

Adult Education Workgroup- Report

SUBMITTED IN RESPONSE TO SR118 SD1

Submitted by:

Terri Byers

Director

Executive Office on Aging

Hawaii Department of Health

Christy Nishita, Ph.D.

Center on Aging

University of Hawaii

cnishita@hawaii.edu

Report Authors: Christy Nishita, Ph.D., Sandra Von Doetinchem, Carole Mandryk, and Kyle Nakamura, University of Hawaii

TABLE OF CONTENTS

Executive Summary	3
Background	4
Vision and Context	4
Adult Education Programs in Hawaii	5
Points of Discussion	7
Recommendations	10
Concluding Remarks	11
Appendix A. Inventory of Adult Education Programs in Hawaii	12
Appendix B. Context- Adult Education Programs in the U.S.	18
Appendix C. List of Workgroup Members	22
References	23

EXECUTIVE SUMMARY

This report, on the state of adult education programs in Hawaii, is submitted in response to SR118 SD1 in 2015 and HR105 from 2016. A workgroup was formed and met between September and December 2016, and included representatives from the University of Hawaii system, Hawaii Department of Education, City and County of Honolulu Parks and Recreation Department, Kokua Council, AARP Hawaii, and the Hawaii Executive Office on Aging.

Over the course of the meetings, the workgroup then shared each other's programmatic efforts, and discussed areas of focus, strengths, issues/gaps, and needs in the state in adult education. In particular, the range of course offerings was recognized as a strength, but the group identified a need to better understand the older adults that they serve and identify better ways to market programs to the community.

After in-depth discussions, the following recommendations were made:

1. No Consolidation of Programs. The resolution tasks the workgroup to "...consider whether it would be effective to consolidate some programs." This issue was debated but the workgroup did not recommend consolidation. Some programs may seem duplicative of each other but are often necessary due to geographic constraints and transportation challenges of our kupuna. The group was enthusiastic instead about sharing effective strategies (e.g., marketing) and sharing resources (i.e. instructors).

2. Continuing Collaborations. The workgroup members recommended that they continue to meet as a group to discuss issues and lessons learned in administering their programs. In addition, the group is open to identifying and collaborating on new initiatives.

3. Commitment to Ongoing Support. From the Legislature, the workgroup is looking for ongoing support for aging issues and understanding of the vital role that adult education plays in the state. The workgroup is *requesting an informational briefing* to share ideas and future directions for adult education in the state. In particular, workgroup members from the UH system can discuss program details, challenges, and ideas.

4. Piloting New Ideas. The workgroup recommended pilot program opportunities to advance adult education, including scholarships or reduced tuition for adult learners, an adult education resource website, or a needs assessment and small scale piloting of best practice programs.

In summary, workgroup members also valued the opportunity to discuss ideas, strengths, and challenges. They also appreciate the interest and support from the Legislature to examine and advance these issues.

BACKGROUND

This report is submitted in response to SR118 SD1, adopted during the 2015 Legislature. A similar resolution was introduced during the 2016 Legislature but was not adopted (HR 105). Both resolutions were consulted in producing this report.

A workgroup was formed that included representatives from the University of Hawaii system, Hawaii Department of Education, City and County of Honolulu Parks and Recreation Department, Kokua Council, AARP Hawaii, and the Hawaii Executive Office on Aging. Workgroup organizations and member names can be found in Appendix C.

The workgroup met three times between September and December 2016, in preparation for this report. The workgroup agenda covered the following: sharing each programs' efforts, strengths and challenges; discussing problems, gaps, and needs in adult education; sharing ideas and best practices; and recommendations.

The workgroup reviewed HR 105 and discussed the following:

1. Page 2, line 22-23- "...review adult education services and opportunities"
2. Page 2, line 23-24- "...consider whether it would be effective to consolidate some programs"
3. Page 2, line 26- "...explore other potential educational materials that might be beneficial"

The following report is a product of the workgroup's efforts.

VISION AND CONTEXT

Our population is aging rapidly, and Hawaii is growing older at a faster pace than the rest of the U.S. (DBEDT, 2012). This unprecedented demographic shift creates new tasks and challenges as well as opportunities for our society. While the impact of an aging population on state's health and long-term support services is a significant concern, we know that promoting health and active aging can prevent or delay costly care. Our kupuna are an asset, not a liability in our society, and we should empower older adults to be active contributors to our community. All of these factors are expected to have a strong impact on adult education, continuing education and lifelong learning programs in the state.

Older people's later years are enriched by opportunities for lifelong learning and encore careers. Increasing numbers of people return to the workforce after retirement to assume new roles. Some reinvent themselves by learning new skills and pursuing their passion and dreams as entrepreneurs while others enjoy taking classes for pure enjoyment. Whether for learning a hobby or exploring a new intellectual or encore career challenge, learning and engagement in the community provides numerous benefits, including a sense of self-worth, increased life satisfaction, and positive changes in cognitive and physical health. This kind of active

engagement in learning can reduce social isolation, thereby helping older adults stay healthy and active for longer and leading to decreased costs and strain on health care systems.

