

Forum III: Aging is an Asset

Building Communities for All Ages

Intergenerational Initiative Policy Report: 2007- 3

I. Executive Summary

Labouré House, an intergenerational home in Chicago, brings a family atmosphere among the 16 older adults and seven DePaul University students who live there. Gene Janowski, a resident says, “The joy is in all the wonderful things we share; not just the meals and watching TV, but our discussions about important issues of the day. With such diverse ages and backgrounds, our discussions become lively and sometimes animated. One might conclude that living in a senior environment would be boring. On the contrary, every day there are challenges. Opinions are shared. When one resident develops a health issue, the whole household rallies around that person. When someone succeeds, the household celebrates.”¹

Not everyone could live in an intergenerational setting or would want to, but Labouré House represents the spirit of a community for all ages. The interdependence of generations, the respect for one another, and the support in time of need are benchmarks of an intergenerational community and a community of the future.

The idea of aging in Illinois and throughout the world is a well established fact, however there is no consistent consensus on what that means for society. In Illinois, the Department on Aging in cooperation with local Area Agencies on Aging, has started a process to discover the meaning of an aging world. Their project is called Liveable Communities for All Ages and will assess the preparedness of communities for the future in an aging society. The Joint Resolution for the effort is on the back cover.²

While assessing the communities, it is an ideal time to brainstorm about how education can be involved and strengthened as a result. Universities and community colleges can convene brainstorming sessions and provide leadership for innovative solutions to the challenges of housing, transportation, and health. Shining light on the community can also bring the resources of all ages out of the shadows. Too often we ignore the potential contributions in our students, elders, and disabled. If we are to build strong communities, all generations, all races, and all cultures must work together to address the needs of our aging population and the educational system.

Aging is an Asset is a series of policy papers stemming from group discussions about the impact of aging on all aspects of life and how education can benefit from this demographic change. It is a work in progress: the purpose is to stimulate discussion about the opportunities for education in an aging world.

This is the third in the series and will explore aging of communities and how partnerships between education and aging organizations can result in positive outcomes for both. Earlier policy papers in the Aging is an Asset Series included Higher Education and P-20 (preschool through college). In 2007-2008 three additional discussions and policy papers will target the workforce, civic engagement and civility, and the economic impact of retirement and older volunteers.

II. Recommendations: Building Communities for All Ages

On June 12, 2007, a group of educators, policymakers, retirees and members of the press, came together in Springfield to discuss four topics related to aging: housing, transportation, mental health and health promotion and the opportunities for education. The speakers were Senator Ed Maloney, chair, Senate Higher Education Committee, Charles Johnson, director, Illinois Department on Aging, and Michael O'Donnell, executive director, East Central Illinois Area Agency on Aging. In the afternoon, speakers representing the media led a lively discussion on how to create a greater awareness about the aging of Illinois. The media group was led by Dave Bennett, director, Illinois Press Association, and included Tom Laue, executive director, LifeTimes, Kim Villeneuve, director of communications, Illinois Community College Trustees Association, and Linda Dawson, Journal Editor, Illinois School Board Association. The following recommendations resulted from the discussions.

Develop age-friendly communities

Education should be a key partner in developing age-friendly communities and at the same time enriching the curriculum with the experience and wisdom of older adults.

Communicate and Publicize

Aging and educational leaders in communities, regions, and the state should meet to discuss the future and how they can share their needs and resources. The media has a critical role to play in the publicity of the process and how ordinary citizens can be involved.

Establish Connectivity

Universities and community colleges can help social service agencies provide connectivity and information systems for their region that will assist residents with access to the information they need.

Aging and Education

Education and aging organizations must develop closer connections for their mutual benefit and that of local communities. Align the needs and opportunities of aging in Illinois and with those of education.

Geriatric Training

Perhaps one of the most important tasks and opportunities for higher education is to train geriatric specialists in all disciplines, nurses, doctors, technicians — in reality, all health care providers — because an increasing number of their clients will be 65 and older.

By 2030, the number of Illinoisans over age 60 is projected to increase by 87%, to one in every 5.

