

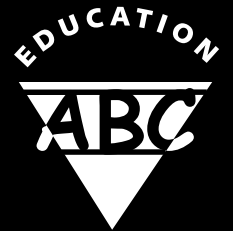
# *A Tool Kit*

# Funding Across the Ages

*Especially for funders  
interested in children, youth,  
families, education, health,  
housing, neighborhoods*

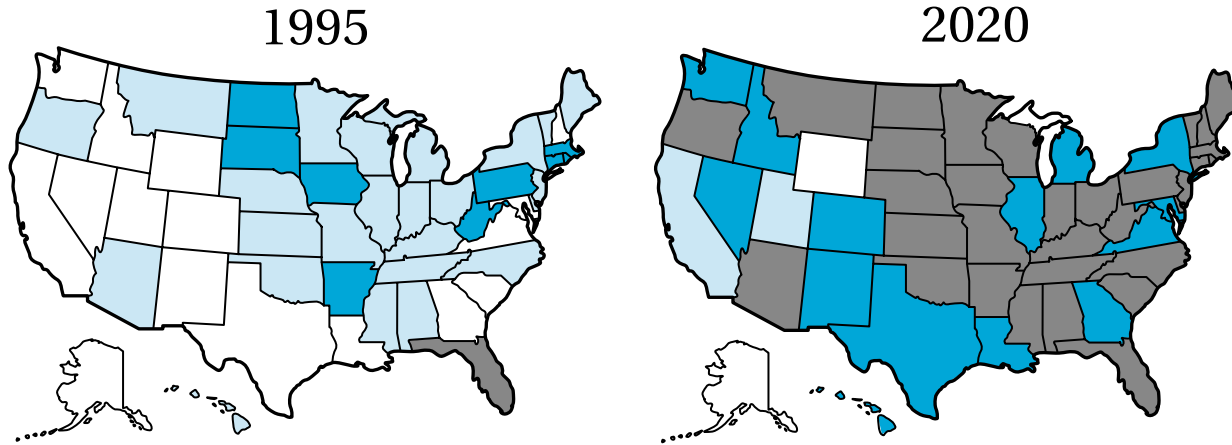
GIA

GRANTMAKERS IN AGING  
.....



# Percent of Population 65 years and Older

Under 12.0    12.0 to 13.9    14.0 to 15.9    16.0 and more



U.S. Bureau of the Census, P25-1111, Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020, published 1994.

A TOOL KIT FOR FUNDERS

# Table of Contents

<b>Introduction</b>	<b>How to Use This Tool Kit</b>	<b>page 2</b>
<b>Chapter 1</b>	<b>Our Communities Transformed</b>	<b>page 3</b>
<b>Chapter 2</b>	<b>Developing Your Strategies for Grantmaking in Aging</b>	<b>page 6</b>
<b>Chapter 3</b>	<b>Young and Old Helping Each Other</b>	<b>page 11</b>
<b>Chapter 4</b>	<b>Education for All Ages</b>	<b>page 16</b>
<b>Chapter 5</b>	<b>Neighborhoods—Where We Grow Up, Where We Grow Old</b>	<b>page 21</b>
<b>Chapter 6</b>	<b>Health Is an Aging Issue; Aging Is a Health Issue</b>	<b>page 27</b>
<b>Chapter 7</b>	<b>More Information and Resources on Aging</b>	<b>page 35</b>

**G**rantmakers in Aging (GIA) is dedicated to promoting and strengthening grantmaking for an aging society. GIA, an educational nonprofit membership organization for staff and trustees of foundations and corporations, is the only national professional organization of grantmakers active in the field of aging. To obtain information about activities and services, contact the GIA office by calling 937/435-3156 or write to Grantmakers in Aging, 5335 Far Hills Avenue, Suite 220, Dayton, OH 45429.

# Introduction

## How to Use This Tool Kit

September 1999

**C**ommunities across the nation are in the midst of a major demographic transformation—the growth in both the number and percentage of older people. This aging of society affects families, schools, parks, housing, employment, health care, businesses, social service organizations—in fact, nearly all aspects of contemporary life.

Grantmakers in Aging (GIA) created this Tool Kit to help foundation trustees and their staff translate the opportunities and challenges of our aging population into meaningful grantmaking. It is intended to provide you with some initial ideas for funding in aging that can enhance and complement your current philanthropic goals. We encourage you to factor older adults and aging into your existing grantmaking for other populations. For example:

- How can you involve older people as resources to the populations you currently serve?
- How can programs you fund take older people into account?
- What support do families need to help their elders?
- What is needed to help older people maintain their health and continue to be vital participants in our families and communities?

This Tool Kit was designed for a wide range of funders, but locally-focused foundations with limited resources to carry out extensive research and planning will probably find it most useful. The Kit sets out straightforward strategies for those with an emerging interest in older people. The first two chapters should be useful to most funders, but you may then want to go directly to the pages most relevant to your work.

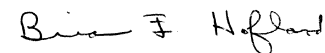
Throughout the Tool Kit, you will find:

- Basic demographic trends and their implications for our communities
- Ideas for addressing the needs of older people in ways that overlap with the interests of others in your community
- Advice on how to design your own grantmaking strategy
- Sources of local and national information about aging
- Information about other grantmakers with experience funding in aging

### Building a Community of Funders in Aging

Please share this Tool Kit with your colleagues, and keep it for reference. It is not copyrighted, so you can photocopy or excerpt information as you wish. As you consider funding programs related to older persons, let us know how we can help you.

Grantmakers in Aging is a national organization committed to promoting and strengthening grantmaking for an aging society. We are eager to assist any grantmaker interested in an agenda that supports or involves older people.



**Brian F. Hofland, Ph.D.**  
President



**Barbara R. Greenberg**  
Acting Executive Director

Grantmakers in Aging, P.O. Box 5534, New York, NY 10185-5534

Telephone: 212/877-2050

Symbols will guide you to the specific pages related to:

Children, Youth, and Families



Education

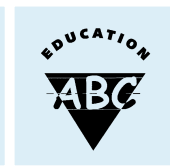


Neighborhoods



Health





## Chapter 1

# Our Communities Transformed

The United States is in the midst of a major demographic shift that is transforming every aspect of community and family life. That shift is the increase in both the number and proportion of older people in our society. Since 1960, the number of people over 65 has more than doubled, and during the next 30 years, that number will double again.

We now have the largest, healthiest, best-educated, and most vigorous group of seniors in history. Fostering their full participation as family members, residents, voters, consumers, employees, volunteers, and civic leaders benefits our communities, our families, and older people themselves.

### AGING BY THE NUMBERS

Today 34.1 million people, nearly 13 percent of the U.S. population, are 65 years old or more. A significant majority, 60 percent, are women. In 2011, there will

be nearly 40 million Americans 65 or more. And that is just as the first group of 77 million Baby Boomers born during the 18 years after World War II begins to turn 65. By 2020, one in every six Americans will be over 65, and by 2030, one in every five will be. At the height of the aging of the Baby Boom generation, the nation as a whole will resemble Florida, where currently 18 percent of the population is over 65.

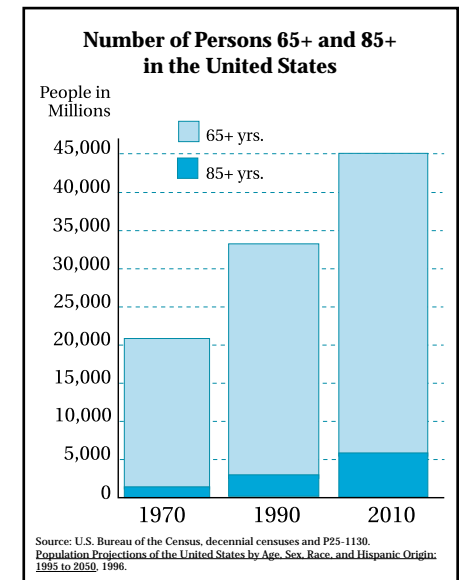
More dramatic than the growth of the 65+ population is the rapidly increasing number of Americans over the age of 85. In 1997, 3.9 million Americans were 85 years old and older. This number will quadruple during the next 50 years. A “centenarian boom” is also underway. More than 58,000 Americans were 100 or more in 1997, and by 2000, 108,000 Americans will pass this milestone. By 2050, some estimates put the number close to one million. No matter how you count them, the number of these very “old” Americans will continue to grow, and these are the people who most often need care and assistance.

### WHY IS AMERICA GETTING OLDER?

Increases in life expectancy along with lower birth rates have resulted in an older America. Today, an American at birth is expected to live 76 years compared to 47 years in 1900—an additional 29 years. This change has been due largely to medical advances including those that reduced infant mortality and death from childhood diseases. Today, healthier life styles and medical care have helped make it possible for men who reach the age of 65 to expect to live another 15 years, and women at 65 to expect another 19 years of life. As a result of smaller families and longer lives, we are approaching a time when there will be more people of grandparent age than there will be children and youth.

*In 1998, about two-thirds of American households had no children under 18.*

U.S. Bureau of Census





*By the year 2010, almost half of all women will be at least 50 years old.*

National Policy and Resource Center on Women and Aging at Brandeis University.

### CHANGES IN FAMILIES AND IN COMMUNITIES

The full significance of a more mature America is not easy to envision. Never in the history of the human species has there been this many older people. The exciting possibilities, as well as the challenges, of an older society are only just emerging.

A growing number of families have more adult members than children. In fact two-thirds of American households have no children under 18 living in them. Four-generation families are increasingly common, and more and more people in their 50s and 60s have surviving parents in their 80s and 90s. More children know their great-grandparents, especially their great-grandmothers. Because of divorce and remarriage, many children have six to eight adults serving as grandparents in their lives.

Many aspects of contemporary life are changing as our society ages. And keeping elders active, involved, and healthy is tied to the current and future vitality of our communities.

- An increasing number of older people are providing care for grandchildren and great-grandchildren.
- Older people are playing an expanded role in educating children in schools. And the support of older voters is increasingly critical to the passage of bond measures and other local

referenda needed to ensure the success of educational systems.

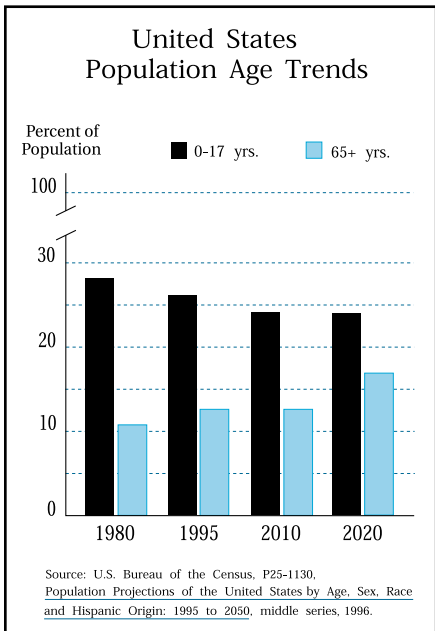
- Crime rates are declining as our communities mature, since older members of society commit fewer crimes.
- Baby Boomers (particularly the large number of women who have caregiving responsibilities) can expect to spend more years caring for older family members than caring for children.
- Jobs in health and medical fields continue to grow, since older people are major consumers of health care. Many more people need to be trained to work in these fields.
- Workforce shortages already underway will grow and spread, and employers are beginning to develop strategies for involving older people as employees.
- Successful retail businesses, banks, cultural, and academic organizations are cultivating older consumers and adjusting to meet their preferences.
- Human service providers are developing programs and training staff to address the concerns and interests of older people and their family members.
- Local agencies and businesses are creating new “elder friendly” transportation services and delivering more services and products to homes.

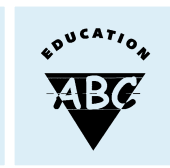
### GROWING DIVERSITY

Individuals age at very different rates, and, unlike children who behave and develop within fairly predictable patterns at particular ages, it is difficult to predict the capabilities of older people at specified ages. Even our official designations for old age lack consistency. For example, Social Security can be collected as young as 62, yet Medicare is not available until age 65, unless disabled. Other federal programs require participants to be at least 55, though some private aging groups like AARP accept members as young as 50.

The older population is becoming more ethnically and racially diverse. In 1997, 15 percent of people 65 and over were people of color, compared to 28 percent of the total population. The percentage of ethnically and racially diverse people 65 and older will increase to 20 percent by 2010 and is projected to continue growing as today’s younger, more diverse population ages.

The economic status of older Americans is more varied than any other age group. Once stereotyped as poor, the elderly today are well represented in every economic bracket. While the average net worth of households headed by a person 65 years or older is the second highest of any age group, nearly 13 percent of older people live in poverty. And for nearly two-thirds of older people, Social Security provides





more than 50 percent of their income. For some, it is their only source of income.

Nearly 12 percent of those over 65 are in the work force. Most Americans older than 65 are retired, but some older Americans are still working. Half of those employed work part-time. In the future, more older people are likely to continue working full or partial weeks.

Levels of educational attainment are rising among the elderly. Older Americans, like the rest of society, have varied educational backgrounds. In 1995, 14 percent of 65 to 74-year-olds and 11 percent of those ages 75 and over were college graduates. By 2025 almost one-third of those 65 and older will be college graduates.

Health status among older Americans varies widely. At 65, some individuals are experiencing failing mental or physical health. Others are vigorous at 90. Many of the health problems attributed to age are not related to aging, but rather to lifestyle, including lack of exercise, poor diet, and smoking. Four out of five people over 65 function well in our communities with no or only occasional help, and most of those needing assistance are the oldest old. Nearly half of those over the age of 85 need assistance with daily activities like dressing, bathing, or eating.

## AN OPPORTUNITY FOR COMMUNITIES

The time has come to recognize older Americans as the resource they represent. Older people are enormous assets, and they often have a large stake in their neighborhoods. About 80 percent of people over 65 own their homes. Most prefer to remain in their home communities and “age in place.” In our increasingly mobile society, they provide needed neighborhood stability since they are less likely to move than younger people are.

