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ABSTRACT

This final project report examines how to successfully develop a national approach for the infusion of aging content into the K-12 grade curricula. As the U.S. society is "graying," the students in schools should be exposed to aging information on the increasing responsibilities for the care of aging family members with a realistic view of their own aging process. The project participants met in Washington, D.C. to discuss the challenge and implications for groups representing professional teachers' organizations at all education levels, state and local administrators, aging programs representatives, and textbook publishers. The goals established by the working groups are discussed in light of specific recommendations and strategies for change. (EH)

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**TITLE: A REALISTIC VIEW OF AGING: A MODEL FOR TEACHING FUTURE GENERATIONS**

**RRF GRANT ID #: 96-95**

**SPONSORING ORGANIZATION: Institute of Gerontology at Utica College**

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**DATES OF PROJECT: July 1, 1996-June 30, 1997**

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**TYPE OF REPORT: FINAL**

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## EXECUTIVE SUMMARY

**Goal** - To conduct a one-day strategic planning meeting with national professional teachers' associations to determine how to successfully develop a national approach for the infusion of aging content into the K-12th grade school curricula.

**Objectives** - An advisory committee was formed to help in the planning for the one-day meeting ( see appendix 1 for composition of committee). The committee met four times in Washington to review the goal and objectives from the grant and to set the agenda for the meeting. The goal was agreed upon but the original objectives described in the grant were expanded to include not just in-service training but the total process of infusion.

- a. to invite 30 national educational associations that represent elementary and secondary school teachers, community colleges, colleges offering aging programs, state and local administrators, and textbook publishers.
- b. to determine how professional teachers' organizations were able to use their networks at the state and local levels to successfully infuse national issues into the K- 12 grades curricula at the local school district levels.
- c. to determine how this approach can be used to infuse aging into the K-12 grade curricula.
- d. to reach a consensus as to what must be included in this infusion of aging.
- e. to obtain a commitment from the professional teachers' associations to use their networks for the infusion of aging.

**Methodology** - The advisory committee set the date for the one-day conference on May 19, 1997 from 9:00 a.m.-4:00 p.m. in Washington D.C. at the American Association of Retired Persons (AARP) . Four meetings were held to:

- develop the list of potential participants, resource people and agencies to be invited ( see appendix 2),
- set the agenda and format of conference (see appendix 3),
- set the anticipated outcomes of the conference based on the objectives

The Institute of Gerontology and the National Academy for Teaching and Learning about Aging coordinated the advisory meetings, the invitations and, with the cooperation of the AARP, the conference. The list of participants was an active list with names suggested by the participants being added. The invited participants were sent information on the background of the problem, expectations of the conference, their role and the agenda. Lodging and transportation cost was provided for those participants who were more than 100 miles from Washington.

The conference agenda and format were very instrumental in successfully achieving objectives 2, 3 and 4.

- the format in the morning had the participants describe the important issues that needed to be infused into their specific disciplines and how it was accomplished.
- the format in the afternoon was used to determine how aging content could also be infused based on their past success.
- what issues needed to be addressed for the successful infusion of aging content .

## **Outcomes -**

### **a. to invite 30 national educational associations .**

Thirty national educational associations were identified and invited to the planning meeting. The list of potential associations was provided by National Retired Teachers Association (AARP), National Academy for Teaching and Learning about Aging and from the Institute of Gerontology at Utica College.

**NOTE** -The summary of the outcomes for objectives b and c were achieved by using the format found in appendix 3.

### **b. to determine how professional teachers' organizations were able to use their networks**

The outcomes from this session gave insight on the types of approaches each national associations network had in common for the successful infusion of specific content into the local curricula on a national basis. A summary of the three main outcomes describing the ingredient used by the participants are:

- the types of issues that were of national importance and infused successfully
- identifying the environmental forces that made the respective issues important to the different national associations
- the successful game plan used by the different associations for successful infusion

### **c. to determine how this approach can be used to infuse aging into the K-12 grade curricula**

The outcomes from this session were based on the approaches used by the participants for their successful infusion. A summary of the three main outcomes suggested by the participants based on their experience are:

- identifying the environmental forces that make this issue important
- identifying the key stake holders that must be part of a successful implementation
- identifying the important components that must be part of a long range plan for the infusion of aging

d. to reach a consensus as to what must be included in this infusion of aging

Two outcomes were identified from this session that must be agreed upon if infusion is to be successful

e. to obtain a commitment from the professional teachers' associations

It was essential that those who participated in the program not only gave their advise and experience but that they would be willing to continue their involvement in the planning of the implementation.

