their knowledge becoming obsolete
- Technology is increasingly complex some seniors claim "there's too much garbage" in computers that make learning basic operations more difficult
- Nintendo is now marketing to older adults, creating new opportunities

What is working well concerning seniors and computer literacy?

- Library classes
- Community colleges/Continuing Ed (but many people don't know these classes are free)
- Computer clubs dedicated to educating seniors
- Seniors are enrolling in online classes
- Peer teaching
- Intergenerational programs

Appendix: Workshop Breakout Group Notes

What are the barriers?

- Lack of awareness
- Cost
- Small print on the screen
- Fear
- Negative attitude (How do we encourage the positive attitude toward learning exhibited by some older adults?)
- Face-to-face preference (plus, social isolation is a risk if online interaction is used to the detriment of in-person interactions)
- Unwillingness to have strangers enter the home for computer mentoring
- Unsupportive teachers (some seniors have been told they ask too many questions)

Ideas for increasing senior computer literacy:

- Computer mobile
- More computers in senior centers
- Computer recycling (partner with high schools or organizations with high turnover of electronics)
- Appeal to sponsors (computer stores, etc.)
- Increase computer access in doctors' offices
- Build more intergenerational programs
 - Community service for high school students
 - College internships
 - After school programs
 - Create a new badge for Girl Scouts/Boy Scouts
- Host a learning festival
- Online pen pals

Who should we involve?

- AIS Intergenerational programs
- Youth service organizations
- Universities
- Libraries
- Churches
- Seniors (have seniors help other seniors learn to use computers)
- Service clubs
- Computer clubs
- Book mobile “computer mobile”
- For-profit companies

Appendix: Speaker Bios

Dr. Joaquin Anguera has been involved in the field of aging for more than 30 years. He has worked in and supervised various direct service programs, including, what is now, the San Diego County Aging & Independence Services department and the Nursing Home Ombudsman for San Diego County. He established and managed the first Information and Referral System for the elderly of San Diego County.

Dr. Anguera has worked with the community and with senior advocates in the establishment of several agencies in the local aging network. For several years he was the administrator of over 10 million dollars in Older Americans Act funding that provided a variety of services in the local community. Dr. Anguera began teaching gerontology at San Diego Mesa College from 1985 to 1989. In 1987 he was appointed adjunct professor at the University Center on Aging, and in 1998 he started as a regular lecturer. He has taught courses on gerontology, intergenerational aging, aging policy, minority and ethnic issues, images of aging in contemporary society, international aging, social work, and leisure and the aging process. Dr. Anguera has a Ph.D. in leadership and human behavior from U.S. International University, M.A. in theology from The Catholic University of America, and B.A. in philosophy from the University of Salamanca, Spain.

San Diego State University's Department of Gerontology is a department within the College of Health and Human Services. Faculty are proud of its outstanding research, community activities, and teaching excellence. Instructors are the highest rated by students at San Diego State University. The department also administers the Center on Aging, the International Institute for Health and Human Services Development, and the Center for Injury Prevention and Research.

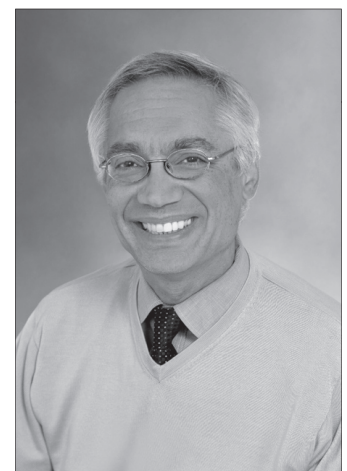
For more information on the Department of Gerontology, visit <http://gero.sdsu.edu/overview.php>

José Aponte became the director of San Diego County's library system, which includes 32 branch libraries and two mobile libraries, in March 2005. Prior to this position, he served as the executive director of the Pikes Peak Library District in El Paso County, Colorado. In 2002, Mr. Aponte received a White House appointment to the Laura Bush Foundation for America's Libraries Advisory Council. The mission of the Foundation is to provide funds to update, extend, and diversify the book collections of America's school libraries, in order to provide students increased opportunity to learn to read, to become better readers, and to advance academically.

In 2000, Mr. Aponte was appointed deputy city manager of Neighborhood and Community Services with the City of Oceanside. In this capacity he was charged with overseeing the administration of Library Services, Parks and Recreation, Housing and Neighborhood Services, as well as Public Information Office Code Enforcement. He also served as the City liaison to the Marine Corps



Joaquin Anguera, Ph.D.
San Diego State University,
Department of Gerontology



José Aponte
Director,
San Diego County Library

Base Camp Pendleton and the Oceanside Unified School District. He affirmed his support of library services through his continuing involvement in community outreach programs and by leading library funding and capital initiatives. Mr. Aponte graduated from Bard College, and wrote, directed, and performed off-Broadway for a number of years before pursuing an MLS at the University of Arizona.

The mission of the **San Diego County Library** is to inform, educate, inspire, and entertain. The library has 32 branches and two mobile libraries and circulates over 4.08 million books, CDs, DVDs, and other material formats a year.

For more information on the San Diego County Library, visit <http://www.sdcl.org/>



Pamela B. Smith
Director,
Aging & Independence
Services

Pamela B. Smith oversees two divisions of the County of San Diego's Health and Human Services Agency (HHSA). Since October 1998, she has served as director of Aging & Independence Services and, since October 1999, as general manager of HHSA, East Region. Her combined responsibilities include oversight of 30 different programs serving senior citizens and disabled adults for Aging & Independence Services and oversight of eight programs serving children and families for the East Region. Together these divisions have a combined budget of 370 million dollars and combined staffs totaling 1,200.