People are living longer and healthier lives and view retirement years as an opportunity. Baby boomers are reinventing retirement in this country. We need to provide current and future older adults with the information they need to learn, stay engaged, or start a new career.

ADULT EDUCATION PROGRAMS IN HAWAII

Hawaii's adult education workgroup members were selected in alignment with the resolution and are representative of adult education providers in the state. Hawaii's adult education offerings can be categorized into university affiliated (are tied to the University of Hawaii system and Department of Education) and non-university affiliated (City and County Parks and Recreation, senior and community centers). In response to HR 105, page 2, line 22-23- "...review adult education services and opportunities," the following is a list of programs in Hawaii.

1. Guest-Auditing Programs

Senior Citizen Visitor Programs (SCVP's) located at several of the University of Hawaii campuses allow senior citizens to pursue their lifelong learning goals at the university level by taking courses at the University for free without receiving course credit. These SCVP's exist at UH Manoa, UH West Oahu, Honolulu Community College, Kauai Community College, Kapiolani Community College, Leeward Community College, and Windward Community College.

The SCVP's at each UH campus are operated independently of each other and vary to a minor degree. However, the programs all require that participants 1) 60 years of age or older, 2) are bona fide Hawaii residents according to the same residency requirements for UH students (see Hawaii Administrative Rules Title 20, Chapter 4), and 3) meet tuberculosis clearance.

Participants must register each semester, on or after the first day of instruction, and may take up to two courses per semester. They may register for any course, excluding courses with lab fees, courses in the School of Medicine and School of Law. To register for courses, participants must obtain consent of the instructor.

Most of the SCVP's at UH campuses are administered by admissions or registrar offices at each university with no dedicated staff for support. The SCVP program at UH Manoa has one half-time coordinator funded by a grant from the UH foundation to offer support to participants and faculty involved in the program, but participants at other universities receive little to no support beyond completing registration for courses.

2. SeniorNet

In addition to Senior Citizen Visitor Programs, the University of Hawaii campuses host several other programs for senior citizen education. The SeniorNet Organization has an Active Learning

Center at UH Hilo. SeniorNet once existed at Honolulu Community College, but it has been replaced by the Emeritus College, which offers a range of computer courses at discounted rates for Senior Citizens who are members of their Emeritus Club. Participants in the Emeritus College and the SeniorNet Learning Center at UH Hilo pay affordable prices ranging from \$20-\$100 per course.

3. Office of Continuing Education and Training at Community Colleges

These programs provide lifelong learning opportunities for professional development and personal growth. Non-credit classes offered through the Office of Continuing Education and Training are offered in the areas of computer and technology, business and professional studies, trades and industry, arts, and others. There are course fees, and the amount varies by course. At Kapiolani Community College, one focus of the OCET is on health education. The Health Education Non-Credit (HENC) Program helps individuals obtain training needed to enter or advance in the health care field with emergency medical services, adult residential care home, and pharmacy technician programs. HENC also serves employers by providing customized training to meet their specific needs.

4. Osher Lifelong Institute, UH Manoa

Osher Lifelong Learning Institute (OLLI) at the University of Hawaii at Manoa (UHM) is an educational membership program that offers non-credit, college-level courses and other activities to encourage older individuals to engage their minds, enrich their lives, and serve the community. Separate from the Na Kupuna Senior Visitor program offered on the Manoa campus, OLLI creates its own college-level classes for its members which are taught by current and retired UH faculty, community professionals and other OLLI members.

5. Outreach College, UH Manoa

Outreach College presents year-round lifelong learning opportunities for both traditional and nontraditional students. In addition to UH Manoa Summer Sessions, credit programs, international programs, and community programs, Outreach College offers a diverse array of non-credit classes designed to help participants of all age groups pursue professional development and personal growth. Most non-credit courses are offered during three regularly scheduled terms per year: January-April (Spring), May-August (Summer), and September-December (Fall). The non-credit program offers diverse subjects and flexibility in class length depending on program objects and the specific needs of students. Specialized programs for particular groups and contract training for organizations may be developed. Outreach College intends to grow its professional programs to address the training needs of the community. It is currently assessing all non-credit program offerings, in particular, the self-enrichment classes, to determine how Outreach College can do so in a financially sustainable manner.

6. Community Schools for Adults, Hawaii Department of Education

The Hawaii Department of Education, Community Schools for Adults offers a variety of courses for adult learners in the areas of basic education, family literacy, citizenship, workforce education and life enhancement. These courses are run out of the Department's two Community Schools for Adults (CSAs). The Community Schools for Adults (CSA) offers adult learners who have not graduated with a high school diploma, the option to obtain a High School Equivalency Credential and/or Hawaii Adult Community School Diploma. The CSAs offer two recognized High School Equivalency Tests: General Educational Development (GED) and the High School Equivalency Test (HiSET).