# NARRATIVE

## PROBLEM

Society's future is in the hands of today's youth who, as the future work force, will face a challenge unique to the history of mankind, a "graying society". These future workers and their families will be facing changes in our society that will stress both the financial and manpower resources of this nation more than any other time in our history. They will experience increasing responsibilities for the care of their parents and an increasing personal cost support, yet they will have no understanding of the forces that an aging society will have on their lives.

Today, through elementary and secondary education, students can be prepared for these changes by having them understand their own aging process, that of their parents and what an aging society means.

Fifty four percent of Americans do not go beyond secondary education and of the 46% that do go on 20% do not receive a college degree. That leaves only 26% who have an associate degree (6%), bachelors (13%) or graduate degree (7%).

Only a small percentage of these 26% receive any aging education which is generally discipline specific. Therefore students who graduate from high school and most from post secondary degree programs will have little to no exposure to aging information. We must concentrate our efforts to change these attitudes in the elementary and secondary school years and not wait to develop discipline specific education at the post secondary levels. To achieve this a national cohesive approach must be developed to infuse a realistic view of aging onto the K-12th grade curricula.

## SUMMARY OF ACCOMPLISHMENTS

The achieve the goal "...to determine how to successfully develop a national approach for the infusion of aging content into the K-12th grade school curricula",

the guidelines described in appendix 3 were used to determine a) the successful approaches used by the participants in infusing national issues into the curriculum of specific disciplines and b) how these approaches can be used for the infusion of aging into specific disciplines.

a. to invite 30 national educational associations .

Initially only 30 associations were identified, but during the evolution of the planning the list was expanded. Every organization that was invited accepted reflecting the awareness and willingness of the education associations to address aging education needs. There were 33 associations represented, including textbook representatives. In addition 8 resource persons were invited and accepted.

b. to determine how professional teachers' organizations were able to use their networks to incorporate national issues into local curricula

The outcomes from this session gave insight on the types of approaches each national association network had in common for the successful infusion of specific content into the local curricula on a national basis. The three main outcomes describing the ingredients used by the participants are:

1) the issues that were of national importance and successfully infused by the different participating associations into the curriculum of their specific disciplines

- 1) cultural/ethnic diversity
- 2) gender equity
- 3) phonics
- 4) computer technology
- 5) inclusion of special need students
- 6) sex education/HIV

2) identifying the environmental forces that made the respective issues important to the different national associations for successful implementation.



- positive:
  - effective in-service training
  - recognition of the importance of issues
  - realistic policy development
  - acceptance by professional educational organizations
  - acceptance by local/state educational departments
  - adequate resources
  - effective models for teachers to use
- negative
  - apathy of teachers, administrators and public
  - resistance to change by teachers, administrators and public
  - lack of in-service training
  - lack of adequate resources
  - attitudes of teachers and administrators
  - budget constraints
  - other competing curricula issues

3) the successful game plan used by the different associations for successful infusion

- implementation plan/timeline
  - \* consensus of importance and content
  - \* good resource materials
    - a) essential skills/knowledge
    - b) tied to national discipline standards
    - c) use of local/regional curriculum development teams
  - \* professional development
  - \* sustaining effort plan
  - \* accountability ( performance based)
  - \* assessment of success
- pilots/models development
- strategy for changing behavior ( buy into change)
- increase awareness of need
  - \* professional conferences ( national/state/local)
  - \* grass roots development
- policy development
  - \* professional educational associations (local/state/national)
  - \* local/state educational agencies/organizations
- select disciplines with most at stake

c. to determine how this approach can be used to infuse aging into the K-12 grade curricula

The outcomes from this session were based on the approaches used by the participants for their successful infusion. A summary of the three main outcomes suggested by the participants based on their experience are:

1) identifying the environmental forces that make this issue important

#### DEMOGRAPHICS

- health style ( quality of life)
- policy issues
  - health
    - Medicare
    - Medicaid
  - social
    - housing/transportation
    - caregivers (family)
    - home care
    - poverty
  - retirement - Social Security
  - educational policy on aging education
- economics
  - health care cost
  - retirement cost
  - poverty
  - education (professional training on geriatrics)
- political power
  - inter generation conflict
  - disproportional allocation of resources

#### ATTITUDES

- ageism based on misinformation, myths and stereotypic images
- age segregation
- inter generation conflict
- lack of appreciation of resources provided by the older generation