Older members of our families and communities can provide children with attention, encouragement, and life lessons. In fact, increasing numbers of grandparents are even acting as parents. In 1998, there were more than 2.5 million grandparent-headed families, caring for more than 3.9 million children.

Older Americans are a civic resource as well. They are more likely to vote than the rest of the population, and many have time to devote to community affairs and politics. According to the National League of Cities, 25 percent of city council members are 60 or older. Indeed, more and more older people are being elected to civic positions, especially in small and medium-sized towns.

Older volunteers are another growing force for healthy communities. Nearly 80

percent of those 65 and older volunteer, and 23 percent of people 75 and older are still volunteering. While more than half serve through religious organizations, nearly as many volunteer at hospitals, nursing homes, and senior centers. Many volunteer for more than one organization, and some of them work in schools and social service organizations. And research indicates that more would volunteer, if they were asked.

## WHAT IS THE ROLE OF GRANTMAKERS?

Grantmakers, regardless of their specific interest, can play a significant role in connecting the generations, helping our communities capitalize on the opportunities and address the challenges an aging society presents.

In the following chapters, we will provide a set of strategies designed to help funders adapt their grantmaking to realities of an aging America. And for those philanthropies already committed to revitalizing neighborhoods, promoting education, supporting children, youth and families, or addressing health concerns, we also describe a range of specific program ideas that either utilize older adults as community resources or confront the growing needs of older adults.

*The aging society is an opportunity to be seized—provided we can learn to harness the talent and civic potential of our senior citizens. After all, our elder population is, quite possibly, this country’s only increasing natural resource.*

Marc Freedman, Civic Ventures

Statistics for this overview on the aging of society were drawn from various U.S. government sources, and the information in this chapter was provided by:  
Hazel Reinhardt, Demographer,  
Hazel Reinhardt Consulting Services



## Chapter 2

# Developing Your Strategies for Grantmaking in Aging

If you are interested in making grants related to aging, we suggest two approaches.

- 1. Developing a New Strategy.** To develop a whole new strategy you will probably want to conduct an “internal scan” of what your foundation already funds to see if there are logical ways to begin, as well as several “external scans” to better understand the needs and funding opportunities in your target community.
- 2. Building Aging into Existing Strategies and More Modest Approaches.** Other funders have begun their grantmaking in aging more modestly, or have built aging into their existing areas of focus. These smaller steps can give you a feel for the field and let you gain experience in aging.

## DEVELOPING A NEW STRATEGY FOR FUNDING IN AGING

Some of the suggested steps that follow will be more relevant to your situation than others. These steps are suggested for foundations interested in funding locally; however, you can easily adapt them for use with a regional or national target area.

Developing a strategy for funding usually involves a series of internal and external scans. This work will help you identify and recommend to your board areas where your foundation’s interests and your target community’s needs overlap.

### Internal Scan

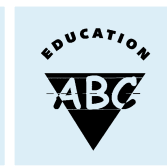
#### **Step 1. What is your foundation’s history?**

If your foundation has a clearly stated mission and guidelines, you can quickly identify and understand your funding priorities and begin to seek ways to relate these priorities to older adults in your

community. If there are no guidelines, begin your internal scan by reviewing the grants your foundation has made during the past few years. Look for patterns and trends in your foundation’s giving. These questions can guide you:

- Does your foundation fund programs for certain populations, like children, adolescents, older people, or minority populations?
- Does your foundation tend to fund large institutions or small grassroots groups?
- Does your foundation prefer to make grants for direct services, advocacy, public policy, or research?
- Have you funded programs with an aging component?
- How could some of the organizations you have funded include older people in their work?





**Step 2. What are your foundation's strengths?**

Assess your personal and professional strengths, interests, and connections within the community, as well as those of any other staff and the members of the board of directors. If you are connected with a business organization, also consider the talents and interests of its staff.

**External Scan**

**Step 1. Consult with your grantmaker colleagues.**

Find out who is funding what in aging by talking with a few other grantmakers. To identify foundation and corporate funders, contact your Regional Association of Grantmakers (RAG), or Grantmakers in Aging (GIA). See Chapter 7 of this Tool

Kit for contact information. Also, ask nonprofit organizations serving older people which foundations support them.

National grantmaking organizations may be seeking local partners for aging-related initiatives in your community. Others will have information about effective methods for addressing the concerns and interests of older people.

In addition, government is a significant funder in aging. If you contact your Area Agency on Aging (AAA) and State department on aging, be sure to collect information about how government funds services for older people in your community. Learn from each funder why they fund what they fund, which aging experts and nonprofit organizations are respected, and who to contact to learn more.

**Step 2. Benefit from other organizations' research.**

Request copies of community assessments conducted in the past by organizations like United Way, faith-based associations of nonprofit agencies, the local Area Agency on Aging (AAA), and the state department on aging. Ask questions such as:

- How many people of different age groups live in the community and what are the trends?
- How many elderly are there in each 10-year age segment over 65?
- What are the demographics of older people in your target community? (income levels, ethnic backgrounds, living situations, health status, etc.)
- What skills, experience and time do these older people have?

*Older people often have important roles in the lives of children.*



**Area Agency on Aging—A Good Place to Start**

*If you fund locally, a good place to start your research is with your local Area Agency on Aging. Every community has an area agency on aging, sometimes called "triple A's, or "AAA's." The AAA is a local agency that receives federal funds from the U.S. Administration on Aging and funds from your State department for the aging. The AAA uses these funds to provide critical services for elderly people in your area, usually by passing on the funds to local nonprofit agencies.*

*Usually the director of the AAA is quite knowledgeable about who the elderly people are in your community, where they live, their needs, the names of nonprofit agencies serving older people in your community, and key contact people.*

*Your AAA is likely to be listed in your telephone book under city or county government—it might be called "office on aging," or "department on aging." If you can't find it there, call the Eldercare Locator at 1-800-677-1116, and ask for the area agency on aging for the community of interest to you.*

*Meet with the AAA director if you can, or at minimum, have a telephone conversation. Explain that you want to learn about aging in your community because your foundation is considering funding programs for older people.*

- Ask the questions listed in this Chapter under the section called "Benefit from other organizations' research" on this page and the next.
- Ask the director for copies of the most important resources s/he cites, or find out how you can get copies, so you can add them to your library.
- Ask the director who s/he thinks are the next logical people for you to talk with to learn more about aging, or what other steps s/he thinks you should take.



- What are the unmet needs of older people in the community?
- Who are the key providers of services for older people?
- How does public funding support older people in the community?

**Step 3. Consult with experts in aging.**

Select three or four directors of nonprofit organizations knowledgeable about aging in your community such as a large senior center, the senior services department of a health care provider, or a family service agency that serves older people.

Meet with each. Let them know that you are not there to consider making a grant to them at this time, but rather want to learn from them about older people in your community so that you can help your foundation determine what types of programs you want to consider funding. Use these meetings as an opportunity to build relationships with the experts in aging in your community. They have the potential to help you stay alert to emerging issues and trends, and to identify pressing community needs and funding opportunities.

Ask questions:

- What kinds of services or programs are offered, where, and for how many older people?
- How big is the budget for their programs, what kinds of funding sources support the organization, and which foundations provide funds?

- How many staff are employed and how are volunteers used?
- What other needs of older people are they not able to meet?
- What would make the organization more effective?
- How are older adults a resource to the organization and to the community?
- How does the organization collaborate or cooperate with other organizations? Which ones?
- What other people and organizations do they recommend you talk with?
- Which other foundations are funding what in aging in the community?
- If the executive director could stand back from the organization and consider the big picture—what might the community as a whole do to better respond to older people’s needs, as well as to older people’s abilities to serve as resources to the community?

**Analysis and Recommendations**

**Step 1. Summarize and “hone in” on your special areas of interest.**

After analyzing what you have learned, determine where the overlap is between the needs in your target community and the areas likely to be of greatest funding interest to your foundation. Visit a few of these types of programs to see them in action. For instance, if you are interested in supporting seniors as volunteers, meet with the Retired and Senior Volunteer

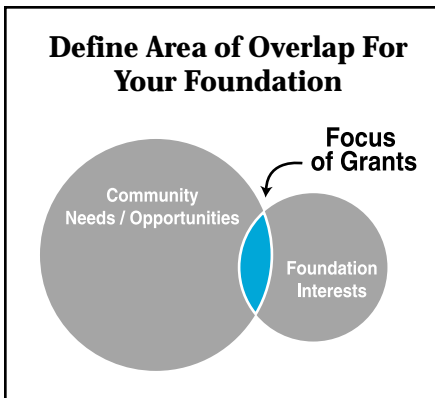
Program (RSVP), a senior center with a volunteer program, or a school that uses senior volunteers.

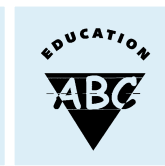
Or talk with university or college faculty with knowledge of the topic you have selected. Read books or search the Internet for additional information (see contact information in Chapter 7).

**Step 2. Prepare to report to your board of directors.**

Determine the best way to report to your board of directors what you have learned and what action you recommend. When presenting your strategic recommendations, consider how you can best:

- Clearly state your recommended strategy for funding related to aging;
- Provide the rationale for your recommendation;
- Describe the process you used to arrive at your recommendation related to aging;
- Explain the benefits to your community and to your foundation of this aging funding strategy;
- Explain the risks, or disadvantages of your recommended strategy, if any; and
- Obtain approval to move forward, or if not possible, learn what other information is needed by the board.





## Implementation

### Step 1. Invite proposals.

If a set of recommendations is approved, modify your guidelines and/or invite organizations to submit proposals that relate to your new aging interests.

### Step 2. Continue to learn about aging issues, trends, and programs that work.

- Ask to be on the mailing lists for the newsletters and reports of organizations.
- Stay in contact with other grantmakers and national and local experts who are good sources of aging-related information.
- Join associations of grantmakers in aging and other professionals in aging, and/or subscribe to their newsletters and other publications.
- Attend local and national conferences on aging topics of interest to you.
- Keep talking with older people in your community.

### Easy-to-use books on aging:

**SUCCESSFUL AGING**, documenting results of studies funded by the MacArthur Foundation, by John W. Rowe, M.D. and Robert L. Kahn, Ph.D., 1998, published by Pantheon Books. (Can be purchased at bookstores.)

**65+ IN THE UNITED STATES**, by Frank B. Hobbs with Bonnie L. Damon, 1996, published by the U.S. Census Bureau. (Call 301/457-4100 to order publication P23-190.)

**GROWING OLD IN AMERICA**, edited by Cornelia Blair, B.A., M.S., Mark A. Siegel, Ph.D., Jacquelyn Quiram, B.A., 1998, published by Information Plus and updated every other year. (To order call 800/463-6757.)

## BUILDING AGING INTO EXISTING STRATEGIES AND MODEST APPROACHES

Do you have established focus areas and priorities for funding? Are you a new funder? Are you unable to undertake an organized and strategic assessment of aging in your community? Do you want to “test the waters” in aging? If so, here are some quick and simple ways to begin to incorporate aging into your grantmaking:

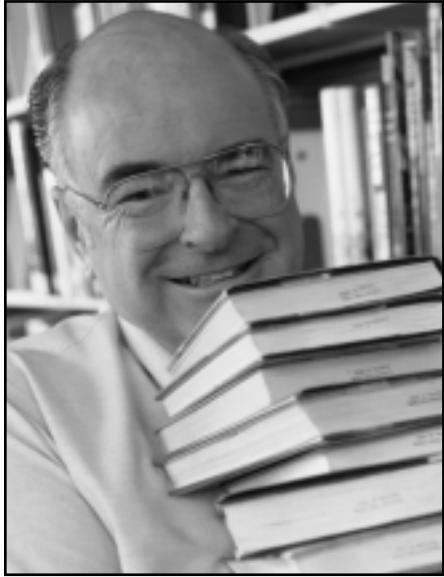
- As you review requests for funding, ask what it would take to include older people in the proposed activities.
- Invite your existing grantees to think about ways older people might be involved in their work, either as resources, or as a population whose needs should be included in their work.

- Revise your foundation’s written guidelines and other communications tools to inform your current and potential grantees of your interest in aging as an enhancement within your existing funding priorities.
- Review any proposals in aging that you receive more carefully than you might have in the past. Try funding a few select projects that make sense to you. Set aside time to make site visits to see these programs in action, and learn more about whom they serve and how they work.
- Make a grant to a nonprofit agency or university center on aging (or hire a consultant) to conduct the External

◆ *The Rapides Foundation in Louisiana, which funds chronic disease prevention programs, commissioned the Tulane School of Public Health and Tropical Medicine to conduct a needs assessment focusing on older people, including such issues as chronic disease, caregiving, and access to medication. The Foundation incorporated the findings into its grantmaking strategy, adding health promotion for older people as one of its five areas of interest within health.*

◆ *The VNA Foundation in Illinois, which funds community health and nursing programs, wanted to fund in aging, but did not have significant grant dollars or staff time available to plan a special grantmaking strategy. As a way “to get a foot in the water,” the Foundation contacted several local grantmakers in aging and asked them to share good proposals it might help to fund. The VNA Foundation benefited from the expertise of colleagues from other foundations, and some valuable projects have been fully funded. Over time, the Foundation has strengthened its knowledge of aging, inviting its own proposals and funding more independently in aging.*

◆ *For several years after the H.W. Durham Foundation was established, this Tennessee Foundation invited senior staff from other foundations to attend its annual retreats and brief the Board on their funding strategies in aging.*



*Older people are vital members of our communities.*

Scan (described earlier in this Chapter) that will tie aging to a current interest of your foundation.

- Identify local and national funders in aging. Explain that you would like to learn more about aging and ask them to keep you in mind if they need funding partners.
- Contact the development directors at the National Council on Aging and the American Society on Aging, which may be seeking local funding partners for aging-related initiatives in your community. (See page 37 for contact information.)
- Invite a colleague from another foundation to attend your board meeting and brief you about their foundation's funding in aging and how they got started.
- Subscribe to newsletters and magazines of local and national aging organizations. Keep an eye out for articles about aging in your local newspaper. Send your board members copies of informative articles that will help them learn about aging too. The American Society on Aging and the National Council on Aging have excellent publications on aging. (Contact information is listed on page 37.)