Forum III: Aging is an Asset: Building Communities for All Ages

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**Developed by the participants of Forum III and
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**Sponsored by
Illinois Board of Higher Education,
Illinois Department on Aging
Illinois State Board of Education**

**in cooperation with the
Senate Higher Education Committee, Illinois Council of Public University Presidents,
Illinois Community College Presidents Council, Illinois Community
College Board, the Illinois Association of Area Agencies on Aging,
and the State Universities Annuitants Association**

Aging is an Asset for Communities follows *A Blueprint for Action: Developing a Livable Community for All Ages*, produced by Met Life and the National Association of Area Agencies on Aging. The Blueprint is the result of a national study on preparing for the future called the *Maturing of America*.

III. Background

By 2030, the number of Illinoisans over age 60 is projected to increase by 87%, one in every 5. Further, the number of persons over 85 is projected to increase by 109% representing 11% of the over-60 population.² In order to address the needs of older adults and benefit from the wisdom, experience, and resources that they have to offer, planning is key. A study by the National Association of Area Agencies on Aging called *A Blueprint for Action: Developing a Livable Community for All Ages* found that 46% of American communities have already started planning, and many communities have elder-friendly programs in place.³ However, there is much more to be done.

Illinois Area Agencies on Aging are beginning a planning process for the future and higher education is helping. All over Illinois, student interns are lending a hand to Area Agencies as they begin preparation for the boomers. The students in turn are learning more about aging and disciplines related to aging, such as management, planning, housing, transportation, health and more. It is a blending of the needs and resources of the community and higher education. Universities and community colleges may seem unlikely partners with aging agencies, but there are many areas of mutual interest.

While the aging population can contribute to their communities, that contribution is not a one-way street. In order to benefit from our retirees, we must contribute to them as well. Communities need to work with the aging in all fields, housing, transportation, mental health, and health promotion, because all are linked. Seniors without cars, for example, will have a hard time volunteering for anything if they can't find a ride. Helping our aging citizens will benefit all of us.

On June 12, 2007, a group of educators, policymakers, retirees and members of the press, came together in Springfield to discuss four aspects of communities: housing, transportation, mental health and health promotion and to explore the opportunities for education. The backdrop for the discussion included:

- Understanding Aging
- Dynamic partnerships between aging and education
- Lifelong learning and service

Understanding Aging

At the root of planning livable communities for all ages is an understanding of the aging process as it affects our relatives and friends and all of us at some point. As the pundits say, "If we should live so long." What is the impact of sensory changes, such as impairments in hearing, sight, taste, and touch, and

Universities and community colleges may seem unlikely partners with aging agencies, but there are many areas of mutual interest.

One of the potential benefits of planning livable communities is more involvement between generations and awakening the sleeping giant within their midst -- intergenerational leadership.

the decreased mobility from joints and muscles that may impact balance and stamina? How can elders adjust to the changes? All ages, young and old alike need to understand the process, how to maximize activity, and most important, effectively communicate and interact with older adults.

Dynamic Partnerships and Leadership

One of the potential benefits of planning livable communities is more involvement between generations and awakening the sleeping giant within their midst -- intergenerational leadership. The potential for generations working together is boundless. However, too often the good deeds of generations are so focused on specific activities that they miss the potential for joint leadership.

In rural communities, inner-city neighborhoods, suburbs and cities, older adults tutor, mentor, provide child care, guest lectures, and support learning. Students rake leaves, visit nursing homes, teach retirees about computers, and gather family histories. In universities, students study architecture, history, planning and urban development, nutrition, recreation; and retirees study in older learner programs. Partnerships are developed between education and the community. Unfortunately, these experiences are planned with the short-term goal in mind and the project ends before generations can put their heads together and take on the greater needs of the community. Education at all levels has a role in developing new partnerships between young and old that will bring intergenerational leadership and strengthen livable communities for all ages.