#### EDUCATION

- lack of knowledge concerning aging
- lack of educational direction on realistic view of aging
  - K-12 grades
  - college /university
  - health and social professional education

2) identifying the key stake holders that must be part of a successful implementation

## **POLICY**

- federal/state educational policy makers
- board of education

## **EDUCATION**

- students
- teachers
  - elementary/secondary
  - college/university
  - professional schools
- curricula developers
- school boards
- parents
- textbook/software publishers
- professional accreditation boards

## **ORGANIZATIONS**

- professional educational organizations
- gerontology professional organizations

3) identifying the important components that must be part of a long range plan for the infusion of aging

## **EDUCATION**

- determination of aging content for infusion
  - a) discipline appropriate
  - b) grade appropriate
- model for infusing aging content that is
  - a) tied to national standards
  - b) flexible to meet state mandates
- knowledge/skills standards
- models for state/local professional development
  - a) in-service training
  - b) pre-service training
- textbook/software aging content
- development of local/state educational policies on aging content infusion

## **INCREASE AWARENESS FOR INFUSING CONTENT**

- presentations (local/state/national)
  - a) professional educational organizations
  - b) policy making organizations
- part of policy of national/state professional educational organizations

d. to reach a consensus as to what must be included in this infusion of aging

There were two important outcomes identified by the participants that are essential for successful infusion:

1). Agreement or consensus on three preliminary issues:

- the importance for the infusing of aging content
- what is the aging content to be infused ( discipline and grade appropriate)
- what are the criteria to measure success of the infusion

2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible
- there must be plan for the pre-service and in-service education on aging content for teachers
- there must be textbook and software resources with realistic aging content
- models must be developed as examples on how aging can be infused in curricula

e. to obtain a commitment from the professional teachers' associations

All participants were willing to continue the dialogue on the infusion on aging into their respective disciplines. A post conference letter and survey was sent out to all of the participants and all responded positively, especially to the question on their willingness to develop a structure within their organization to begin the process of infusion of aging content into their disciplines ( see appendix 4).

## DISSEMINATION

All participants received a letter asking for their continued involvement

(appendix 4.) The final report will be mailed to all participants as a basis for follow-up activity. The outcomes of the meeting will be presented at the Annual meeting of the Association of Gerontology in Higher Education (AGHE)), and a paper will be submitted to the Journal of Geriatric and Gerontology Education.

#### FOLLOW-UP

The conference was successful because it demonstrated that the approaches used by professional educational associations to infuse issues of national concern into their grade and discipline specific curricula can be used to infuse the aging agenda. The information gained from this conference will be used as the basis for developing a strategic plan for successful implementation:

1). Agreement or consensus on three preliminary issues:

- the importance for the infusing of aging content
- what is the aging content to be infused ( discipline and grade appropriate)
- what are the criteria to measure success of the infusion

2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible
- there must be a plan for the pre-service and in-service education on aging content for teachers
- there must be textbook and software resources with realistic aging content
- models must be developed as examples on how aging can be infused in curricula

The participants, who have agreed to continue their involvement, will be invited to serve on work groups to address the two outcomes described above. In addition, individuals who have background on developing age- infused curricula will be

invited to join the work groups. The Institute of Gerontology and the National Academy for Teaching and Learning about Aging will coordinate this effort. Funds will be solicited from private foundations to help support this national effort

### **RECOMMENDATION FOR FUTURE ACTIVITIES**

Each work group will be charged with developing an agenda that will include their goal, objectives and activities. The type of goals that are anticipated for the work groups include:

- 1). Agreement or consensus on aging content and criteria to measure success of the infusion.

The work group, comprised of elementary/ secondary and college and university level gerontological educators, will:

a) determine:

- guidelines for grade and discipline aging content
- criteria for measuring success of infusion

b) select already developed successful resource materials

- 2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible  
This work group will explore ways that age related content material can be accessible on the internet. This could include a website with a listing of resources and how to obtain them.
- a plan for the pre-service and in-service education on aging content for teachers.

This work group will explore ways for each professional educational association to provide in-service training to their specific state associations and possible models for pre-service training.

- there must be textbook and software resources with realistic aging content

This work group will be comprised of text book and soft ware experts and gerontological educators to explore how aging content could be infused into resource materials

- models must be developed as examples on how aging can be infused into the curricula

This work group will develop models for successful implementation based on the recommendations from the work groups described above.