## YOU'RE ON YOUR WAY

Whether you start simply or develop a full-fledged strategy, you will be well on your way to understanding the challenges and opportunities older adults bring to your community. For those funders who have already identified specific areas of interest in children, youth and families, education, neighborhoods, or health, we invite you to explore the relevant sections of the following Chapters. Or, if you prefer, you can examine the helpful resource and contact information found in Chapter 7.

*This chapter on developing strategies for grantmaking in aging was written by: Barbara R. Greenberg, President of The Philanthropic Group, who serves as part-time executive director of Grantmakers in Aging.*

## Chapter 3

# Young and Old Helping Each Other

**A**t both ends of the age spectrum, children and older adults face serious challenges. About 14 million children in the United States are living in poverty, and in 1996 there were 1 million substantiated reports of child abuse or neglect. In families of all kinds, parents spend 10-12 fewer hours each week with their children than they did just three decades ago. More women have entered the workforce, and parents of both sexes are often working at demanding jobs. Difficult commutes and divorce have also contributed to the decline in the time that parents have available for their children.

Older people face a different set of challenges, including social isolation. Although researchers have demonstrated that social relationships and networks increase the chances of successful aging, older people are too often isolated from their families and communities. Perhaps not surprisingly, rates of depression and suicide are higher in older people than in the general population.

Yet older people are an invaluable, untapped, and growing resource that can make a difference in the lives of young people and their families. Not surprisingly, intergenerational programs that bring older people and children together have a variety of benefits. Young people receive extra love and attention as well as guidance and support from a caring adult. They learn about the society in which they will work and raise future families—an older society. Older people have an opportunity to feel connected, valued and invested in the future. And when young people help older people, they feel better about themselves. Communities become more cohesive when everyone pulls together.

A Public/Private Ventures report by Marc Freedman, showed that older mentors were more likely to establish genuine relationships with young people and to use their personal connections to help them. These adults provided unconditional support, showed appreciation for their abilities, and took them seriously.

With the growth in the number of older people in our communities, there is an increased potential for intergenerational programs that will benefit both older people and the young people who are critical to the future of our communities.

Programs that take advantage of these kinds of reciprocal benefits are quite varied. Here, we highlight four common types of initiatives:

- grandparents serving as parents
- older people serving young people
- young people serving older people
- programs where old and young serve the community together

### GRANDPARENTS SERVING AS PARENTS

In 1998, according to the U.S. Census Bureau, 3.9 million children (eight times the number of children in the nation's formal foster care systems) are today raised in households headed by a relative other than a parent. The majority of these chil-

*The old often save the young...and the young save the old.*

Mary Pipher, psychologist

#### GRANDPARENTS SERVING AS PARENTS

##### WHAT TO FUND

- regular discussion groups
- legal guidance
- mental health services
- physical health services
- housing assistance
- group recreation

##### WHO TO CALL

- the local Area Agency on Aging
- a mental health center
- family service agencies such as a local Y with programs for older people.



*A 1991 Commonwealth Fund survey found that 19 million Americans 55 and older were providing an average of 9.8 hours of assistance each week to their adult children, and more than 14 million were caring for their grandchildren an average of 13.7 hours per week.*

**OLDER VOLUNTEERS SERVING CHILDREN OR TEENS**

**WHAT TO FUND**

- older people as mentors and tutors for students
- seniors helping or hosting after-school programs for children
- seniors providing child care services, including in-home respite for adults who need “time out”
- older people sharing crafts, skills, and history with young people
- older people as mentors to young families or teen parents
- older people performing outreach and education for child immunization programs

**WHO TO CALL**

- RSVP (Retired and Senior Volunteer Program)
- retiree organizations of local corporations, an AARP chapter, a large senior center
- Big Brothers/Big Sisters and others serving youths such as Ys, scouting and city recreation programs
- local school districts
- the juvenile court services department of the county

dren are raised by their grandparents. Children in these situations usually come from traumatic circumstances, and both grandparents and children face emotional challenges. Poverty and grandparents’ inability to access health care, education, and adequate housing for these children can further complicate the situation.

In many communities programs have been created to support families headed by a grandparent. Some are operated by government agencies, while others are hosted by nonprofit organizations such as senior centers or family service organizations.

Recognizing the challenges for families in which grandparents are raising children, the Brookdale Foundation in New York City has become a leader in funding programs for grandparents and other relatives serving as parents. It has provided \$10,000 two-year grants to enable 52 communities in 18 states to begin grandparent support programs. Known as the Relatives As Parents Program (RAPP), this national program promotes services for grandparents and other relatives acting as surrogate parents. Many of these grants have gone to community organizations to start up RAPP programs. Others have gone to statewide initiatives, which, with additional funding from public agencies, have developed a network of local organizations that work with the families. In Charlotte, North Carolina, a Brookdale Foundation grant led to a three-year,

\$95,000 grant from the Foundation of the Carolinas to the Charlotte Mecklenburg Senior Center. These funds are expanding the Senior Center’s support groups and services, now available to more than 100 grandparents currently raising children.

**OLDER PEOPLE SERVING THE YOUNG**

Recently, there has been an increase in the number of programs in which older people provide critical support to children and their families. Traditional programs offer children and youth nurturing, mentoring, or recreation activities. Increasingly, programs involve older people in addressing more serious social issues such as welfare to work, child abuse, alcohol and substance abuse, and teenage pregnancy prevention.

***Does your community have significant numbers of latchkey children?*** In Chicago, with several grants totaling \$100,000, including grants from The Blowitz-Ridgeway Foundation and The Barker Welfare Foundation, “Grandma, Please!” sponsored by Hull House, provides telephone reassurance for latchkey children. More than 35 senior volunteers from their home telephones handle almost 700 phone calls per month from elementary and middle school children. The “grandmas” and “grandpas” listen to the children’s news, help with homework or other problems, and comfort and reassure lonely or frightened children. This

program, initially begun with funding from The Retirement Research Foundation, has been replicated in several communities, including Memphis, with grant support from the H.W. Durham Foundation.

**Could your community use help with summer activities for children?**

The Lakewood Division of Aging in Lakewood, Ohio provides a summer camp experience for 30 kindergarten through fifth graders. Twenty older adult volunteers provide classroom skill building, arts and crafts, activity planning, and conversation. The Louise and Leonard Fletcher Foundation granted \$1,200 to help make the program possible and also provided \$500 in support for the Spring Fling, a prom for senior citizens and high school students.

**Need a mentoring program for at-risk teens?**

Mentor-Link in El Dorado, Arkansas with \$5,000 from the Southern Arkansas Regional Health Center and federal senior training funds, matched 35 older adults with 85 at-risk youth between the ages of 12 and 18. For a minimum of four hours a week for three months, the mentors and youth provide community service and engage in tutoring and conversation. Seniors receive support and quarterly training.

Since 1986, a national program called Family Friends has recruited and trained more than 7,500 volunteers over the age of 55 to work with children with disabilities or chronic illnesses in their homes and to provide respite for the children’s families. Funded by the Administration on Aging

**Research shows that effective mentoring programs:**

- focus on establishing trusting friendships, which is a gradual, respectful process;
- have mentors who are committed to being consistent and dependable; and
- train mentors and provide them with ongoing staff support.

Source: Mentoring: A Synthesis of P/PV’s Research: 1988-1995, Cynthia L. Sipe, Public/Private Ventures, 1996.

and administered by the National Council on the Aging, 32 Family Friends projects are currently operating throughout the country. Many of these community programs also have local funding.

For example, the Family Friends Project in North Hollywood, California has 80 senior volunteers working with about 200 children in 80 families raising disabled children. The Project has received public and private support including \$25,000 from the Rabinovitch Foundation and \$15,000 from the Witherbee Foundation.

**YOUNG PEOPLE SERVING OLDER PEOPLE**

Young people benefit from volunteer service. They develop a sense of belonging in their community, and through serving older people, they often gain an appreciation for the wholeness of life. In some communities, youth diversion programs include service to seniors. These programs help troubled young people develop a sense of connection to people in the

community and can help lower their drug and alcohol abuse, sexual experimentation, and truancy.

Several years ago in Salem, Oregon, a manager of a low-cost friendly visiting program that matched teens with low-income homebound seniors, noted that, over time, older people who otherwise would not get out of bed or open their curtains would be waiting for their “young friends.” The seniors saw joy and potential in the young people, even in those sporting “scary” spiked Mohawk haircuts.

**Want to keep at-risk young people in school and boost their self-esteem?**

The Hebrew Home for the Aged in Riverdale, New York, operates Project H.O.P.E., a vocational education-training program for 14 at-risk youth, ages 10 to 21. The students receive vocational training and academic instruction at the Home. Following their classes, they serve as volunteers, assisting with clerical work and with recreation, rehabilitation and transportation for the seniors. The program has received a \$25,000 grant from the May and Samuel Rudin Family Foundation.

**YOUNG PEOPLE SERVING OLDER PEOPLE**

**WHAT TO FUND**

- youths visiting homebound seniors
- teens delivering groceries or meals to older people
- teens doing home chore services, repairing homes, or doing yard work
- youth groups hosting events at senior residences or senior centers
- young people recording oral histories
- teens teaching older people new skills such as how to use computers

**WHO TO CALL**

- an intergenerational coalition (To locate yours, call Generations United at 202/662-4283)
- youth organizations such as 4-H, Campfire, the Scouts, the Ys
- larger churches and synagogues
- local school districts
- youth service commissions



**GENERATIONS WORKING TOGETHER TO BENEFIT THE COMMUNITY**

**WHAT TO FUND**

- cultural programs that create and/or perform for the community
- intergenerational citizen action forums that explore and debate issues facing the community
- meal preparation and delivery or holiday gifts and parties for families in need
- community gardening programs
- construction projects that result in renovated homes, parks or playgrounds

**WHO TO CALL**

- community arts organizations
- large churches or synagogues
- senior organizations such as residences, senior centers, the Area Agency on Aging
- youth organizations such as youth commissions or service bureaus, the Scouts, Campfire, 4-H
- family service agencies such as Catholic Charities, the Ys
- neighborhood associations
- groups that plan civic festivals and events
- Habitat for Humanity

**Does the community Senior Olympics need volunteers?**

*In Pasadena, California, Crown Valley Senior Olympics receives funding from, among others, the J. B. and Emily Van Nuys Charities to support 100 youth volunteers who help operate an annual Olympics that involves 2400 seniors. Older adults compete in 20 events during a two-week period.*

**YOUNG AND OLD SERVING THE COMMUNITY TOGETHER**

Intergenerational programs in which young people and seniors work together to meet real needs can bring tremendous benefit to the community. At the same time, young and old gain an appreciation for one another.

**Need more volunteers at a literacy project?**

*In Westminster, California, Project SHUE (Safety, Health, Understanding and Education) brings 70 at-risk, limited-English-speaking children together for after-school tutoring and mentoring at a senior center and recreation center. An intergenerational team of 25 seniors and 25 junior and senior high school students provide the mentoring. Several years ago, the project was started with a \$20,000 grant from the Weingart Foundation and a three-year \$80,000 grant from The Hitachi Foundation.*

**Want to use the arts as a powerful tool for community action?**

*In Philadelphia, Full Circle Theater is sponsored by Temple University's*

*Center for Intergenerational Learning. A troupe of 60 ranges in age from 16 to 90 and provides interactive theater that teaches conflict resolution. Structured discussion sessions follow the performances for youth, senior, and community groups as well as corporations. Support for the theater includes a two-year \$55,000 grant from the Carpenter Foundation.*

**Looking for a program in which children and older people meet each other's needs?**

*At the United Methodist retirement Center in Salem, Oregon, 135 senior residents and 42 children from the child care center in the facility share many activities, including a bell choir through the Willson House Intergenerational Program. The seniors help with the children's activities, and the children make greeting cards for residents and contribute to the senior's lives in other ways. Support for the program has included a \$5,000 grant from the Atkinson Foundation, \$10,000 from The Oregon Community Foundation, and \$28,600 from the Meyer Memorial Trust.*

**INTERGENERATIONAL OPPORTUNITIES GALORE**

Given the current and future needs of both youngsters and oldsters, as well as the growing number of older people in our communities, there are ample opportunities to support or develop intergenerational programs. Whether old serving young, young serving old, or young and old serving together, these kinds of initia-

tives provide exciting opportunities to build understanding and relationships across age groups and strengthen community cohesion.



*In the Chelsea neighborhood of New York City, a \$5,000 grant from the Haym Solomon Foundation to Elders Share the Arts helped fund a 150-foot wide, 6-foot high mural that was created by hundreds of young and old people. Located along an outdoor walkway in a cooperative apartment complex, this urban work of art documents the past, present, and future of this culturally diverse neighborhood.*





.....