Lifelong Learning and Service

Cornell social psychologist Urie Bronfenbrenner wrote that it is possible for an individual "to graduate from high school without ever having had to do a piece of work on which somebody else truly depended. . . without ever having cared for, or even held, a baby, without ever having looked after someone old, ill, or lonely; or without ever having comforted or assisted another human being who really needed help."⁴

Educators today would say that often students are so busy trying to succeed, that they lack opportunities to serve and gain hands on experiences that would help them succeed. During a Summit on Aging in 1999, retirees reminisced about their educational experiences and the service opportunities. "Education is the staff of life, it broadens one's horizons, and gives an entre to volunteer work." An elder in Chicago said "My life has been enlightened by education and has given me a way of helping others."⁵ Service and learning should be lifelong occupations, we are never too old or

too young to learn and to help others. Education should be connected from the earliest moments of life until the last—what people call from the womb to the tomb. Education embraces all aspects of life as it creates a forum for discussion, a site for socialization, and a stimulus for civic involvement. Education at all levels helps create a stronger sense of community by drawing together students and older adults. A more focused relationship develops between education and the needs of the community, a more comprehensive curriculum for students, and a more spirited leadership — leadership that includes all generations.

IV. Building Communities for all Ages

Having set the stage for future aging in Illinois, the third in the Aging is an Asset Series: Building Communities for All Ages looked at four important aspects of planning: housing, transportation, mental health and health promotion. A brief overview of each section is provided and then followed with ideas on how education can be involved.

A. Housing

The needs and expectations for housing change with age. Housing options in our communities should reflect the evolving needs and expectations. A livable community provides a range of housing types that should include supportive housing arrangements, such as assisted living, and that are affordable for people of low and moderate incomes.

A Blueprint for Action

Many of America's 35 million retirees report that they would prefer to remain in their communities. In other words, to "age in place."

Despite the prevailing stereotype that those over the age of 65 pack all their belongings and head to Arizona or Florida for retirement, many of America's 35 million retirees report that they would prefer to remain in their communities. In other words, to "age in place." Retirees who remain in the community may look for a smaller house or one in a better location but they choose to remain in a familiar community. "Older people in particular require supportive and enabling living environments to compensate for physical and social changes associated with ageing."⁶

Communities, elders and families are faced with the challenge of housing that is affordable, livable, safe and supportive of their needs. According to *Maturing in America*, "to successfully age in their existing home or another home in their community, older adults may need to modify their existing home or move to another residence that is more accessible, more affordable, or more appropriate in size to accommodate their changing needs."⁷ *Together Again, a Creative Guide to Successful Multigenerational Living* provides details

on modifications and preparing age-friendly homes⁸ For example, there is a no-step entrance to the house and all rooms are on the same level; there are barrier-free kitchen and bathrooms, and hallways that could accommodate wheelchairs. A guide produced by AARP provides specifics on design for the future, “Faced with a growing population of people in advancing years and disabilities, designers and builders are finding a growing market — and growing legal pressure to incorporate what are called universal design features in new or remodeled homes.”⁹ Housing for elders also must provide safety to limit falls. More than half of all injuries among older people occur in and around the home, and the home environment itself is implicated in more than one-third of these falls.¹⁰ Solutions constantly emerge with new technology coming to the market that “holds great promise for improving the ease of use for elders.”¹¹

Last, the concept of visitability speaks to the idea that everyone can enter the first floor of a home or apartment. Livable communities for all ages will require housing that is designed or changed to support the independence of older adults, and makes possible socialization and interaction with other generations.

Opportunities for Education

College professors can enrich their curricula by challenging their students to find new ways of using technology to make the home environment safer.

In schools, community colleges and universities, resources are being put into place that can support the design, modification, and appeal of housing in communities. In their Architectural Courses, students are using concepts for affordable elder-friendly homes and apartments as they design for the future. Higher education has the potential to help disseminate information to those developing, designing, and building housing as well as reflect the wide range of needs of lower- and fixed-income residents as well as those with disabilities.

Intergenerational living possibilities like the Laboure House and Generations of Hope¹² link youth with elders and at the same time support education. Other intergenerational living possibilities are described comprehensively in *Together Again, a Creative Guide to Successful Multigenerational Living*.¹³

College professors can enrich their curricula by challenging their students to find new ways of using technology to make the home environment safer. Health monitoring through technology can help keep elders independent and living in their own homes. Intergenerational programs that call for older generations tutoring or helping with education are reciprocated by youngsters raking leaves, shoveling snow, delivering groceries, or helping in the community for all ages.