7. City and County of Honolulu- Parks and Recreation Department

The Parks and Recreation, Senior Club program oversees over 35 senior clubs island wide, representing about 3,500 older adults. Club members participate in weekly activities that include: business meetings, speakers, community service, excursions, and luncheons. Members elect their own officers and organize all of their planned activities. In addition, Parks and Recreation offers a range of classes for older adults including exercise, archery, arts and crafts, ceramics, and ballroom dancing.

8. Other opportunities- Hawaii's network of senior centers, community centers, museums, churches, hospitals, and health systems are other sources of special interest, workforce skills, and health education, information and awareness, and support.

Appendix A has more details on the different program offerings in Hawaii. Appendix B provides background and context on adult education programs in the U.S.

POINTS OF DISCUSSION

Workgroup discussions focused first on determining areas of focus that needed our attention and discussion. Initial workgroup meeting discussions included the following areas:

- *Understand our audiences*- A key question arose: What do older adults need and want? Do we understand different needs at different ages of aging? Workgroup members need to ask them, through a survey or similar process.
- *Collaboration and coordination*- Workgroup members agreed that we could benefit by understanding each other's programs, as well as better serve the varied constituencies we serve by collaborating on like efforts as well as complementary ones. Best practices and models in other states need to be examined.
- *Better understanding* - Group members agreed that these workgroup meetings were important to better understand the range of program offerings offered in Hawaii. This step helped to determine whether there is duplication or gaps in education topics.

The workgroup then discussed on a systematic level the strengths, issues/gaps, and needs in the state in adult education. The following section summarizes the workgroup's discussions on strengths, issues and gaps, needs, and best practice models.

Strengths

- *Range and Diversity*- Adult education programs offer a diverse range of courses and classes that are developed specifically for older adults (e.g., Osher Lifelong Learning Institute) and through senior visitor programs at universities and community colleges. Other programs are targeted to adult learners of all ages seeking self-improvement or change in career. For example, the Department of Education, Community Schools for Adults play vital roles for adults seeking general education diplomas, family literacy, and citizenship.
- *Affordability*- Free or low cost programs allow more older adults to access and participate in adult education programming
- *Satisfaction*- Several programs have noted high satisfaction among older adults who participate in these programs. The Na Kupuna senior visitor program notes anecdotally that older adults are happy to be part of campus life and community, and professors comment that older adults add to discussions significantly.

"It's really an important part of my life. The classes are interesting, but the bonus is meeting people from different fields that I would never have met otherwise"- Osher Lifelong Learning Institute member

Issues and Gaps

- *Consistency*- The issue of consistency came up for the senior visitor programs offered at different universities and community colleges statewide. Currently, these senior visitor programs are in discussion to standardize programs in order to have consistent rules, policies, and protocol. For example, there is variability across programs on whether: 1) older adults are held to the student conduct code, 2) programs check residency, 3) require TB clearance, and 4) require faculty approval to attend classes.
- *Awareness and Marketing*- Although some programs report large enrollment (i.e., Na Kupuna Senior Visitor program at UH Manoa), others report both a need and interest in increasing its membership and attendance (i.e., Kupuna Education Center at Kapiolani Community College). Workgroup members discussed the need for better marketing and outreach to increase awareness of available programs.

- *Funding*- Sustainability of funding for adult education programs was a critical discussion point. Some programs have noted drops in funding (i.e., DOE Community Schools for Adults) in recent years and the question arose of whether adult education programs are an entitlement, and whether older adults would be willing to pay for classes or pay increased fees in the future.

Needs

- *Collaboration*- Workgroup members emphasized the need for better collaboration across programs such as strategies and lessons learned across programs. Specifically, programs can collaborate on marketing and outreach strategies, on ideas for alternative funding sources, and opportunities to share resources including instructors, space/facilities to hold classes, and accommodations for persons with physical, sensory, and mobility limitations.
- *Marketing*- Workgroup members discussed ideas to improve marketing of programs through a centralized webpage or handbook. In addition, the group identified other opportunities to advertise programs through magazines and senior fairs. Finally, the group discussed an in-service training with information and referral staff at the county Aging and Disability Resource Centers on adult education offerings.
- *Needs Assessment*- Better data is needed to understand older adults needs and preferences in the state. The workgroup discussed approaches to collect data (e.g. survey) to better understand preferences for education topics, geographic areas with a lack of programming, and barriers to accessing classes (e.g. transportation). This data will not only be used for program planning but also support any future allocation of resources or advocacy.