**Successful intergenerational programs:**

- *Address real problems facing individuals, families and communities*
- *Are sustained over a period of time*
- *Are intentionally designed to involve multiple generations*
- *Benefit both younger and older participants*
- *Involve in the planning people from the age groups who will be program participants*

---

## **National Sources of Information on Intergenerational Programs**

**See also National Resources listed on page 37.**

**AARP Grandparent Information Center**

601 E. Street, NW, Washington, DC 20049

Phone: 800/424-2277 or 202/434-2296

Web site: [www.aarp.org/getans/consumer/grandparents.html](http://www.aarp.org/getans/consumer/grandparents.html)

(database of programs for grandparents serving as parents and information for organizations serving them)

**The Brookdale Foundation Group's Relatives As Parents Program**

126 East 56th Street, New York, NY, 10022

Phone: 212/308-7355

Web site: [www.ewol.com/brookdale/rapp1.html](http://www.ewol.com/brookdale/rapp1.html)

(to locate some existing programs and for print resources on grandparents serving as parents)

**Generations Together at the University of Pittsburgh**

121 University Place, Suite 300, Pittsburgh, PA 15260

Phone: 412/648-7150

Web site: [www.pitt.edu/~gti](http://www.pitt.edu/~gti)

(variety of resources, information on training for older workers in childcare, technical assistance)

**Generations United**

440 First Street NW, Suite 480, Washington, DC 20001

Phone: 202/662-4283

Web site: [www.gu.org](http://www.gu.org)

(clearinghouse of intergenerational programs, summaries of programs, publications)

**National Council on Aging Family Friends Program**

409 Third Street SW, Suite 200, Washington, DC 20024

Phone: 202/479-6675

Web site: [www.ncoa.org/friends/index.htm](http://www.ncoa.org/friends/index.htm)

(information and funding related to local Family Friends Programs)

**Public/Private Ventures**

One Commerce Square, 2005 Market Street, Suite 900,

Philadelphia, PA 19103

Phone: 215/557-4400

Website: [www.ppv.org](http://www.ppv.org)

(research reports on successful mentoring programs for children)

**Temple University Center for Intergenerational Learning**

1601 North Broad Street, Room 206,

Philadelphia, PA 19122-6099

Phone: 215/204-6970

Web site: [www.temple.edu/CIL](http://www.temple.edu/CIL)

(variety of resources, materials for replication of programs, and technical assistance)

*When the old are not allowed to tell their story, the young grow up without history. When the young are not listened to, we lose unique ideas and have no future.*

Gunhild Hagestad, Ph.D., 1999 UN Year of the Older Persons keynote address

.....

*Most of the information in this chapter on intergenerational programs was provided by Donna Butts, Executive Director, Generations United*

## Chapter 4

# Education for All Ages

*In Spartanburg, South Carolina, Duke Power retirees have created an after-school safe-place for children in a public housing project. Mentoring, tutoring, reading, a homework club, and friendship take place two to three days each week between the retirees and the kindergarten to third grade children. There are more than 20 other Duke Power retiree volunteer programs in communities throughout North and South Carolina.*



Older adults are increasingly critical to the health and well being of our public schools and to the education our children receive in those schools. Families with school-age children are a minority in many communities, so schools need the support of the larger community beyond parents, particularly the growing number of older citizens. This is certainly true when schools are attempting to pass bond measures or referenda to pay for capital and other school improvements. But even more broadly, successful schools depend on the active participation of the people and community institutions that surround them. For example, with an estimated one-fourth of students aged 10 to 17 at serious risk of school failure, additional volunteers, particularly older adults with more time at their disposal, could provide the one-to-one attention these children need to succeed.

Many communities have been successful in engaging the support of local older adults by involving them directly in schools, not only by recruiting them to vol-

unteer, but by inviting them to school events, offering adult education programs or even locating a senior center in a school. Others have recognized that grandparents, who often have the time to be actively involved in their grandchildren's education, can provide support at the homework table or in providing exposure to a broad range of extra-curricular activities. And in some communities, local colleges and universities or other private organizations, provide a variety of courses, degree programs, and other academic offerings designed to engage the interests of older adults.

There are thousands of models across the nation in which aging organizations and individual older people partner with schools, before/after-school programs, and other educational institutions. These models fall primarily into three categories:

- Older adults serving as volunteer tutors, mentors, apprenticeship supervisors, latchkey contacts, or in a variety of other support roles

- Education for youth about the aging process and associated topics
- Lifelong learning programs that offer older adults educational opportunities

### OLDER ADULTS AS SCHOOL VOLUNTEERS

While teachers have primary responsibility for their classrooms, volunteers can enhance learning. Older adults have broad experience and knowledge to share, and their volunteer service is often beneficial both to students and to themselves. Children and youth benefit from the increased individual attention, educational opportunities, and experiential learning, which can result in better attendance, improved test scores, and lower dropout rates. Older people, as they share their wealth of experience and skills, feel needed and useful, and in some cases pass on knowledge about their cultural heritage. This kind of experience promotes healthy, successful aging in the older volunteers.



Generally, intergenerational school volunteer programs are best administered and coordinated by an aging-related program in partnership with schools, as schools may not have adequate staff to coordinate the program. On the other hand, your district may have the personnel to manage a senior volunteer program effectively, so investigate its capacity up front.

**Does your community have young immigrants needing special attention and coaching?**

*Interages in Montgomery County, Maryland, operates Intergenerational Bridges, a school-based mentoring program, which annually pairs 32 immigrant youth with 32 seniors to help the young people understand their new culture, learn critical thinking skills and social skills, and provide a friendly, encouraging listener. The program has received several \$5,000 to \$10,000 grants from*

*foundations including the Mead Family Foundation and the R.J. and G.J. Jensen Foundation.*

**Want to enhance the curriculum of your local school system?**

*In 1997-98, the Artist Resource Program, through Generations Together at the University of Pittsburgh, brought more than 60 older master artists into area middle schools to work with more than 5,700 students. Ranging in age from 50 to 92, the artists are paid a stipend to bring a visual, literary, and performing arts curriculum to students. Grable Foundation has granted \$30,000 to make the program possible in Pittsburgh middle schools during the 1998-99 school year.*

*In Oakland, California, the Stagebridge organization has 50 older volunteers trained as storytellers. Each year, they help about 16,000 school children learn*

*language skills through the stories they tell and by helping students write stories of their own. While many foundations support this program, the Bernard Osher Foundation has provided a total of \$25,000 over the past several years.*

**Are there enough tutors for children in your community?**

*In Michigan, the Grand Rapids Public Schools and Kent County Literacy Council have more than 50 tutors, half of whom are senior citizens, working with more than 150 elementary students on reading each week through Project One-To-One. The George Romney Foundation has provided \$2,500 for the six-hour training sessions of the volunteer tutors in this program.*

**OLDER PEOPLE HELPING IN THE EDUCATION OF CHILDREN AND YOUTHS**

**WHAT TO FUND**

- older volunteers tutoring one-to-one
- older volunteers mentoring students
- older volunteers teaching job skills and/or addressing school-to-work issues
- older classroom speakers with first-hand accounts of historical events or community history

**WHO TO CALL**

- senior centers and the Area Agency on Aging
- senior volunteer programs such as RSVP (Retired and Senior Volunteer Program)
- retired teachers associations or retiree clubs of corporations
- senior housing facilities or assisted living facilities
- older adult learning centers (usually located at local educational institutions)

**Experience Corps: A National Resource for Senior Service**

*Operating in 14 communities and growing, Civic Venture's Experience Corps is a new educational program operating in partnership with the federal Corporation for National Service. Local sponsoring organizations place teams of older volunteers in schools and community organizations to provide academic and social support to children. The backbone of the Experience Corps are team members who serve at least 15 hours per week, create service plans, attend regular team meetings and training, and receive a stipend in return for their commitment. Other volunteers who serve fewer hours also assist with the program. Research shows these highly structured programs are achieving significant results with children.*

*In Philadelphia, for example, the Experience Corps program is a collaboration of the Retired and Senior Volunteer Program (RSVP) and Temple*

*University's Center for Intergenerational Learning. Begun with seven volunteers three years ago, today nearly 100 older volunteers are working on literacy and reading with children in nine elementary schools. Pre- and post-tests show kindergarten students had nearly a 1000 percent increase in recognition of letters; first-graders increased reading comprehension by more than 200 percent; and second-graders increased reading comprehension by nearly 500 percent. In addition to federal funds, grants, including a \$15,000 grant from the Samuel S. Fels Fund, helped with the program start-up. Continuing support comes from school districts, the federal Corporation for National Service Seniors in the Schools program, and private funders like The William Penn Foundation, which is providing \$121,000 per year for two years.*



## AGING IN CURRICULA

### WHAT TO FUND

- a review of textbooks to determine if the entire human lifespan is included (Science and health textbooks should cover the physical aging process beyond the age of 21.)
- training for teachers in how to teach about aging
- special school events such as a play about aging or awards for student projects on aging
- guest speakers to discuss the societal effects of the growth in the number of older people
- seminars to educate teachers on integrating aging issues into their curriculum
- field costs for students to learn through service to older people (supplies, transportation, meals, or a coordinator)

### WHO TO CALL

- school district staff responsible for curriculum
- college and university departments or schools for teacher education, gerontology, or social work

## SERVICE-LEARNING RELATED TO AGING

### WHO TO CALL

- the school service-learning coordinator, community liaison, or volunteer coordinator
- school district staff responsible for curriculum development
- aging organizations such as a senior center, a retiree club, an adult day care provider, an assisted living facility, a nursing home, or the Area Agency on Aging

## DEVELOPING CURRICULA ON AGING

With the growing proportion of older people in our society, it is important for people of all ages to learn about the aging process and the social issues surrounding it. Today's youth will live and work in an older society. Changes in public policies such as Medicare and Social Security will affect today's youth particularly, since they will be the taxpayers supporting these growing programs.

Yet today, few schools include aging or related topics in the curriculum. Teacher education programs across the nation are beginning to increase the availability of aging curricula and resources for teachers. Education about aging can be integrated into many existing school subjects including social studies, health, language arts, sociology, economics, and history. A few school districts are even pioneering the development of a stand-alone aging curriculum.

### **Do you have a college that could work with teachers in developing curricula on aging?**

*In San Antonio, Texas, the University of Texas Health Science Center— with \$10,000 from the SBC Foundation, \$10,000 from the San Antonio Area Foundation, and \$40,000 from The Scott Petty Foundation—has created and piloted a middle school curriculum on aging. The curriculum has been used by teachers in the San Antonio area and is*

*designed for integration into Texas' statewide curriculum requirements.*

### **Could you sponsor awards for projects on aging at science fairs in your state or region?**

*With support from the AARP Andrus Foundation, the Intel International Science and Engineering Fair (ISEF) now gives four awards annually in the relatively new gerontology category. (The ISEF is the competitive event to which more than 1,000 winners of state and regional science fairs are invited.) At ISEF four high school students are awarded from \$500 to \$3,000 each for their gerontology projects. In addition, their high school science departments each receive a grant of \$2,000. The AARP Andrus Foundation also makes it possible for two of the student award recipients to attend and present their research at the annual conference of the Gerontological Society of America.*

Classroom education on aging, paired with student service helping older adults, also allows students to gain first-hand knowledge about the real issues of aging. This method of teaching and learning is called service-learning, and it brings classroom learning to life. Here, it is important to ensure that students are exposed to the full spectrum of aging experiences, not just frail, institutionalized elderly. This can be accomplished by involving well, active older adults with the student learning experiences as guest speakers or fellow volunteers in service opportunities. The students must also have an opportunity to

reflect upon, write about, or create projects related to their service experiences to maximize the educational impact of these kinds of activities.

### **Could students learn more from helping seniors?**

*In Rockland, Maine, for example, six schools are using community service modules in combination with in-school learning for 40 students ages 12 to 18 who don't learn well in standard classrooms. One of the learning modules involves service to older people in the community. MBNA Education Foundation has provided \$40,000 to support the project and help teachers create and structure the community learning experiences for the students.*

### **Can senior serving agencies provide students with learning opportunities and employment?**

*The New York City Department for the Aging coordinates the Intergenerational Work/Study program, which each semester places about 200 high school students from more than 20 high schools as workers in a wide range of senior citizen-serving organizations. Students who provide 200 hours of service and keep a daily journal receive three credits. Now supported with public funds, private funding made the pilot of this program possible.*

## LIFELONG LEARNING

Many older people thrive on education and seek opportunities for mental stimulation. The more education people have had, the more they are inclined to continue learning. Increasingly, educational systems in communities provide learning opportunities for older adults, which not only provide intellectual stimulation, but venues for socializing. Today, there are:

- 250 institutes for learning in retirement at colleges and universities in the U.S. and Canada
- 25 OASIS (Older Adult Service and Information System) centers, many of which are in department stores, offering arts and humanities courses and health and wellness education
- 96 congregation-based Shepherd's Centers with enrichment programs for older people that are planned and taught by older people
- more than 140 SeniorNet centers, where seniors teach other seniors how to use computers
- almost 2,000 Elderhostel-affiliated educational organizations, which usually offer five- or six-day residential college programs for older people.

For information on how to contact these national programs, please refer to our resource list at the end of this chapter.

Educational programs for older people often need financial support for start-up costs and equipment, facilities, staff, speakers, field trips, and scholarships.

### ***Is there a high quality senior education program in your area?***

*At the LaFarge Lifelong Learning Institute in Milwaukee, Wisconsin, older adult volunteer teachers and administrators offer approximately 100 classes a week on a range of subjects to more than 2,000 people over the age of 50. Grants help keep tuition low so people with limited incomes can participate in the courses offered. In 1996 the Faye McBeath Foundation provided \$15,000 to help support the establishment of satellite LaFarge programs in other Milwaukee neighborhoods.*

### ***Looking for a way for older adults to become knowledgeable community servants?***

*Leadership Asheville for Seniors, offered through the North Carolina Center for Creative Retirement at the University of North Carolina, provides seven full days of education on the community's history, demography, social and economic issues, as well as interaction with civic leaders, activists, and academic specialists. At completion of the program, participants move on to serve as volunteers in their communities. This program is now self-supporting.*

## OPPORTUNITIES FOR YOUNG AND OLD ALIKE

Education is not only a vital part of a community's health, it is a process that enriches the lives of anyone who pursues new knowledge, skills, or even their next degree. The aging of our communities is creating many new opportunities for educators, younger students, and older people. Funders can play a pivotal role in helping the community identify and leverage these opportunities for old and young alike.

*"It is not simply the young who benefit from excellent public schools; so too do today's and tomorrow's elderly people, who will depend on today's young to be the productive workers and taxpayers of tomorrow."*

Nancy Henkin, Center for Intergenerational Learning, Temple University

## ACADEMIC LEARNING OPPORTUNITIES FOR OLDER PEOPLE

### WHAT TO FUND

- learning programs specifically for older people at senior centers, schools, or colleges/universities
- evening classes held in school buildings and taught by educators, community members, or retirees
- GED programs for older adults who never had the opportunity to complete high school
- English as a Second Language classes offered to intergenerational audiences
- younger students teaching older adults, especially in technology and computers
- scholarships to allow seniors with lower incomes to participate in educational programs

### WHO TO CALL

- school district community education programs
- local college or university continuing or community education departments
- GED programs at schools or college continuing or community education departments
- large senior centers or the Area Agency on Aging

Most of the information in this chapter on education and aging was provided by: Amy Goyer, Program Coordinator, AARP Grandparent Information Center



*Elder involvement  
may be the key to  
making sure that  
every child has one  
adult who cares  
about how the child  
is doing in school*

## National resources for education programs involving older adults

See also the listing of national resources on page 37.