B. Transportation

Transportation provides the vital link between home and a community designed for all ages. It connects individuals to the places where they can fulfill their basic needs — the grocery store for food, medical facilities for health care, the worksite for employment, friends' and families' homes, recreational sites for social interaction, and houses of worship for spiritual sustenance.

The Maturing of America¹⁴

One of the most dreaded pieces of advice for an older person is “You shouldn’t drive.” Maintaining safe driving skills is a high priority to keep older drivers mobile. Currently, there are programs for older adults who are still driving to make sure they stay safe. CarFit, created by the American Society on Aging in a team effort with the American Automobile Association involves a series of checks to make sure the components of cars “fit” their owners so they are safe.¹⁵ Illinois also offers the Rules of the Road¹⁶ program to update retirees’ driving skills. Likewise, a service for drivers of all ages is improvement of roadways, replacing dark areas and unreadable signs, to larger more readable signs and lighted areas. Other transportation choices may be limited particularly in rural area and small towns. A challenge for elder-friendly communities is developing alternative transportation systems, transit systems, volunteer driver programs, and improve the walkability of neighborhoods.

“Walking is the oldest form of transportation, and sidewalks are the fundamental building blocks of a pedestrian network. For older adults who no longer drive, sidewalks are a crucial resource for remaining active and interacting with others. The details for a walkable community include placing benches and resting places at regular intervals, improving lighting, lengthening pedestrian crossing cycles, and repairing cracked sidewalks that can cause falls.” A walkability audit consists of walking along a selected route and pointing out good and bad conditions along the way. Those involved should include citizens, especially older pedestrians, who have the best knowledge of on-the-ground conditions, and officials who have expertise in planning and building. AARP has produced a walkability guide.¹⁷

Opportunities for Education

Higher education has great potential as a center of innovation to help create new solutions to transportation problems. Information, awareness, brainstorming sessions about transportation possibilities are key to addressing the potential for existing transportation systems or developing new ones. Transportation in the future may tap the creative potential of university and community college transportation systems as ways of supporting isolated

“More than 50% of non-drivers age 65 and older - or 3.6 million Americans - stay home on any given day partially because they lack transportation options.”^{17a}

Aging Americans: Stranded without Options

“When older men and women are asked about their hopes and aspirations, they name their primary goal -- to remain independent and continue to take care of themselves.”

seniors. Students in engineering and urban planning can find creative solutions.

Continuing education for professional transportation planners and managers will be important for the continuity of transportation systems as a generation of transportation workers retires. Experts who are close to retirement can shepherd promising individuals into management positions to keep transportation services running smoothly. A logical next step is for higher education can take the leadership in developing coalitions of those that have resources with those that need transportation. Communication and dialogue are key.

C. Mental Health

In Successful Aging, Rowe and Kahn wrote, “When older men and women are asked about their hopes and aspirations, they name their primary goal — to remain independent and continue to take care of themselves. Similarly, when they are asked about their greatest worries, they stress fear of becoming dependent on others. Loss of either physical or mental function is a major threat to independence, and almost all older people have relatives or friends who have, however, become dependent because of such deficits.”¹⁸

Retirement can be a time of growth, life satisfaction, and social involvement although mental health issues, such as dementia, medicinal side effects from too many medications, memory impairment, or Alzheimer’s may surface at this time of life. Although 20% of older adults are in need of some type of mental health care, they only constitute 7% of all inpatient psychiatric services, 6% of community mental health services, 9% of private psychiatric care and less than 3% of all Medicare reimbursement. Individuals aged 65+ account for 20% of all suicide deaths.¹⁹

Several factors contribute to the disparity between the need for services and actual services received: the stigma of receiving mental health services, ageism, lack of geriatric expertise in the medical community, and engaging older adults in traditional mental health settings. Furthermore, due to insurance complications, services and information about mental health geared toward older adults is often lacking. Lack of attention to the mental health needs of older adults can affect the whole community.