## APPENDICES

1. ADVISORY GROUP
2. CONFERENCE PARTICIPANTS
3. CONFERENCE AGENDA & FORMAT
4. FOLLOW-UP LETTER AND QUESTIONNAIRE



## APPENDIX 1

CONFERENCE - WASHINGTON, D.C.-MAY 19, 1997  
PROJECT: IS OUR CURRICULUM AGING? Strategies for Change

### ADVISORY GROUP

- RONALD LUCCHINO, Ph.D.      315-792-3129      FAX: 315-792-3352  
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Vice-President, Programs      E Mail: donna.wagner@ncoa.org  
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- DONNA COUPER, Ph.D.      860-621-2079      FAX: 860 -621-2989  
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Nat'l Academy for Teaching & Learning About Aging  
200 Executive Blvd., Suite 201  
PO Box 246  
Southington, CT 06489-0246
- ELIZABETH DOUGLASS      202-429-9277      FAX: 202-429-6097  
Executive Director      E Mail: ebdougla@capaccess.org  
AGHE  
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Washington, DC 20036-5504
- ANNETTE NORSMAN      202-434-2381      FAX: 202-434-6406  
Director  
National Association of Retired Teachers  
601 E. Street, NW  
Washington, DC 20049
- CONSTANCE SWANK, Ph.D.      E Mail: CSWANK@aarp.org  
Director of Research Division  
AARP  
601 E. Street, NW  
Washington, DC 20049
- BRENDA SULICK      202-434-2381 or 303-296-3132  
Sr. Program Specialist      E Mail: bsulick@aarr.org  
1777 Larimer St.-Apt. 607  
Denver, CO 80202
- SHARON SMITH      202-434-2380  
National Retired Teachers Assoc.  
NRTA Activities Dept.  
601 E. Street NW  
Washington, DC 20049

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE  
WASHINGTON, D.C. CONFERENCE - MAY 19, 1997

QUESTIONNAIRE

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

1. Is your organization still willing to participate in the ongoing planning for the infusion of aging into K-12? YES\_\_\_NO\_\_\_

2. If you are unable to be involved, would you be willing to find someone in your organization to be the contact person?

YES\_\_ I will be involved

NO\_\_ I cannot be involved.

Contact Person will be: Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ FAX: \_\_\_\_\_

e mail \_\_\_\_\_

3. During our meeting it was determined that we need a list of national organizations that you are affiliated with or who you feel should be made aware of this project. Would you please list those organizations with address and contact person.

a. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City,State Zip \_\_\_\_\_

b. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City,State Zip \_\_\_\_\_

c. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City,State Zip \_\_\_\_\_

*MORE ON BACK.....*

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4. a. Do you think it possible to begin to develop a structure within your organization that would begin to look at aging content within your discipline area? This could be a committee, an ad hoc or whatever your organizational structure permits. YES \_\_\_\_\_ NO \_\_\_\_\_

b. If YES

Name of Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE  
WASHINGTON CONFERENCE-MAY 19, 1997

**CONFIRMED**

	PHONE#	E MAIL #	FAX #	LETTER SENT
WAYNE CARLEY, Ph.D. Executive Director National Assoc. of Biology 11250 Roger Bacon Dr. #19 Reston, VA 22090	703-471-1134	wcarley@aol.com	703-435-5582	TU-12/9/96
JULIA SHEPHERD, Chief Program Improvement Branch Division of Adult Education Literacy U.S. Dept. of Education 600 Independence Ave. SW Washington, DC 20202-7420	202-205-9685	julia_sheperd@ed.gov	202-205-8973	TU-12/9/96
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DAVID G. IMIG Chief Executive Officer American Assoc. of Colleges for Teachers Education One Dupont Circle-Suite 610 Washington, DC 20036-1186	202-293-2450	dgi@aacte.nche.edu	202-457-8095	TU-12/9/96