### **AARP/National Retired Teachers Association**

601 E Street, NW, Washington, DC 20049  
Phone: 202/434-2277  
Web site: [www.aarp.org](http://www.aarp.org)  
(materials for teachers on aging)

### **Association for Gerontology in Higher Education (AGHE)**

1030 15th Street NW, Suite 240, Washington, DC 20005  
Phone: 202/289-9806  
Web site: [www.aghe.org](http://www.aghe.org)  
(location of college and university gerontology programs)

### **American Society on Aging**

833 Market Street, Suite 511, San Francisco, CA 94103  
Phone: 415/974-9600  
Web site: [www.asaging.org/learn.html](http://www.asaging.org/learn.html)  
(older adult education contacts and information and materials on aging)

### **Civic Ventures Experience Corps Programs**

425 Second Street, Suite 601, San Francisco, CA 94107  
Phone: 415/430-0141  
Web site: [www.civicventures.org](http://www.civicventures.org)  
(research findings, technical assistance, materials)

### **Corporation for National Service Senior Service Corps**

1201 New York Ave., Washington, DC 20525  
Phone: 202/606-5000  
Web site: [www.cns.gov/senior](http://www.cns.gov/senior)  
(information on Seniors in Schools, Senior Service Corps, Retired and Senior Volunteer Program, Foster Grandparent Program, service-learning, and America Reads)

### **Elderhostel**

75 Federal Street, Boston, MA 02110-1941  
Phone: 617-426-7788 ext.5430  
Web site: [www.elderhostel.org](http://www.elderhostel.org)  
(program catalogue and information on older adult learning)

### **Generations Together at the University of Pittsburgh**

121 University Place, Suite 300, Pittsburgh, PA 15260  
Phone: 412/648-7150  
Web site: [www.pitt.edu/~gti/](http://www.pitt.edu/~gti/)  
(publications and research, also training programs)

### **The National Academy for Teaching and Learning about Aging**

University of North Texas, P.O. Box 310919, Denton, Texas 76203-0919  
Phone: 940/565-3450  
Web site: [www.unt.edu/natla/](http://www.unt.edu/natla/)  
(educational materials for teachers on aging, curricula and research)

### **The OASIS Institute**

7710 Carondelet Avenue, St. Louis, MO 63105  
Phone: 314/862-2933  
Web site: [www.oasisnet.org](http://www.oasisnet.org)  
(location of centers, programs offered)

### **SeniorNet**

121 Second Street, Seventh Floor, San Francisco, CA 94105  
Phone: 415/495-4990  
Web site: [www.seniornet.org](http://www.seniornet.org)  
(general information, location of centers, member benefits)

### **Shepherd's Centers of America**

One W. Armour Boulevard, Suite 201, Kansas City, MO 64111  
Phone: 816/960-2022  
Web site: [www.shepherdcenters.org](http://www.shepherdcenters.org)  
(how to start a center, publications, training)

### **Temple University Center for Intergenerational Learning**

1601 N. Broad Street, Room 206, Philadelphia, PA 19122  
Phone: 215/204-6970  
Web site: [www.temple.edu/CIL/](http://www.temple.edu/CIL/)  
(publications, research, and training programs)



## Chapter 5

# Neighborhoods: Where We Grow Up, Where We Grow Old

Neighborhoods are, and always have been, a primary locus of family life. Today, all kinds of neighborhoods—urban, suburban, and rural—are rapidly “graying.” This is happening in a variety of ways and for a variety of reasons:

- In rural areas, retired farmers are moving into small towns, as younger people in search of better economic opportunities leave;
- In the suburbs, entire neighborhoods, that started with only young families, are undergoing wholesale aging at the end of the century; and
- In cities large and small, core neighborhoods with aging populations are experiencing declines along with their schools, churches, and basic retail services, while public and private investment and development move to the suburbs and beyond.

Some communities are beginning to adapt to meet the lifestyles and needs of the growing number of older people, while at the same time creating healthy environ-

ments for families with children. The planned suburbs of the 1950s, for example, may have addressed problems of noise, pollution, and crime for their residents, but they have created other challenges, particularly for those who do not drive or own autos—the poor, the disabled, and a growing number of older people.

Some cities and towns have responded by planning developments that look like the communities of the early 1900s, where schools, shops, services, parks, housing, places of worship, and work are all located within walking distance.

### OLDER PEOPLE AS A COMMUNITY ASSET

Communities are beginning to recognize older adults as a civic or neighborhood resource that can be tapped. This is in part because older people tend to be homeowners and long-time residents, bringing stability to and preserving the history of a community. Nearly 80 percent of

people 65 and older own their own homes. And in 1997, while 18 percent of those younger than 65 changed their residence across the country, only 5 percent of those over 65 relocated, and 81 percent of older people relocating stayed within their state.

Able older residents also provide leadership in our neighborhoods and in the larger community. Most older people are involved in some type of volunteer service, and some are leaders in community and civic activities. Seniors use their money and time to sustain and support neighborhood institutions such as churches and synagogues, local businesses, community centers, block parties, and community-based programs and events for people of all ages. Older members of our communities can make a tremendous difference in the lives of others. However, a growing number of them need transportation services to stay involved when vision and other health problems prevent them from driving.

### A Healthy Environment for Older Adults

- *promotes opportunities for social interaction*
- *provides inducements to physical and mental exercise*
- *provides an aesthetically pleasing and comfortable environment*
- *offers a range of housing options*
- *brings the generations together*

Source: The Evergreen Institute on Elder Environments, Bloomington, Indiana

*25 percent of city council members are older than 60.*

National League of Cities



## INVOLVING OLDER PEOPLE IN THEIR NEIGHBORHOODS

### WHAT TO FUND

- transportation services to link people to businesses, services, activities, and volunteer opportunities
- volunteer clearinghouses to connect older people with community service opportunities
- community leadership development programs for older people
- programs to link retired people as mentors or consultants with small businesses and agencies
- training programs for organizations on how to involve older people as active participants
- partnerships of organizations serving younger people with those involving older people

### WHO TO CALL

- transportation providers such as senior centers, business councils, the city or the county
- community organizations in which many older people participate, perhaps churches or synagogues, senior centers, Kiwanis, Rotary, or the VFW
- local organizations seeking volunteers like neighborhood associations, schools, museums, theaters, Ys, scouting, or many others
- organizations hosting community events and festivals (the chamber of commerce and the mayor's office usually are involved)
- local volunteer clearinghouses like RSVP (Retired and Senior Volunteer Program), the Voluntary Action Center, SCORE (Senior Corps of Retired Executives), or Executive Service Corps
- organizations that train volunteers such as a chamber of commerce, United Way, or Voluntary Action Center

### **Would transportation keep older people involved as vital participants in the community?**

*In Portland, Maine, the Independent Transportation Network (ITN) most days provides 60 to 90 door-to-door rides in automobiles for the more than 300 older people who have prepaid transportation accounts. Drivers are available 24 hours per day, seven days per week, and only about seven of the more than 80 drivers are paid. Friends and relatives give older people gift certificates for the service and merchants provide discounts on rides to their establishment. Discounts are also offered for giving at least 24 hours notice when ordering a ride, and for sharing a ride with another. A \$7,650 grant from the UNUM Charitable Foundation several years ago supported one of the feasibility studies that shaped this successful program. Materials and resources are being created so that other communities can replicate this model program.*

### **Is voter apathy an issue in your community?**

*In the Brooklyn, New York neighborhood of Bushwick, through a program called Elders Share the Arts, youth and seniors concerned about voter apathy among young people authored a play about the struggle for civil rights and produced it for students at East Brooklyn Congregational High School. With an initial grant of \$7,500 from The Barker Welfare Foundation, which was renewed for two additional years, the work of the group resulted in the registration of 1,000 new voters.*

### **Could older people in your community help with gardens that will benefit others?**

*In Wyoming, each year the Cheyenne Botanic Gardens have 25 to 30 seniors working with 25 to 30 at-risk youth to grow food for food pantries and provide plants for city parks. The seniors and their partners provide nearly all the labor necessary to maintain the gardens. Mentally and physically challenged people also work in the gardens. A recent \$2,000 grant from the Sunshine Lady Foundation in North Carolina provides some of the operating support, and two prior grants totaling \$6,000 funded a video on this community gardening program.*

## FOSTERING COMMUNITY DEVELOPMENT

Neighborhoods throughout the country are renewing their sense of cohesion by looking to the poor, disenfranchised, young, and particularly older residents, not as the source of local problems, but as a source of local solutions.

Some towns, neighborhoods or housing complexes have evolved into naturally occurring retirement communities (NORCs). These communities may find that economies of scale and proximity now make new programs and services for older residents cost-effective. Community assessments and planning can also identify the needs and desires of older residents, so public and private organizations can in turn be encouraged to create the

services and programs seniors want and need. Some of those services, like affordable housekeeping, or grocery delivery, can also be made available to younger members of the community.

### **Could intergenerational planning teams yield more sustainable community projects?**

*In Bloomington, Indiana, more than 125 older and younger citizens worked for two days with students and faculty from the local school of architecture on the use of land around a park. Supported by \$5,000 from a \$480,000 four-year grant from The Retirement Research Foundation to The Evergreen Institute on Elder Environments, this work resulted in plans for a mixed-use downtown intergenerational housing project.*

## SPURRING ECONOMIC DEVELOPMENT

Keeping seniors in the community or even attracting retirees can benefit the local economy. Retail services such as beauticians, coffee shops, bookstores, card shops, pharmacies, hardware stores, and grocery stores can profit by actively serving and/or employing local elders. With nearby (within a few blocks) dental and primary health care services, a bank, a post office, and a library, older adults may rarely need to venture beyond the neighborhood in which they live. These neighborhood-based businesses may help sustain the economic vitality of the community. In some neighborhoods, sup-





plemental transportation services within the area may enable the community to function more effectively for older adults—and for local businesses.

These same businesses, as well as those services that specifically meet the needs of elders (e.g., home care or community- or school-based activities of interest to older people), can provide significant employment opportunities for neighborhood residents, as well. For example, ethnically based senior service programs such as adult day centers, senior centers, home care offices, and group homes, often need workers who share the same language and culture of the elders and the neighborhood as a whole.

**Do neighborhood residents need jobs that would provide services to local seniors?**

*In San Francisco, California, the Helping Hands at Home Project of the Bayview Hunter's Point Network for Elders employs local residents as home care attendants for 30 low-income frail elders, who need assistance in order to continue to live in their homes. The San Francisco Foundation provided \$25,000 to help make this program possible.*

**Are there workforce shortages in your community?**

*In the four-county agricultural area around Willmar, Minnesota, the regional development commission, which includes the Area Agency on Aging, has created two task forces to determine how older people in the area can help solve local workforce shortages. One task force involves businesspeople; the*

*other involves older residents. The commission also coordinates related focus groups, job fairs, and placement services. A \$13,500 grant from Southwest Minnesota Foundation helped make this initiative possible.*

**Would your local business community and arts and cultural institutions benefit from more patronage from older adults?**

*In Pittsburgh, Pennsylvania, the Senior Engagement Enterprise, managed by Elderhostel, will attract seniors from other communities and introduce Pittsburgh seniors to new educational, arts and cultural, outdoor recreation, health and fitness, travel, and community service experiences. The Jewish Healthcare Foundation of Pittsburgh has provided \$200,000 toward a \$1 million goal for this major initiative, which will not only allow older people to stay active and involved, but will boost the community economy.*

**HOUSING—AGING IN PLACE**

Many older people care about their neighborhoods, and most want to “age in place” with familiar surroundings and people. The majority of older adults are homeowners, and their homes represent a major financial resource.

Neighborhoods and towns can help sustain their tax base by providing reputable home maintenance and modification services for elders. In addition to keeping property in good repair, these services can enable older

**COMMUNITY DEVELOPMENT INITIATIVES INVOLVING OLDER PEOPLE**

**WHAT TO FUND**

- training volunteers to map, record and evaluate their neighborhoods
- workshops to visualize a neighborhood's future
- the creation of comprehensive master plans based on shared values, goals, and resources
- the development of action plans for various aspects of the neighborhood such as housing, parks, services, shopping, or transportation

**WHO TO CALL**

- the city or county planning office
- a local community development corporation
- a neighborhood council or association
- the council of a naturally occurring retirement community (NORC)
- the urban planning or urban affairs department of a local college or university

*At least 10 percent of 1990 U.S. census block groups have become naturally occurring retirement communities (NORCs), and the numbers appear to be rising.*

Brandeis Policy Center on Aging

**NEIGHBORHOOD ECONOMIC DEVELOPMENT FOR AN OLDER POPULATION**

**WHAT TO FUND**

- the development of retail businesses that meet the needs of older people
- assisting employers in filling vacant positions with older people seeking work
- creating neighborhood-based businesses that bring services to elders in their homes
- providing transportation services within the community
- adding walkways and benches for pedestrian customers

**WHO TO CALL**

- local redevelopment agencies (a local community development corporation or the city)
- neighborhood associations
- regional development commissions (especially in more rural areas)
- chambers of commerce and business associations
- school and college programs that provide training in home health care, recreation, housing management, and other similar services for older people



## A RANGE OF HOUSING OPTIONS FOR OLDER PEOPLE

### WHAT TO FUND

- the development of apartments and condominiums near shops, banks, and health care services
- the creation of assisted living facilities, which provide a range of in-home services
- the construction of cluster housing, where small cottages surround central services
- the creation of group homes for older people and other cooperative living arrangements

### WHO TO CALL

- churches or synagogues to sponsor new housing
- local nonprofit organizations that create housing such as Habitat for Humanity
- local housing authorities or community development corporations

*The vast majority of elders want to “age in place.”*

## HELP OLDER PEOPLE REMAIN IN THEIR HOMES

### WHAT TO FUND

- home maintenance, adaptation, and modification services
- home chore, grocery delivery, in-home care
- transportation services
- a home share clearinghouse
- counseling on using home equity for income (reverse mortgages)
- assistance in planning and adding an apartment for a caregiver, or for additional rental income
- information on in-home services and housing options

### WHO TO CALL

- churches or synagogues
- local area agencies on aging
- neighborhood associations or large senior centers

people to stay in their homes with the addition of ramps, grab bars, and other assistive modifications.