Aging in Stride, refers to thinking and cognitive health as a “combination of mental processes we commonly think of as ‘knowing’ and includes the ability to learn new things, intuition, judgment, language, and remembering. At all ages, having a clear and active mind is important, and is particularly important

for older adults because it can mean the difference between dependence and independent living.”²⁰ Recent research is proving several myths about cognition to be incorrect, notably, the beliefs that aging is a time of irreversible mental decline and that dementia is universal and inevitable.²¹ As more and more Americans reach the age of 65, society is increasingly challenged to help them grow old with dignity and comfort, that is, preventing and treating cognitive decline and addressing end of life issues.

Opportunities for Education

Older people who are involved and active are more likely to stay healthy. Older learning programs offered by most universities and community colleges help encourage retirees to keep their minds active and stay involved. Campuses and schools throughout the state involve older adults to help youngsters read, share their career savvy, help with special events, and offer their talents and wisdom to younger generations. Others sit on boards, help at their churches, or volunteer at hospitals. According to the Illinois Department on Aging, more than 200,000 grandparents are raising grandchildren in Illinois.

Many years ago a pop magazine published an article about the “high” that one received from volunteering. In 2003, Nancy Morrow-Howell from Washington University in St. Louis supported that idea with scientific research. She wrote that volunteering in late life is associated with better health and fewer depressive symptoms.²² Isolation can be the cause and the effect when older people are not part of any work or activity that brings them involvement with others on a consistent schedule and leaves them feeling that they have nothing to contribute.

“Volunteering in late life is associated with better health and fewer depressive symptoms.”
Generations

The education system is a logical partner for a volunteer center that includes parents, college students, and often retirees. These systems need to be more accessible for elders to get them involved. In a recent survey called, *The Joys of Retirement*, 63.8 of those who didn’t volunteer said they would if asked; 81.3% said they would volunteer if asked to do something that interested them.²³ Clearly we need a better system to tap the much-needed resources of older people.

Higher education also has the opportunity to train mental health workers and perhaps create an associate degree or certification²⁴ targeted to older adults. Experts say there is a great need for this expertise now, and that need will only increase.

D. Health Promotion

*When you sum up the powerful effects of moderate exercise on the health of older people, it is hard to imagine why we aren't all out there working up a sweat. Fitness boosts strength.*²⁵

Daisy Hack, a Senior Companion in Decatur, must have read the quote above. She is a volunteer coach for the Strong for Life program,²⁶ helping older adults build and maintain their physical strength at home. Using elastic bands and stretching exercises she leads senior citizens in 15 minutes of exercise several times a week. Some have improved their activity. One woman was in a wheel chair and with the exercises advanced to a walker and is now able to walk the halls by using the handrails. Another had pains in her arms, but with exercise it went away. The Senior Companion Program provides for visiting homebound elders and is housed at CHELP (Community Environmental Learning Project).

“When you sum up the powerful effects of moderate exercise on the health of older people, it is hard to imagine why we aren't all out there working up a sweat.”²⁵

Elders' physical health is influenced by mental, social, functional and spiritual health and these factors become more entwined with advancing age. The State of Aging and Health in America reports that “improved medical care and prevention efforts have contributed to dramatic increases in life expectancy in the United States during the past century.”²⁷ However, they also have produced a major shift in the leading causes of death for all age groups, including older adults, from infectious diseases and acute illnesses to chronic diseases and degenerative illnesses.²⁸ In 2002, the top three causes of death for U.S. adults aged 65 or older were heart disease, cancer, and stroke, three killers that are often preventable and three behaviors were the root causes of nearly 35% of U.S. deaths in 2000: smoking, poor diet, and physical inactivity.²⁹

To develop elder-friendly communities, changes are needed in the health care system and physical environment, and access to home and community-based services and reliable health education. The health care system must recognize mental health's effect on overall health; change from an acute care model to prevention; and recognize the need for and provide geriatric training for physicians, nurses and other health care providers.