Prior to joining HHSA, Ms. Smith held a variety of managerial and staff positions at the Social Security Administration. She is a member of the governing board of the Chula Vista Elementary School District and the Alex Smith Foundation board. She has been recognized with the following honors: California Legislature Woman of the Year; Chula Vista Chamber of Commerce Citizen of the Year; Social Security Administration Humanitarian of the Year; Salvation Army Woman of Dedication; YMCA Distinguished Triangle Award; Senior Community Centers Hero Award; Alzheimer's Association Flame of Hope Award; Channel 10 Leadership Award Individual Leader of the Year; and YMCA Legacy Award. Ms. Smith has a B.S. from Weber State University.

County of San Diego's Health and Human Services Agency is one of five groups or divisions of the San Diego County government. The Agency provides a broad range of health and social services, promoting wellness, self-sufficiency, and a better quality of life for all individuals and families in San Diego County. The Agency integrates health and social services through a unified service-delivery system. This system is family focused and community-based, reflective of business principles in which services are delivered in a cost-effective and outcome-driven fashion.

For more information on the Health and Human Services Agency visit, <http://www2.sdcounty.ca.gov/hhsa/>

Appendix: Workshop Participants

Jennifer Allen

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Appendix: Resources

San Diego area links

Aging and Independence Services

www.agingandindependence.signonsandiego.com

Employment and Community Options

www.communityoptions.org

Retired and Senior Volunteer Program

<http://www2.sdcountry.ca.gov/hhsa/ServiceDetails.asp?ServiceID=314>

San Diego Community College District

www.sdccd.edu

San Diego County Library

www.sdcl.org

San Diego Metro Career Center

www.sandiegocatwork.com

San Diego Network of Care

sandiego.networkofcare.org/aging

Scripps Health

www.scrippshealth.org

All URLs valid as of June 2008

National links

AARP

www.aarp.org

Aging in Place Initiative: Developing Livable Communities for All Ages

www.aginginplaceinitiative.org

Boomer Workforce Transition Center

www.gatewaycc.edu

Generations United

www.gu.org

ICMA - Aging

www.icma.org/main/topic.asp?tpid=13&stid=29&hsid=1&t=0

International Association of Education Cities

www.edcities.org

ITN America

www.itnamerica.org

National Council on Aging

www.ncoa.org

National League of Cities

www.nlc.org

Network of Care

www.networkofcare.org

Partners for Livable Communities

www.livable.com

National Association of Area Agencies on Aging

www.n4a.org

National Association of Counties

www.naco.org

The Senior Adult Program

www.raleighnc.gov/seniors

SeniorNet

www.seniornet.org

Appendix: Notes

- ¹ *Framing New Terrain: Older Adults and Higher Education*. A report from the American Council on Education. October 2007, pg 4. Available at www.acenet.edu/Content/NavigationMenu/ProgramsServices/CLLL/Reinvesting/Reinvestingfinal.pdf.
- ² Ibid. pg 4.
- ³ Ibid. pg 14.
- ⁴ Ibid. pg 19.
- ⁵ *Voices of Experience: Lessons for U.S. Community Foundations and their Partners*. A report of the Community Experience Partnership produced by Community Planning and Research LLC with funding from The Atlantic Philanthropies, October 2007.
- ⁶ *Framing New Terrain: Older Adults and Higher Education*. A report from the American Council on Education. October 2007, pg 4.
- ⁷ Ibid. pg 14.
- ⁸ *MetLife Foundation/Civic Ventures New Face of Work Survey*. A project of Civic Ventures, funded by MetLife Foundation, with research by Princeton Survey Research Associates International, June 2005. www.civicventures.org/publications/surveys/new-face-of-work.cfm
- ⁹ *Framing New Terrain: Older Adults and Higher Education*. A report from the American Council on Education. October 2007, pg 4.
- ¹⁰ Ibid. pg 14.

About the Aging in Place Initiative Team

Partners for Livable Communities (Partners) – A national, non-profit organization working to renew communities for all ages. Partners has over twenty-five years of experience in solving community problems by providing information, leadership and guidance that help communities help themselves. www.livable.com

National Association of Area Agencies on Aging (n4a) – A leading voice on aging issues for Area Agencies on Aging across the country and a champion for Title VI-Native American aging programs in our nation’s capital. Through its presence in Washington, D.C., n4a advocates on behalf of the local aging agencies to ensure that needed resources and support services are available to older Americans and their caregivers. www.n4a.org


ICMA (International City/County Management Association) – The premiere local government leadership and management organization. <http://icma.org>

National League of Cities (NLC) – The largest national organization representing municipal governments throughout the United States. www.nlc.org

National Association of Counties (NACo) – A national organization representing county governments in the US. www.naco.org

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MetLife Foundation – Established in 1976 by MetLife to carry on its long-standing tradition of corporate contributions and community involvement. The Foundation has been involved in a variety of aging-related initiatives addressing issues of caregiving, intergenerational activities, mental fitness, health and wellness programs and civic involvement. Since 1986, the Foundation has supported research on Alzheimer’s disease through its Awards for Medical Research program and has contributed more than \$11 million to efforts to find a cure. www.metlife.org



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