### ***Do you have volunteers who could help older people keep their homes in good repair?***

*In Memphis, Tennessee, the Handy Man program of the Metropolitan Inter-Faith Association improves 24 houses each year for low-income elders not eligible for government assistance for these services. The Memphis Light, Gas and Water Company provides lumber, paint, and supplies for the 64 volunteers who do the work.*

*Other seniors may need help with activities like cleaning, shopping, meal preparation, bathing, taking medications, and other activities that allow them to continue living at the same address to which they’ve become accustomed.*

If an older person’s health deteriorates, moving to a residence that provides more support services may be necessary. Ideally, each neighborhood should offer a full range of housing options and services, so that elders can change their residences and still maintain neighborhood relationships. Unfortunately, many frail older people must move to new neighborhoods or towns and leave all that is familiar and comfortable. This lack of local options sometimes results in the older person moving in with far-flung family members or into a nursing home.

Grantmakers can support the creation of new housing options in traditional neighborhood settings.

### ***Does your community need more types of housing for seniors?***

*In Los Angeles neighborhoods with nearby shops, public transportation, and other services, Alternative Living for the Aging has created five, elder-accessible apartment-type facilities with 9 to 17 units for low- to moderate-income seniors. These residents support each other and participate in common activities. In two of the buildings, the kitchen is shared, and evening meals are served five nights per week. Rents are affordable because the buildings are highly capitalized with public and private support, including a recent grant of \$10,000 from the Ahmanson Foundation.*

*In Westchester, New York, an organization called A-Home has received both a charitable corporate contribution and volunteer support from Diversified Investment Advisors to convert a carriage house to affordable housing for people over 55. This company provided a grant of \$27,000 for remodeling and renovation, and employees donated furniture. Company volunteers helped with the renovation and have “adopted” the residents, hosting holiday dinners and other events.*



*In the Summit Hill neighborhood of St. Paul, Minnesota, 85 seniors receive ongoing assistance through a Living At Home/Block Nurse Program, supported with state funding, a \$5,000 grant from the Helen Lang Charitable Trust, and a \$2,500 grant from the Alice M. O'Brien Foundation. This program coordinates the assistance of both neighborhood volunteers and paid professionals.*

*Here volunteers deliver groceries to the home of a participant.*

## ENCOURAGING SAFE AND HEALTHY NEIGHBORHOODS

People of all ages share concerns about neighborhood safety and crime. Aside from the basic need to live without fear, a safe and secure neighborhood provides the basis for healthy social interaction, which is central to community vitality.

Neighbors who look out for each other and notify authorities of suspicious situations help keep communities safe. Often, older neighbors who are able to keep watch during the day, can play this role when others are working or at school. Another safety issue, busy streets, are especially dangerous to both young children and to less able older people. And all residents share concerns about poor lighting or vacant buildings that are invitations to crime.

### ***Are isolated, vulnerable older people in your community getting the assistance they need?***

*In Cleveland, Ohio, Southwest General Health Center has begun a gatekeeper program to identify isolated at-risk elderly people. Those who come in contact with older people on an everyday basis (fire and police personnel, utility workers,*

*mail carriers, newspaper vendors and bank personnel) are trained to identify struggling elders and inform those who can intervene. The Cleveland Foundation provided a three-year grant totaling \$100,000 to help make this program possible.*

Successful neighborhoods involve older people in developing new housing options, while maintaining existing housing. They work to create businesses, services, and community programs that will meet the needs of older people that depend on the neighborhood. They strive to foster a healthy, safe, attractive environment and build the relationships among neighbors that make a community a good place to live.

## ADDRESS NEIGHBORHOOD CRIME PREVENTION AND SAFETY

### WHAT TO FUND

- starting neighborhood crime watch programs
- training emergency workers, postal delivery people, and home utility workers in noticing and reporting homes where neglect or abuse of the old is apparent
- changing how vehicles and pedestrians interface by adding marked cross walks, sidewalks, stop lights, and reducing speed limits

### WHO TO CALL

- neighborhood associations
- senior centers and the Area Agency on Aging
- fire and police departments
- human service organizations dealing with abuse or neglect
- community-focused health centers
- citizen groups and city or county commissions addressing safety, crime or traffic issues

***In 1997, more than 30 percent of people 65 or older live alone.***

Administration on Aging

*Most of the information in this chapter on neighborhoods and aging was provided by: Philip B. Stafford, Ph.D., Executive Director, The Evergreen Institute on Elder Environments*



*Healthy neighborhoods are places where people of all ages have an opportunity to shine, to contribute, to be supported.*

Philip Stafford, The Evergreen Institute on Elder Environments

---

## National resources for elder friendly communities

See also the listing of national resources on page 37.

### **American Society on Aging**

833 Market Street, Suite 511, San Francisco, CA 94103

Phone: (415) 974-9600

Web site: [www.asaging.org](http://www.asaging.org)

(information on housing, community-based services, and other topics)

### **Elderberry Institute**

322 Ivy League Place, 475 N. Cleveland Avenue, St. Paul, MN 55104

Phone: 651/649-0315 or 800/320-1707

Web site: [www.elderberry.org](http://www.elderberry.org)

(information and assistance with Living At Home/Block Nurse Program)

### **Evergreen Institute on Elder Environments**

Indiana University Research Park, 501 N. Morton, Suite 210,

Bloomington, IN 47404

Phone: 812/856-5526

Web site: [www.indiana.edu/~evrgreen/institute.html](http://www.indiana.edu/~evrgreen/institute.html)

(community development strategies, technical assistance, reports)

### **ElderWeb**

Living Arrangements

Web site: [www.elderweb.com/living.htm](http://www.elderweb.com/living.htm)

(information related to housing and support services)

### **HUD (U.S. Department of Housing and Urban Development)**

Web site: [www.hud.gov/senior.html](http://www.hud.gov/senior.html)

(home financing, housing, and other information for seniors)

### **Independent Transportation Network (ITN)**

309 Cumberland Avenue, Portland, ME 04101

Phone: 207/828-8608

Website: [www.itninc.org](http://www.itninc.org)

(information on transportation feasibility studies, brochures, and replication materials to be available late in 2000)

### **National Executive Service Corps**

120 Wall Street, 16th Floor, New York, NY 10005

Phone: 212/269-1234

(location of local chapters and materials on retiree management consultants for nonprofits)

### **National Resource and Policy Center on Housing and Long Term Care**

Andrus Gerontology Center at University of Southern California

3715 McClintock Avenue, Los Angeles CA 90089-0191

Phone: 213/740-1364

Web site: [www.aoa.gov/housing](http://www.aoa.gov/housing)

(home modification and repair, accessory units, assisted living, shared housing, government assisted housing, and other topics)

### **Partners for Livable Communities**

1429 21st Street NW, Washington DC 20036

Phone: 202/887-5990

Web site: [www.livable.com](http://www.livable.com)

(best practices and technical assistance with community development and aging in place)

### **SCORE (Service Corps of Retired Executives)**

409 Third Street SW, Sixth Floor, Washington DC 20024

Phone: 202/205-6762

Web site: [www.score.org](http://www.score.org)

(location of local chapters of SCORE and publications available for small businesses)



## Chapter 6

# Health Is an Aging Issue; Aging Is a Health Issue

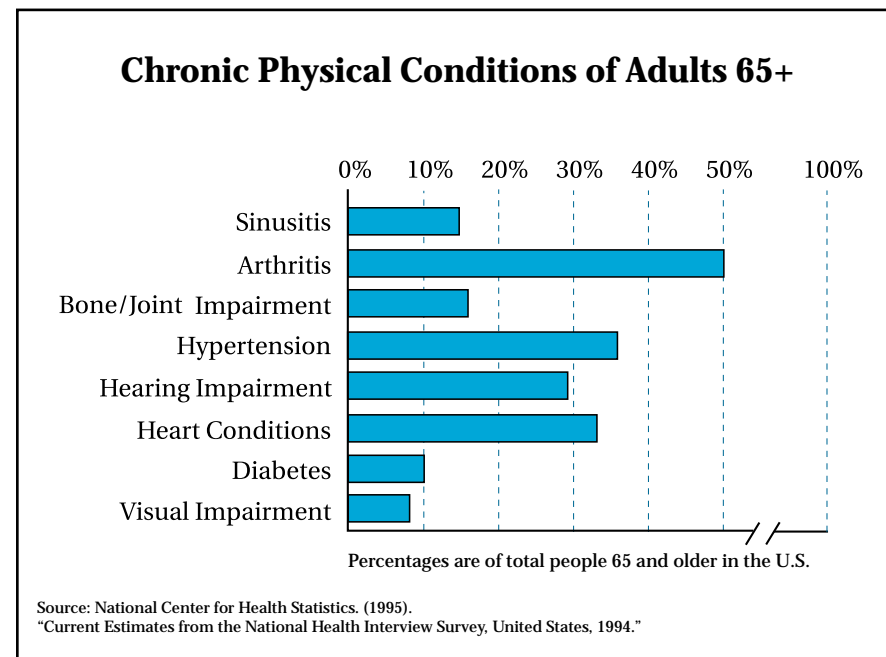
Most older adults are active contributors to their family and to their community, yet many live with multiple, chronic health conditions ranging from arthritis to osteoporosis, from Alzheimer's disease to heart disease. These kinds of ongoing problems pose serious challenges to our current health care system and our communities. And in almost all places, there are myriad opportunities for improving medical care and community health. To determine what merits attention in your area, consider the following:

- Can individuals and their families easily access understandable health information?
- Do doctors know how to refer their patients to needed social services and community resources?
- Are local providers of home health care, pharmacists, physicians, and other professionals trained in the special needs of older people?
- Does information easily transfer from one health care provider to another, and do the various providers coordinate their

care plans for older adults with chronic and other conditions?

- Does the community offer important, yet relatively inexpensive, health promotion activities that can prevent serious illness and injury?

A variety of strategies can enhance the health and quality of life for seniors, care givers, and younger people in your community and at the same time conserve the expenditure of public and private health care funds.



*In 1994, 72 percent of people over 65 self-reported their health as good or excellent.*

*"A Profile of Older Americans 1997" by the Administration on Aging*



TRAINING AND INFORMATION ON HEALTH CONDITIONS OF OLDER PEOPLE AND ON COMMUNITY RESOURCES

WHAT TO FUND

- resource directories or guides, and their updating
• web sites or on-line support groups for older people and their caregivers
• telephone hotlines with information about various community services
• printed materials about community resources for health care providers
• consumer educational programs and/or materials related to health conditions
• community health fairs and other community wellness programs
• opportunities for students in health professions and social work to learn about the special conditions, concerns and needs of older people
• case managers or case management programs to provide personal assistance and guidance

WHO TO CALL

- the United Way
• hospitals and other nonprofit health care providers
• social service organizations such as counseling centers, the Ys, family service agencies
• disease-related organizations such as American Diabetes Association, Alzheimer's Association, Arthritis Foundation, and National Osteoporosis Foundation
• institutions that train health care professionals or social workers
• networks and associations of service providers or health professionals such as the hospital association, the associations of pharmacists, public health nurses, physical therapists, and others.

KNOWLEDGE AND INFORMATION MATTERS

While most older people are generally healthy and active, many of them live with at least one chronic health condition and some have several. Unfortunately, few physicians today have sufficient training to work effectively with the growing number of older people with multiple chronic health conditions.

A few foundations have begun to address health care professionals' geriatric training needs, but this work is challenging.

Practicing medical professionals have limited time to learn more about older people and their special health needs. Therefore, many grantmakers are focusing their efforts on the institutions that train new health care professionals.

While most medical schools, nursing education programs, and other training programs offer students the option of training in caring for older people, few students opt for these electives. At present, geriatrics does not offer the prestige or income possibilities that many other specialties do. To encourage students in health fields to learn more about geriatrics, or even specialize in this field, grantmakers are using modest funding to create more opportunities for students to study, perform research, or do field work in geriatrics.

Could students at a local medical school benefit from special training in geriatrics?

A \$21,000 grant from The Fan Fox and Leslie R. Samuel Foundation in New York City made it possible for four medical students at Cornell University to spend seven weeks in a summer geriatric program. The students were paired with a mentor at Cornell for work in a field project or lab. In addition they attended weekly lectures on geriatric medicine. With assistance from the American Federation for Aging Research (AFAR), this program was modeled after the national Hartford/AFAR Geriatric Summer Scholars Program, which provides \$3,000 scholarships to 75 to 90 medical students each year for special training or research in geriatrics. The John A. Hartford Foundation funds this national program.

Another challenge is that few health care professionals know about the wealth of community resources available to older people. Thus, they miss making referrals to beneficial services. However, when printed materials are readily available, physicians, nurses, pharmacists and other health professionals are often willing to share this resource information with their patients. Most areas of the country, even rural ones, abound with health information and services within a reasonable distance or at least a phone call. Linking the information and the services to those who need them is the challenge.

Can families find daytime care near their home for older family members?

The California Association for Adult Day Services has compiled on the Internet (www.getcare.com.caads/caads\_search.html) comprehensive information about adult day services (daytime care and activities for older people who are functionally disabled) available in each community throughout the state. In addition, this information has been distributed in print to about 1,000 referring organizations. A three-year, \$99,000 grant from the Archstone Foundation made the project possible.

Do adult children have the information they need to help their aging parents?