Opportunities for Education

Nutrition classes produce win/win experiences as elders in plan their meals, and develop an understanding of preventing of disabling diseases like osteoporosis. Most higher education institutions offer recreation and fitness

activities for retirees that support health promotion. Human development classes include the complete life cycle; including related curriculum content in other appropriate courses; and promoting volunteer opportunities for students and faculty, especially retirees, would contribute to “de-stigmatizing” aging and attracting young people into this career path. As all generations learn more about aging, the stigma attached to it will diminish and all will benefit. One long-term goal is to emphasize positive images of aging rather than stereotypical myths, “You can’t teach an old dog new tricks,” or the “lights may be on but the voltage is low.”

For individuals in need of health and supportive services as well as their caregivers, identifying services can be a challenge. Navigating the maze of different service options in a given community can be difficult for even an experienced information gatherer. Universities and community colleges can work with local agencies to support a single point of entry of information about local services, which will support the dissemination of information. The connectivity efforts of higher education lend themselves to support this crucial component for strong communities.

The aging population is a valuable community resource, particularly as teachers and role models for the younger population, and can contribute valuable time, expertise and wisdom to students of all ages. To benefit from the wisdom of elders, communities and society must provide opportunities and support for elders to live and maintain a healthy lifestyle.

Perhaps one of the most important tasks and opportunities for higher education is to train geriatric specialists in all disciplines, nurses, doctors, technicians, in reality, all health care providers because an increasing number of their clients will be 65 and older.

V. Summary

In Illinois, there is momentum to anticipate the needs of the aging population through discussions led by partnerships of education and aging. Further, the Illinois Department on Aging and the thirteen Area Agencies on Aging in Illinois will collaborate on a statewide project over the next three years to assess the preparedness of selected communities for the aging of the population. The assessment process will build upon the assets in each community, celebrate model programs and best practices, and identify areas for improvement to promote the development of communities for all ages.

The Aging is an Asset Series suggests looking at the aging of our communities

A challenge for elder-friendly communities is developing alternative transportation systems, transit systems, volunteer driver programs, and improve the walkability of neighborhoods.

and at the same time how we can strengthen our educational systems. Some of the questions to be asked are: What are the opportunities for education – to help develop livable communities for all ages? How can education at all levels support the movement for elder-friendly communities? The discussions that result will challenge local communities to establish new partnerships, particularly with education, that can effectively prepare for the future.

Half of all adults cannot choose to take public transportation because service is not available in their area, particularly in rural and small towns.
Aging Americans:
Stranded without Options

You are invited to participate in the planning process

The 13 Area Agencies on Aging in Illinois will address the Maturing of Illinois as a statewide issue in their area plans for Fiscal Years 2008, 2009 and 2010. The Area Agencies on Aging will conduct an assessment of selected communities in their planning and service areas, in collaboration with local leaders to determine their preparedness for the aging of the population. You are invited to participate in this planning process. Contact your Area Agency on Aging for information on the assessment or Best Practices and Model Programs serving your community.
www.idoa.state.il.us/aging or www.I4Ainfo.org

VI. End Notes and Resources

- 1 Laboure House is located in Chicago www.svdpc.org/services/index.html
- 2 Illinois General Assembly Joint Resolution HJ0016 or SJ0029
- 3 *A Blueprint for Action: Developing a Livable Community for All Ages* produced by National Association of Area Agencies on Aging
- 4 Urie Bronfenbrenner, *Making Human Beings Human: Bioecological Perspectives on Human Development* (Sage Publications, 2004)
- 5 *Summit on Aging*, Continuanace Magazine, Fall 1999/Winter 2000, www.siu.edu/offices/iii
- 6 *Global Age-Friendly Cities: A Guide*. World Health Organization 2007 Geneva Switzerland
- 7 *The Maturing of America: Getting Communities on Track for an Aging Population*, Met Life and National Association of Area Agencies on Aging
- 8 Niederhaus, S.G. and J.L. Graham *Together Again, a Creative Guide to Successful Multigenerational Living*. Lanham, MD: Rowman & Littlefield Publishing

Group, Ind.