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cc: Samuel G. Sava, Ph.D. Executive Director National Associatio of Elementary School Principals 1615 Duke St. Alexandria, VA 22314-2483	703-684-3345	naesp@naesp.org	703-548-6021	
CLARA CLAYCOMB, Ph.D. Director, Policy Clearinghouse National Assoc. of State Boards of Education 1012 Cameron St. Alexandria, VA 22314	703-684-4000	CarlaC@nasbe.org	703-836-2313	TU-12/9/96
BOB J. STAHL (Nat'l Council for Social Studies) Professor, Div. of Curriculum and Instruction Arizona State University Box 871911 Tempe, AZ 85287-1911	602-965-7101	rjstahl@asu.edu	602-732-0440	TU- 12/9/96 Reimb.Letter-2/3/97 Reply: 2/20-double May 18 & 19th
SUE KAMP,Dir. of Education Market Software Publishers Assoc. 1730 M Street NW, Suite 700 Washington, DC 20036	202-452-1600 x354	skamp@spa.org		TU-12/19/96 (no survey)
BECKY SMITH, Ph.D. Director, American Assoc. for Health Ed. 1900 Association Dr. Reston, VA 20191-1599	703-476-3437	aahe@aahperd.org	703-476-6638	TU-12/19/96

	PHONE#	E MAIL#	FAX#	LETTER SENT
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JAMES SNYDER, Asst. Division Chief National Assoc. of State Textbook Adm. W. Virginia Dept. of Education 1900 Kanawha Blvd.-Bldg. 6, Room 318 Charleston, WV 25305	304-558-2691	jsnyder@access.k12.wv.us	304-558-0048	TU-12/19/96
DON ADCOCK, Acting Director American Assoc. of School Librarians American Library Assoc. 50 East Huron St. Chicago, IL 60611	312-944-6780 800-545-2433 x4385	dadcock@ala.org	312-664-7459	TU-12/19/96 Reimb.Letter-2/3/97
RICK BLAKE, V-P School Association of American Publishers, Inc. 71 Fifth Ave. New York, NY 10003-3004	212-255-0200	rblake@publishers.org	212-255-7007	TU-12/19/96 Reimb.letter- 2/3/97
ELIZABETH VOLARD, Sr. Vice-Pres. National Council on Economic Education 1140 Avenue of Americas New York, NY 10036	800-338-1192	evolard@eaglobal.org	202-730-1793	TU-12/19/96 Reimb.letter-2/3/97
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DANIEL W. MERENDA, Exec. Dir. National Assoc. of Partners in Education 901 North Pitt St.-Suite 320 Alexandria, VA 22314	703-836-4880	NAPEhq.NAPEhq.org	703-836-6941	TU letter-2/7/97

<p>SHARON GLASSCOCK, Head State Adm. in Virginia National Assoc. of Family and Consumer Sciences (Replaced Peggy Wild)</p>		sglassco@pen.k12.va.us		Reimb.Letter-2/3/97
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<p>DR. WANDA GILL, President Diverse Educational Solutions, Inc. 12138 Central Ave., #118 Mithcellville, MD 20721</p>	Invited by Margaret Dixon	301-249-7314		301-390-9113

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BARBARA ZAHN, Ph.D. President-Elect Colorado Retired School Personnel Assoc. 1721 Columbine Dr. Franktown, CO 80116	Invited by AARP		
BETSY SPROUSE MS. AMY GOYER, Intergen.Specialist HUGH O'CONNOR, Research Division JOHN FEATHER Andrus Foundation-AARP 601 E. St. NW Washington, DC 20049	Invited by AARP		
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APPENDIX 3

AGENDA

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE

AARP HEADQUARTERS, Washington, DC  
MAY 19, 1997

- 8:30 - 9:00 a.m.      Registration/Continental Breakfast
- 9:00-9:30 a.m.      Introduction  
Constance Swank, Director of Research Division-AARP
- Purpose of conference  
Ronald Lucchino, Director of the Institute  
                         of Gerontology at Utica College
- Presentation of Resource Persons - Ronald Lucchino
- 9:30-10:00 a.m.      A Look in the Books: Identifying Needs  
Donna Couper, Nat'l Academy for Teaching & Learning About Aging
- 10:00-10:15 a.m.      BREAK
- 10:15-11:30 a.m.      Group Reflections - Constance Swank
- 11:30-11:45 a.m.      Introduction to Exhibits - Donna Couper
- 11:45-1:15 p.m.      LUNCH/ Resources Exhibit Hall
- 1:15-1:30 p.m.      "Why Teach About Aging?"  
Margaret Dixon, President, AARP
- 1:35-1:55 p.m.      Work Groups for Strategies for Change  
Constance Swank
- 2:00-3:00 p.m.      Group Sharing of Strategies for Change
- 3:00-3:30 p.m.      Determination of Common Threads  
Constance Swank
- 3:30-4:00 p.m.      Next Steps - Ronald Lucchino
- 4:00 p.m. - 5:00 p.m.      President's Reception  
Hosted By: Margaret Dixon