Children of Aging Parents (CAPS) recently produced a resource guide, "Aging Parents & Common Sense." The guide includes information on health, housing, financial, and legal issues. A \$25,000 grant from The Equitable Foundation has made the document available at no charge. (To obtain a copy, call CAPS at 1-800-227-7294.)

Can people with chronic diseases learn to manage their conditions so that they can continue to participate in their families and communities?

In ten California counties, the state-operated Preventive Health Care for the Aging Program is piloting the Chronic Disease Self-Management Program developed at Stanford University. A total of 74 lay leaders have been trained to work in pairs. In turn, they have conducted 16, seven-week courses with a total of more than 150 participants. Forty additional courses have been planned. These courses offer two-hour weekly



sessions designed to help people cope with a variety of chronic conditions and reduce their use of medical services. A \$30,000 grant from the Archstone Foundation helped cover the site costs of launching and testing the program.

## PHYSICAL AND MENTAL HEALTH ARE INTERRELATED

Many mental health problems of older people are ignored or incorrectly diagnosed, leading to under-treatment and diminished quality of life. For example, living with chronic conditions, especially those that cause pain or loss of ability, can lead to depression. One-third of older people live alone, and for some this isolation often ends in depression. According to a 1997 article in the *Journal of the American Medical Association*, depressed elders use 50 percent more health services than non-depressed elders with the same physical health conditions. Yet depression is not a normal aspect of aging, and depressed older people and their families need to be encouraged to seek help, just as they would for physical ailments. In addition, addressing depression in older people can reduce the need for more costly care over the long-term.

### **Could mental health services be offered at community settings?**

*In New York City, a Service Program for Older People (SPOP) social worker partnered with four senior-serving organiza-*

*tions concerned about the mental health of clients. Within a year, 71 older people had received individual counseling, and 225 older people received information and referrals. The program complemented this work by making available a SPOP psychiatrist at several community sites. In addition, the program sponsored mental health educational programs at senior centers and published related articles in community newsletters. The Altman Foundation provided a \$24,000 grant for the program's start-up. The services now qualify for third-party reimbursement.*

### **Do isolated older women in your community need support to stay mentally and physically healthy?**

*In Philadelphia, Pennsylvania, SOWN (Supportive Older Women's Network) reduces isolation and depression and annually helps 1,500 older women access needed resources and cope with aging. The women, many of whom are frail and impoverished, participate in one of more than 40 ongoing support groups held in community settings and senior housing complexes. Six of the groups are conducted by telephone. Most of the funding for this program has been from private sources, including \$2,000 from the Joseph Skilling Foundation and \$50,000 from the Fannie E. Rippel Foundation.*

*“It turns out that active mental stimulation, and keeping up relationships with friends and relatives, also helps promote physical ability.”*

Successful Aging

## HELP OLDER PEOPLE AND THEIR FAMILIES ADDRESS MENTAL HEALTH PROBLEMS

### WHAT TO FUND

- community education campaigns to inform citizens that depression is not a normal aspect of aging
- screenings for depression
- providing pamphlets and other information on mental health conditions of older people for seniors, their families, and health care providers;
- training local physicians, nurses, social workers, pharmacists and others to recognize mental health problems in older people and how they can get help for these people
- training on depression and dementia for staff and volunteers who interact with seniors in the community and in their homes
- mental health outreach in community settings by clergy, social service workers, and psychiatric professionals

### WHO TO CALL

- mental health centers
- senior service programs at hospitals
- the local Alzheimer's Association chapter
- social service providers (senior centers, faith-based service organizations, city and county agencies serving seniors) who will partner with mental health professionals
- area agencies on aging



## WELLNESS AND HEALTH EDUCATION PROGRAMS FOR OLDER PEOPLE

### WHAT TO FUND

- senior exercise programs in the community
- nutrition counseling
- healthy cooking classes
- health screenings at community sites for conditions such as depression, vision, hearing, blood pressure, osteoporosis, and cholesterol levels
- brown bag pharmacy assessments, where all the medications and nutritional supplements used by an individual are reviewed
- health fairs to provide information about health, healthy behavior, and community resources
- home safety information and assessments
- caring support by volunteers, outreach workers, or support groups

### WHO TO CALL

- hospitals and large medical clinics
- senior centers and area agencies on aging
- social service agencies such as Ys, family service centers, and others
- city or county recreation departments
- community education programs at schools and community colleges
- college and university gerontology programs or academic programs for older adults
- churches or synagogues

## HEALTH PROMOTION MAKES A DIFFERENCE

Research has repeatedly shown that it's never too late to start living a healthy lifestyle. Older adults can have a significant impact on their own health and well-being through their choices related to exercise, diet, smoking, medication use, and sleep.

Wellness and health education programs are relatively inexpensive, and these programs can have a positive effect on seniors' lives and decrease the use of health care. Some of the strongest programs involve older people in planning and conducting the activities.

In the book, *Successful Aging*, Drs. John W. Rowe and Robert L. Kahn conclude that close relationships with others seem to protect older people from the damaging mental and physical health effects of stressful life events. This protection ranges from lower risk of arthritis to less depression. Encouraging older people to participate in family activities, social events, and community work, they write, can actually promote physical and mental health.

### **Are there senior service providers that would welcome a health education or fitness program?**

*In Westchester County, New York, for example, the YMCA brought special fitness classes to seniors at 20 community sites. Public funding made it possible*

*for 15 to 18 older people at each site to participate one hour per week for 15 weeks. When some of the groups wanted to continue the program, Diversified Investment Advisors, a corporation in the area, provided a \$3,000 charitable contribution to allow three sites to continue to offer the program for another 15 weeks.*

*In Chicago, Illinois, a \$35,000 grant to the Russian Senior Center from the Michael Reese Health Trust is providing immigrants with health screenings, exercise, assistance with medication compliance, and other health programs. The Center serves 170 older people each month.*

*In the Bronx, New York, a grant of less than \$20,000 from Jarvie Commonwealth Service enables a nurse at Riverdale Senior Services to provide counseling on fitness, diet, and medication use. She also works with a social worker to create special programs, activities, and groups to meet the needs of the seniors.*

### **Could home health safety prevent catastrophic accidents for seniors in your community?**

*In Pittsburgh, Pennsylvania, the Jewish Community Center and Habitat for Humanity, with a \$25,000 grant from Jewish Healthcare Foundation of Pittsburgh, had volunteers and staff use a specially designed assessment tool to evaluate 50 seniors' homes for safety and educate residents about safety hazards. The program also provided light bulbs, night-lights, rug grips, and other safety supplies such as smoke detectors, grab bars, railings, and fire extin-*

*guishers. The average repair cost was \$34.67 per home. The United Way and the county are implementing the program on a wider scale with plans to assess 5,000 homes for safety.*

## RESEARCH CAN CREATE HEALTHIER COMMUNITIES

Until recently most health and medical research has focused on younger, healthier people. Therefore, one strategy for creating healthier communities is to support promising clinical and other medical research focused on the needs of older adults.

There are often promising researchers doing exciting research at nearby medical schools, research institutions, graduate schools of social work as well as in university departments such as biology, social work, sociology and psychology. Younger students, particularly graduate students, fellows and even junior faculty, can use modest private funding to develop helpful new information and community-based care programs, as well as the pilot data they need to launch bigger projects and, indeed, their professional careers. Whatever research you support, it is important that findings are disseminated to those who can use the information either to improve their own health or the health of the broader community.





**Could graduate students develop research that leads to new health programs?**

*Students at the St. Louis University School of Medicine conducted a series of needs assessments in nearby East St. Louis. This three-month research project was supported with \$3,000 scholarships from the national Hartford/AFAR Medical Student Geriatrics Scholars Program, which is funded by the John A. Hartford Foundation. The students looked particularly at the health and health care of low-income, frail older residents in public housing and in nursing home settings. Based on the data collected, students the following year used additional scholarship money to pilot a free clinic for elders, a medical care program for the homebound, and a friendly visiting program at a local nursing home. In total, \$15,000 in scholarship money was used to launch these initiatives. Today, a mixture of university, government, and private funds ensures that these programs continue to serve older residents in East St. Louis, Missouri.*

National organizations like the American Federation for Aging Research (AFAR) or disease-specific groups like the Alzheimer's Association can administer grant programs to promising scientists in your community, state or at your local university. They may save you considerable time and resources as they will have access to people experienced in assessing the merits and protocols of proposed scientific research you may be considering.

**PROMOTING COMMUNITY-BASED LONG-TERM CARE**

Older people want to avoid nursing homes and stay in their own homes or communities as long as possible. Yet, one of five older people need some type of ongoing assistance with daily activities. (Most of those needing help are over the age of 85.)

The number of people of all ages needing long-term care services is estimated to be as high as 24 million. Traditionally thought of as only nursing home care, long-term care is defined as a wide range of health and support services provided over an extended period. Formal providers of long-term care include nursing facilities, assisted living housing, home health agencies, adult day care centers, and a variety of other community-based services. Individuals and their families pay for many of these long-term care services. In fact, individuals and families pay for about 40 percent of the costs of nursing homes, while Medicaid, a combined state-federal program for low-income people, pays for about 50 percent of the costs. Medicare pays only for short-term nursing home stays. Thus, for the older person, families, and taxpayers, there are significant benefits to developing and maintaining lower cost, community-based, long-term care services.

**RESEARCH TO IMPROVE THE HEALTH OF OLDER ADULTS IN YOUR COMMUNITY**

**WHAT TO FUND**

- assessments of local health care needs, including the rates of major diseases and conditions in older residents so that attention can be focused on their treatment and prevention
- studies on the effectiveness of therapies on under-served and under-studied populations such as the very old or older people of color
- analysis of how therapies and drugs affect older people compared to younger people that can then be used to change how medicine is practiced with older people
- assessments of strategies for promoting self-care in older people, such as medication compliance or diet maintenance

**WHO TO CALL**

- the dean or geriatric chief at a local medical school
- the local Veterans Administration hospital
- local university graduate programs such as biology, psychology, social work, nursing, or pharmacology

**DELAY THE NEED FOR NURSING HOME CARE**

**WHAT TO FUND**

- home adaptation, where often simple and inexpensive changes make it possible for people with certain physical or mental problems to continue living in their homes
- volunteers to deliver meals, visit, assist with home maintenance, and transport older, home-bound people to stores, health services, social events, and religious services
- vouchers or scholarships for in-home care or services provided by organizations
- an informal job bank of competent, dependable, and honest people to help older people with personal care, housekeeping, home maintenance, day-to-day money management, and other services

**WHO TO CALL**

- area agencies on aging and large senior centers
- senior service programs at hospitals or large health clinics
- city or county human service departments
- larger churches or synagogues
- social service organizations such as Ys and family or neighborhood service centers



## The health care system depends on 25 million unpaid family caregivers, who provide nearly \$200 billion in essential services.

1998 Study by Families and Health Care Project of United Hospital Fund

### SUPPORTING CAREGIVERS OF OLDER PEOPLE

#### WHAT TO FUND

- caregiver support groups
- family or individual counseling
- caregiver education and training, ranging from practical training in giving bed baths to how to negotiate a contract with a paid caregiver, to how to adapt and cope emotionally
- paid respite services, to enable caregivers time for errands or for themselves
- respite services by trained volunteers who will spell caregivers

#### WHO TO CALL

- large senior centers and area agencies on aging
- hospitals or other health care organizations
- local chapters of disease-specific organizations such as the Arthritis Foundation, American Heart Association, Alzheimer's Association and others
- social service organizations such as Ys and counseling centers
- churches and synagogues

#### *Do you have volunteers who could be organized to help older people with failing health?*

*In suburban Austin, Texas, Round Rock Caregivers with over 100 trained volunteers last year helped more than 200 people over 60 years old. Door-to-door transportation is the most common service provided, but volunteers also visit and telephone isolated older people, make minor household repairs, and operate a loan closet with wheelchairs, walkers, and other medical supplies. Round Rock Caregivers is supported by individuals, area churches, and local grants including a \$5,000 grant from the Kosmestsky Foundation and a \$4,100 grant from the Palm Valley Lutheran Foundation. In 1994, Round Rock Caregivers was founded with a \$25,000 Faith in Action grant from The Robert Wood Johnson Foundation. More than 1,000 of these grants have been awarded for interfaith groups with local matching funds to start similar programs across the country.*

*In Minnesota, the Living at Home/Block Nurse Program operates in 23 urban and rural communities, providing ongoing community-based home care for more than 3,000 neighborhood residents through the combined and coordinated assistance of neighborhood volunteers and paid professionals. Some 20 to 40 percent of those cared for would otherwise be in nursing homes. In addition to state funding, the program has received many foundation grants, including \$10,000 grants from the Deluxe Corporation Foundation, the Beim Foundation, and The Medtronic Foundation.*

### PROVIDING SUPPORT FOR FAMILY CAREGIVERS

Most older adults receive care and services from friends or family members. In fact, 90 percent of long-term care is provided informally in this way. One out of every four employed adults reports taking time off from work to care for a family member or friend. Adults age 45 to 65 are the most frequent caregivers, though many over the age of 65 care for their spouses, siblings, and even parents.

Family caregivers need to know how to perform the physical tasks of caregiving, and they also need emotional and psychological support. The health of the person being cared for, the health of the family caregiver, and the use of the formal health care delivery system are inextricably entwined. When caregivers get exhausted, frustrated, or ill, those receiving care often have no choice but to turn to the formal health system for care. Thus, supporting family caregivers can result in significant savings in health care expenditures and sustain the quality of life for all involved.

#### **How can busy caregivers be provided with important information and support?**

*In West Orange, New Jersey, a \$10,000 grant from the Grotta Foundation for Senior Care enabled the Main St. Counseling Center to reach out to pro-*

vide individual and group counseling to the caregiving partner of couples in senior housing.

Nationally, a \$15,000 grant from The Equitable Foundation to Children of Aging Parents (CAPS) has made toll-free telephone information available to family caregivers who call 1-800-227-7294.