9 *Livable Communities: An Evaluation Guide*, AARP Public Policy Institute, Arizona State University, Herberger Center for Design Excellence, Mary Kihl, and Project Team, Washington, D.C.: 2005 AARP

http://assets.aarp.org/rgcenter/il/d18311_communities.pdf

10 Steven James, Falls among older adults risk factors and prevention strategies. In *Fall Free: Promoting a National Falls Prevention Action Plan*. Washington, D.C. the National Council on the Aging; 2005.

11 Technology Innovations and Aging

12 Generations of Hope is an intergenerational community in Rantoul, Illinois www.generationsofhope.org

13 Niederhaus, S.G. and J.L. Graham *Together Again, a Creative Guide to Successful Multigenerational Living*.

Lanham, MD: Rowman & Littlefield Publishing Group, Ind.

14 *The Maturing of America: Getting Communities on Track for an Aging Population*, Met Life and National Association of Area Agencies on Aging

15 American Society on Aging and American Automobile Association

16 Illinois Rules of the Road

17 *Livable Communities: An Evaluation Guide*, AARP Public Policy Institute, Arizona State University, Herberger Center for Design Excellence, Mary Kihl, and Project Team, Washington, D.C.: 2005 AARP

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17a Linda Bailey, *Aging Americans: Stranded without Options* (Surface Transportation Policy Partnership, 2004), 4 American Public Transportation Association's private sector business partners and its Public Transportation Partnership for Tomorrow initiative, Washington, DC www.publictransportation.org

18 John W. Rowe and Robert L. Kahn, *Successful Aging*

19 Statistics presented at the Aging is an Asset meeting by Charlotte Kaufman, Illinois Department of Public Health.

20 Himes, C et al. *Aging in Stride: Plan ahead, stay connected, keep moving*. Washington: Caresource Healthcare Communications, Inc., 2004.

21 Alzheimer's Assoc. Medical and Scientific The Journal of the Alzheimer's Assoc. 2005;1(11):11-12.

22 Nancy Morrow-Howell, *Generations*, American Society on Aging

23 Joys of Retirement, *Continuance Magazine*, Fall 2006

24 John W. Rowe and Robert L. Kahn, *Successful Aging*

25 Certificates for Geriatric specialties are offered by the Family Medicine, University of Illinois: There is an extensive schedule of these courses throughout the state. www.activesenioroptions.com/conferences.html

26 The Strong for Life program is made possible with a grant from the Administration on Aging to the Illinois Department of Public Health in cooperation with ECIAAA. Illinois Contact: Laura L. Payne, College of Applied Health Sciences, University of Illinois at Urbana-Champaign, 1206 South Fourth Street, Champaign, IL 61820 Phone: (217) 244-7038 Fax: (217) 244-1935, e-mail: Lpayne@uiuc.edu

27 State of Aging and Health in America Center for Disease Control and Merck

28 Centers for Disease Control and Prevention. Public health and aging: trends in aging – United States and worldwide. *Morbidity and Mortality Weekly Report* 2003; 52(06): 101-106.

29 Mokdad AH et al. Actual causes of death in the United States, 2000. *JAMA* 2004; 291(10):1238-1245.

VII. Acknowledgments and Participants

On June 12, 2007 a group of educators, policymakers, retirees and members of the press came together in Springfield at the Illinois Education Association Professional Development Building.

Thank you to Speakers: Charles Johnson, director, Illinois Department on Aging, Senator Ed Maloney, chair, Senate Higher Education Committee; Dave Bennett, Illinois Press Association, Linda Dawson, Illinois Association of School Board; Kim Villanueva, Illinois Community College Trustees Association; Thomas Laue, Life Times;

Bravo for Facilitators and Writers: Linda W. Podeschi, Illinois Public Transportation Association; Dr. Anthony Traxler, Southern Illinois University at Edwardsville; Michael O'Donnell, East Central Illinois Area Agency on Aging, Inc.; Jim Anderson, University of Illinois at Urbana-Champaign, Charlotte Kauffman, Division of Mental Health; Jane Kessler, Illinois Department of Public Health; ; Carolyn A. Peck, University of Illinois-Springfield; Louis Edelson, Illinois Housing Development Authority; Louis Edelson, Illinois Housing Development Authority , Bert Weber, Illinois Department on Aging, and Spring