## Plans for Bringing Aging to the K-12 Curriculum

### Directions for Participants

Working alone for about 20 minutes, create a draft gameplan for infusing aging into the K-12 curriculum. Keep in mind the successful models of curriculum change discussed this morning, but use your imagination and professional insights, too. Answer the following questions if you can using the table below to capture your ideas:

- What environmental forces undergird the need for such curriculum? Why press for change now?
- Who are the key stakeholders (decisionmakers or implementors) in bringing aging into the K-12 curriculum?
- How would you convince them to act on this issue? Identify key strategies to reach each stakeholder audience?
- What resources (financial, people, technical, subject) will be needed to bring about this curriculum change? How would you get them?

Environmental Forces Driving Change	Key Stakeholders	Strategies to Reach Stakeholders	Resources Needed/Sources

Once you have completed your individual drafts, share them informally with others in your small group. Compare notes and highlight areas where your plans are similar (common stakeholders, strategies, motivating forces) and where they are different (unique strategies, environmental forces). Be prepared to share your best-thinking across these questions with the larger group.

## Successful Models of Curriculum Change

### Directions for Participants

Drawing on your experiences in the educational arena, recall a time when there was a significant infusion of new subject matter into a K-12 curriculum. Describe this curriculum change for us as well as your memory will allow. Use the form below to organize your response.

- What was the subject matter? What was the time period?
- What were the environmental forces working for and against the infusion of this subject matter into the K-12 curriculum?
- Who were the key stakeholders affecting the infusion of this subject matter? Who played key influential or decisionmaking roles in the decision to adopt the new curriculum? Who played those roles in the capacity to deliver the new curriculum?
- What process or gameplan ensured the success of this curriculum change? Were there pivotal events? Key strategies employed? Essential resources available or developed?

Subject Matter/Time	Environmental Forces (+/-)	Key Stakeholders	Gameplan/Events/Resources

## Implications for Planning for Aging Infusion

### Directions to Participants

Reflecting on the day, please consult with others in your small group and answer the following questions. Record your perspectives using the table below and be prepared to share your best-thinking with the entire group.

- What are the major conclusions you would draw concerning our capacity to infuse aging into the K-12 curriculum in the near future?
- Are there some issues we must address before others?
- Are there major strategies that hold greater promise than others? Why?
- What are the next critical steps to take in moving this agenda forward?

Capacity to Succeed	Primary Issues to Address	Promising Strategies	Next Critical Steps

June 12, 1997

Don Adcock, Acting Director  
American Assoc. of School Librarians  
American Library Association  
50 E. Huron St.  
Chicago, IL 60611

Dear Don:

Thank you for joining us in Washington, D.C. on May 19, 1997 for the meeting, "IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE. We felt that the meeting was very productive with a lot of information shared.

We are now in Phase 2 in which we will begin to develop a series of strategic planning steps. Your continued support is very important in assuring the success of this project.

In order to inform us of what your commitment can be, we are asking if you could please complete and return the enclosed survey in the return envelope. We will send you a copy of the final report as soon as it is completed.

Again, from Donna, myself and AARP, thank you for your time, interest, and participation.

Sincerely,

Ronald Lucchino, Ph.D.  
Director, Institute of Gerontology

vp  
Enc.

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE  
WASHINGTON, D.C. CONFERENCE - MAY 19, 1997

QUESTIONNAIRE

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

1. Is your organization still willing to participate in the ongoing planning for the infusion of aging into K-12? YES\_\_\_NO\_\_\_

2. If you are unable to be involved, would you be willing to find someone in your organization to be the contact person?

YES\_\_\_ I will be involved  
NO\_\_\_ I cannot be involved.

Contact Person will be: Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ FAX: \_\_\_\_\_

e mail \_\_\_\_\_

3. During our meeting it was determined that we need a list of national organizations that you are affiliated with or who you feel should be made aware of this project. Would you please list those organizations with address and contact person.

a. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City, State Zip \_\_\_\_\_

b. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City, State Zip \_\_\_\_\_

c. Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_ City, State Zip \_\_\_\_\_

*MORE ON BACK.....*

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4. a. Do you think it possible to begin to develop a structure within your organization that would begin to look at aging content within your discipline area? This could be a committee, an ad hoc or whatever your organizational structure permits. YES \_\_\_\_\_ NO \_\_\_\_\_

b. If YES

Name of Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_



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Sign here → please

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