**Could local college students make a difference for family caregivers?**

Time Out, a program of Temple University's Center for Intergenerational Learning in Philadelphia, Pennsylvania, has a team of more than 60 trained college students who provide companionship and supervision for older people and respite for their family caregivers. Annually more than 100 families use the services of the students, who are paid \$6.50 per hour. The program is supported with a \$60,000 grant from The Pew Charitable Trusts.

**Is there a good print resource for Alzheimer's caregivers?**

In Chicago, Illinois, the Council for Jewish Elderly is using \$14,000 from a grant from the Michael Reese Health Trust to create a handbook for 2,500 family caregivers of people who have Alzheimer's. The booklet will provide practical ways to deal with several challenges including wandering, bathing a difficult person, and how to handle the issue of driving.

**OLDER ADULTS HELPING EACH OTHER**

Adults age 65 and older represent a potential of more than 30 million volunteers. Although some may have mental or physical limitations, most are capable of helping others. The knowledge and experience of older adults, as well as the availability of their time, make them invaluable resources. Many communities have found creative ways to involve older adults in projects that improve the health of the community, as well as the individual providing the service.

**SUPPORTING COMMUNITY RESPONSES TO A GROWING CHALLENGE**

As the number of older people continues to grow, the demands on the health care system and on families will also increase. Our communities need assistance in developing the community-based education and services that will keep older people active, involved, and healthy. Grantmakers have a vital role to play in identifying unmet needs, convening experts and organizations to provide needed information, services and programs, and funding innovative initiatives.



Many older people visit and help those who are less able.

**OLDER PEOPLE VOLUNTEERING TO HELP OTHER OLDER PEOPLE**

**WHAT TO FUND**

- volunteer transportation programs
- exchange banks that provide credits to the volunteer that can be exchanged at a later time when the volunteer needs some type of help
- friendly visitor programs, meal delivery, or grocery shopping for those who are homebound
- health education and promotion programs planned and implemented by seniors

**WHO TO CALL**

- churches and synagogues
- hospital volunteer services departments
- social service agencies such as Ys, family service centers, neighborhood centers
- senior centers and area agencies on aging
- RSVP (Retired and Senior Volunteer Program), Voluntary Action Centers and other organizations that recruit, train and coordinate volunteers

Most of the information in this chapter on health and aging was provided by: The Archstone Center for Health Care Innovation, California State University at Long Beach, and Christopher A. Langston, Ph.D., Program Officer, John A. Hartford Foundation



## National resources for maximizing the health of older people:

See also the listing of national resources on pages 37.

### **AARP**

601 E Street NW, Washington, DC 20049  
Phone: 202/434-2277      Web site: [www.aarp.org/indexes/health.html](http://www.aarp.org/indexes/health.html)  
(information including chronic disease management, health and wellness, caregiver support)

### **American Association for Geriatric Psychiatry**

7910 Woodmont Avenue, Suite 1050, Bethesda, MD 20814-3004  
Phone: 301/654-7850      Web site: [www.aagppa.org](http://www.aagppa.org)  
(information and materials on aging and depression)

### **American Geriatrics Society**

770 Lexington Avenue, Suite 300, New York, NY 10021  
Phone: 212/308-1414      Web site: [www.americangeriatrics.org](http://www.americangeriatrics.org)  
(database of geriatricians by community and other information)

### **Alzheimer's Association**

919 N Michigan Avenue, Suite 1000, Chicago, IL 60611  
Phone: 800/272-3900      Web site: [www.alz.org](http://www.alz.org)  
(location of local chapters, caregiver information, other resources)

### **American Federation for Aging Research**

1414 Avenue of the Americas, 18th Floor, New York, NY 10019  
Phone: 212/752-2327      Web site: [www.AFAR.org](http://www.AFAR.org)  
(information on aging research centers and experts and assistance in making research grants)

### **American Society on Aging**

833 Market Street, Suite 511, San Francisco, CA 94103  
Phone: 415/974-9600      Web site: [www.asaging.org](http://www.asaging.org)  
(a range of topics including depression, living with disabilities, home modification)

### **Children of Aging Parents (CAPS)**

1609 Woodbourne Rd, Suite 302A, Levittown, PA 19057-1511  
Phone: 215/945-6900 or 800/227-7294      Web site: [www.careguide.net](http://www.careguide.net)  
(on-line support, consumer materials, materials for organizations)

### **Elderberry Institute**

322 Ivy League Place, 475 N. Cleveland Avenue, St. Paul, MN 55104  
Phone: 651/649-0315 or 800/320-1707      Web site: [www.elderberry.org](http://www.elderberry.org)  
(information and assistance on a Living At Home/Block Nurse Program)

### **ElderWeb**

Web site: [www.elderweb.com](http://www.elderweb.com)  
(a wealth of information and a listing of national health-related organizations)

### **National Alliance for Caregiving**

4720 Montgomery Lane, Suite 600, Bethesda, MD 20824  
Phone: 301/718-8444      Web site: [www.caregiving.org](http://www.caregiving.org)  
(research, consumer brochures, reference materials)

### **National Council on Aging**

409 Third Street SW, Suite 200, Washington, DC 20024  
Phone: 202/479-1200      Web site: [www.ncoa.org/issues/issues/htm](http://www.ncoa.org/issues/issues/htm)  
(information on depression, caregiving, long-term care, and other topics)

### **National Federation of Interfaith Volunteer Caregivers**

One West Armour Blvd., Suite 202, Kansas City, MO 64111  
Phone: 816/931-5442      Web site: [www.nfivc.org](http://www.nfivc.org)  
(listing volunteer caregiver programs by community, technical assistance and resources)

### **National Institute on Aging (NIA)**

Office of the Director, Building 31, Room 5C35, Bethesda, MD. 20892  
Phone: 800/222/2225  
Office of Extramural Affairs  
Phone: 301/496-9322      Web site: [www.nih.gov/nia](http://www.nih.gov/nia)  
(information and research on health and aging)

### **National Institute of Mental Health**

NIH Neuro Science Center, 6001 Executive Blvd., Room 8184, MSC 9663, Bethesda, MD 20892  
Phone: 301/443-4513      Web site: [www.nimh.nih.gov](http://www.nimh.nih.gov)  
(information and materials on mental health of older people)

### **National Resource and Policy Center on Housing and Long Term Care**

Andrus Gerontology Center at University of Southern California  
3715 McClintock Avenue, Los Angeles CA 90089-0191  
Phone: 213/740-1364      Web site: [www.aoa.gov/housing](http://www.aoa.gov/housing)  
(home modification, accessory units, assisted living, shared housing, and other topics)

### **SOWN (Supportive Older Women's Network)**

2805 N. 47th Street, Philadelphia, PA 19131  
Phone: 215/477-6000  
(training guide, technical assistance in setting up support groups for isolated older women)





### Internet sources

There are many Web sites that provide a wealth of information on a wide range of topics related to aging. There are the foundation-related Web sites above, and others are at the end of this (and each) section of the Tool Kit. You will probably find the following sites especially helpful, since they can lead you to information on many topics and to other organizations, or they allow you to search for information on a specific topic:

- AARP at [www.aarp.org](http://www.aarp.org)
- Administration on Aging at [www.aoa.gov](http://www.aoa.gov)
- ElderWeb at [www.ElderWeb.com](http://www.ElderWeb.com)
- U.S. Bureau of the Census at [www.census.gov](http://www.census.gov)

### At the library

The librarian at a public library, college or university, or a government agency can either gather the aging-related information you are seeking or help develop a road map to locate your information or contacts related to aging. Your librarian will also know how to access information from other sources like the Foundation Center, other libraries, and government agencies.

### Getting on the phone

A few telephone calls can quickly lead to the people who have information that will help you learn about aging in your local area. Many of them will be participants in

local and national networks, so they can lead you to other experts. You can start by calling The Eldercare Locator at 800/677-1116 to obtain the name and phone number of your Area Agency on Aging. Ask the director of your Area Agency on Aging what reports and information they have related to older people in your area and for contacts at other major aging-related organizations in your community.

The federal, state, county, and city government pages of your local phone book will provide you with phone numbers for the following types of agencies: local board or commission on aging, older adult services, health and human services, housing, city or county planning department (where a demographer can be a gold mine), and the Veterans Administration's public information office (which can direct you to the experts within that organization).

While they will vary from city to city, the yellow pages probably will have headings and listings for the following types of organizations and agencies: Senior Citizens Services, Elder Care, Associations, and Foundations. You may want to contact some of the organizations listed under these types of headings.

### National organizations and U.S. government agencies

While there are hundreds of national non-profit organizations and federal agencies that provide information on older people and topics related to aging in our communities, you may find the organizations listed on the next page the most helpful as you search for general information on aging.



**Administration on Aging**

National Aging Information Center  
U.S. Department of Health and Human Services  
330 Independence Avenue SW, Room 4656  
Washington, DC 20201  
Phone: 202/619-7501  
Fax: 202/401-7620  
Web site: [www.aoa.gov](http://www.aoa.gov)

**American Association of Retired Persons (AARP)**

601 E. Street NW  
Washington, DC 20049  
Phone: 202/434-2277  
Fax: 202/728-4573  
Web site: [www.aarp.org](http://www.aarp.org)

**American Geriatrics Society**

770 Lexington Avenue, Suite 300  
New York, NY 10021  
Phone: 212/308-1414  
Fax: 212/832-8646  
Web site: [www.americangeriatrics.org](http://www.americangeriatrics.org)

**American Federation for Aging Research**

1414 Avenue of the Americas, 18th Floor  
New York, NY 10019  
Phone: 212/752-2327  
Fax: 212/832-2298  
Web site: [www.AFAR.org](http://www.AFAR.org)

**American Society on Aging (ASA)**

833 Market Street, Suite 511  
San Francisco, CA 94103  
Phone: 415/974-9600  
Fax: 415/974-0300  
Web site: [www.asaging.org](http://www.asaging.org)

**Eldercare Locator**

Phone: 800/677-1116  
Web site:  
[www.aoa.gov/elderpage/locator.html](http://www.aoa.gov/elderpage/locator.html)

**ElderWeb**

Web site: [www.elderweb.com](http://www.elderweb.com)

**Generations United**

440 First Street NW, Suite 480  
Washington, DC 20001  
Phone: 202/662-4283  
Fax: 202/408-7629  
Web site: [www.gu.org](http://www.gu.org)

**Gerontological Society of America (GSA)**

1030 15th Street NW, Suite 250  
Washington, DC 20005-1503  
Phone: 202/842-1275  
Fax: 202/842-1150  
Web site: [www.geron.org](http://www.geron.org)

**Grantmakers in Aging (GIA)**

P.O. Box 5534  
New York, NY 10185-5534  
Phone: 212/877-2050

**The National Council on the Aging (NCOA)**

409 Third Street SW, Suite 200  
Washington, DC 20024  
Phone: 202/479-1200  
Fax: 202/479-0735  
Web site: [www.ncoa.org](http://www.ncoa.org)

**National Association of Area Agencies on Aging (N4A)**

927 15th Street NW, Sixth Floor  
Washington, DC 20005  
Phone: 202/296-8130  
Fax: 202/296-8134  
Web site: [www.N4A.org](http://www.N4A.org)

**National Association of State Units on Aging**

1225 I Street NW, Suite 725  
Washington, DC 20005  
Phone: 202/898-2578  
Fax: 202/898-2583

**National Institute on Aging (NIA)**

Office of the Director  
Building 31, Room 5C35  
Bethesda, MD. 20892  
Phone: 800/222/2225  
Office of Extramural Affairs  
Phone: 301/496-9322  
Fax: 301/402-2945  
Web site: [www.nih.gov/nia](http://www.nih.gov/nia)

**Senior Service Corps**

Corporation for National Service  
1201 New York Avenue NW  
Washington, DC 20525  
Phone: 202/606-5000  
Fax: 202/565-2789  
Web site: [www.cns.gov/senior](http://www.cns.gov/senior)

**U.S. Bureau of the Census**

Customer Service  
Phone: 301/457-4100  
Fax: (orders only) 301/457-4714  
Web site: [www.census.gov](http://www.census.gov)

Also see page 15 for organizations addressing aging and children, youth and families; page 20 for organizations related to aging and education; page 26 for organizations related to aging and neighborhood issues; page 35 for organizations addressing aging and health.

*“It’s such a shame to live long enough to learn so many answers, when no one bothers any more to ask you the questions.”*

Maggie Kuhn, convener of the Gray Panthers



# Acknowledgments

The Board of Directors of Grantmakers in Aging is especially grateful to the following for contributions to this Tool Kit:

**Financial Supporters:**

- John A. Hartford Foundation
- AARP Andrus Foundation
- The Retirement Research Foundation
- American Federation for Aging Research
- Comprehensive Health Education Foundation

**Project Advisory Committee:**

- Larry Clark, Vice President, Comprehensive Health Education Foundation
- Barbara R. Greenberg, Acting Executive Director, Grantmakers in Aging
- Brian F. Hofland, Ph.D., Senior Vice President, Retirement Research Foundation
- Francine E. Lynch, Director of Programs, The Equitable Foundation
- Laura A. Robbins, Senior Program Officer, John A. Hartford Foundation
- Nancy D. Zions, Senior Program Officer, Jewish Healthcare Foundation of Pittsburgh

**Experts and Primary Sources of Information:**

- Donna Butts, Executive Director, Generations United, Washington, DC
- Amy Goyer, Program Coordinator, AARP Grandparent Information Center, Washington DC
- Barbara R. Greenberg, President, The Philanthropic Group, New York, NY
- Christopher A. Langston, Ph.D., Program Officer, John A. Hartford Foundation, New York, NY
- Hazel Reinhardt, Demographer, Hazel Reinhardt Consulting, Minneapolis, MN
- Philip B. Stafford, Ph.D., Executive Director, The Evergreen Institute on Elder Environments, Bloomington, IN
- The Archstone Center for Health Care Innovation, California State University, Long Beach

**Project Staff:**

- Jan Schwarz, Project Manager
- John Beilenson, Editor, Strategic Communications and Writing
- Kristi Kuder, Graphic Designer, Hold That Thought Company!