Three cheers for the Participants: Andrea Berryman, Illinois Community College Board; Linda L. Brookhart, State Universities Annuitants Association; Meredith Byers, Illinois Education Association; Kyusuk Chung, Governor's State University; Rick Conner, Secretary of State's Office; Jerry Crabtree, Township Officials of Illinois; Cindy Deiters, Illinois Association of Park Districts; Marcia Duhm, Black Hawk College; Jana Edge, Illinois State University; Jim Forstall, Educational Consultant; Carla Gosney, John Wood Community College; Amy Griswold, University of Illinois Extension; Julie Hubbard, Area Agency on Aging; Pearle Jeffries, Senior Professionals; Lucia West Jones, Northeastern Illinois Area Agency on Aging; Melissa Roth, Secretary of State's Office; Joe Schatteman, Illinois Municipal League; Cammy Sequin, University of Illinois Extension; Janice M. Stille, Western Illinois Area Agency on Aging; Dr. E. Wesley Tower, Millikin University; Peggy Troyer, AgeOptions, Inc; Judy Vanblaricum, Southeastern Illinois Area Agency on Aging; Linda Walcher, NEA Intergenerational Mentoring Trainer; Bert Weber, Illinois Department on Aging

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**VIII. Draft Joint Resolution HJ0016 and SJ0029
Livable Communities for All Ages: Preparing Illinois for an Aging Society**

Whereas, the generation born between 1946 and 1964 is rapidly approaching retirement age; a Baby Boomer turns 50 every 7.5 seconds; in 2006 the first Baby Boomers turns 60; by 2011, the first Baby Boomers will turn 65; and people turning 50 today have half of their adult lives ahead of them.

Whereas, this growth trend will hit its peak in 2030, the number of people over age 65 in the United States will soar to 71.5 million – twice their number in 2000, or 1 in every 5 Americans;

Whereas, the number of people over age 65 in the State of Illinois is projected to increase by 92% from 1,500,025 in 2000 to 2,883,470 in 2030 – 1 in every 5 Illinoisans;

Whereas, the number of persons over 85 in the State of Illinois is projected to increase by 109% from 192,346 in 2000 to 402,311 in 2030, representing 14% of the over 65 population;

Whereas, a national survey of U.S. counties and cities finds that only 46% of American communities have begun planning to address the needs of the exploding population of Baby Boomers;

Whereas, the Illinois General Assembly finds that state and community preparedness for the aging of the population will require long range planning, dialogue across generations, and collaboration among state and local governments and organizations in the private sector;

Whereas, the Older Americans Act Amendments of 2006, authorize State Units on Aging and Area Agencies on Aging to assess the preparedness of their States and communities for the aging of the population, and make recommendations to government officials in the areas of health and human services, land use, housing, transportation, public safety, workforce and economic development, recreation, education, civic engagement, and emergency preparedness;

Be it resolved that the Illinois Department on Aging with the advice of the Illinois Council on Aging and in collaboration with other departments and offices of state government, the thirteen Area Agencies on Aging, advocacy organizations on behalf of older adults, local units of government, and organizations in the private sector, will assess the preparedness of the State of Illinois and counties and communities within the thirteen Planning and Service Areas of Illinois for the aging of the population, and submit a report with recommendations for the planning and development of livable communities for all ages in Illinois, to the Illinois General Assembly, the Office of the Governor, and local officials by January 1, 2011.

Joint Resolution Sponsors:

House: Representatives Kevin Joyce and Sandra M. Pihos

Senate: Senator Louis S. Viverito

IX. The Intergenerational Initiative

The Intergenerational Initiative was founded in 1986 with funding from the Illinois Board of Higher Education. The goal is to foster communication and contact between generations thus enriching the educational experience for all ages. The Intergenerational Initiative is a partnership of 70+ organizations representing, retirees, students, service organizations, business, state agencies, and education at all levels.

Continuance magazine, a quarterly publication founded in 1987, highlights the importance of “Knowledge and understanding passing from generation to generation.”

For further information: Jane Angelis, Intergenerational Initiative
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