Examining Best Practice Models

In response to HR 105, page 2, line 26- "...explore other potential educational programs that might be beneficial," the workgroup explored best practice models from other cities. A range of programs were considered, and the following were identified as best practice models that represent an innovative approach for Hawaii.

- The *Open Lifelong Learning Centre in Spain* offers senior citizens over the age of 50 the opportunity to take courses at the university as part of a 3-year formalized academic sequence that includes a small core set of required courses in addition to a larger array of self-selected courses. The academic sequence is designed with the program's objectives of teaching, research, and service to society in mind. The required courses include nine courses in history, literature, philosophy, and society, while the optional courses cover a wider array of academic subjects. The guest-auditing programs in Hawaii currently do not

offer any formal academic sequence for seniors to follow and lack the capacity to provide academic advising. However, survey responses and anecdotal data from the Senior Citizen Visitor Program (SCVP) at UH Manoa indicate that participants tend to take most of their courses in single or related academic areas and are interested in receiving support for selecting courses to meet their learning objectives.

- *Co-location of Universities and Senior Living*- A number of high-profile programs at universities throughout the United States, including the University of Michigan, Ann Arbor, Notre Dame, and the University of Arizona have gone beyond providing classroom learning experiences for senior citizens by offering university-themed independent living communities for senior citizens 55 years and older to live near the university alongside students. These residential communities provide the intergenerational living communities key to elderly health.

RECOMMENDATIONS

1. No Consolidation of Programs

In HR 105, page 2, line 23-24, the resolution tasks the workgroup to “...consider whether it would be effective to consolidate some programs.” This issue was debated by the workgroup but ultimately did not recommend consolidation. Some programs do complement each other but are rarely duplicative, and sometimes due to geographic constraints and transportation challenges of our kupuna, duplication may be necessary. The group was enthusiastic about sharing effective strategies (e.g., marketing) and coordinating resources (i.e. instructors), but not to consolidate or minimize offerings. The group’s focus is on maximizing the quality and scope of offerings to our older adults in these times of decreasing funding.

2. Continuing Collaborations

The workgroup members recommended that they continue to meet as a group to discuss issues and lessons learned in administering their programs. In addition, the group is open to identifying and collaborating on new initiatives. The group recognized the value of learning about each other’s programs, understanding the broader opportunities in the state, and being able to refer older adults to other programs.

3. Commitment to Ongoing Support

From the Legislature, the workgroup is looking for ongoing support for aging issues and understanding of the vital role that adult education plays in the state. The workgroup is *requesting an informational briefing* to share ideas and future directions for adult education in the state. Workgroup members from the UH system can discuss program details, challenges, and ideas.

4. Piloting New Ideas

The workgroup acknowledges Representative Saiki's and Senator Ihara's strong interest in proposing a new resolution as a next step, calling for an *adult education pilot program* to explore innovative opportunities to support lifelong learning opportunities. Pilot examples could include:

- Hawaii Community College, Office of Continuing Education and Training is exploring opportunities to provide scholarships or reduced tuition rates to adult learners.
- A resource website needs to be developed to share program information with the larger community. The pilot project funding would be used to develop the site and housed at a centralized site such as the Executive Office on Aging or University of Hawaii Center on Aging. The site would categorize all adult education programs and provide links to individual websites in a simple, user-friendly format.
- Pilot funds could be used to bring national and international best practices to Hawaii. Funds could be used for a needs assessment, long-term planning, and small scale piloting of programs, such as Spain's formal 3-year academic program for older learners or the village concept in other parts of the U.S.

CONCLUDING REMARKS

Adult education programs provide vital opportunities for older adults to remain engaged in the workforce and larger community. The adult education workgroup found a diverse range of programs and offerings in the state, and the need to better understand each other's programs and market these offerings to older adults. Specifically, a needs assessment will be important to drive future programmatic directions. Members also valued the opportunity to discuss ideas, strengths, and challenges. Discussions focused on larger fiscal challenges; particularly, the group raised questions of whether adult education is an entitlement or can continue to be an entitlement in order to sustain program offerings. The collaborative nature of the group is an asset, as the group discussed a centralized website to house adult education program information. Ongoing collaboration among the workgroup members can lead to new ideas and future pilot programs and initiatives. The Legislature, in partnership with the workgroup members can create meaningful change in the availability and quality of adult education in the state for current and future cohorts of older adults.

Appendix A. Inventory of Adult Education Programs

*Note the following is an inventory includes senior visitor programs in the UH system, Offices of Continuing Education and Training in the UH system, Osher Lifelong Institute, Outreach College, and Community Schools for Adults in the Hawaii Department of Education. The following programs provided data, but does not represent a complete listing

Name of Program	Location	Year Established	# of Staff	# of Older Adult Students Per Semester	Total # of Older Adults in the Program	Eligibility Requirements
Osher Lifelong Institute	UH Manoa	1996	1.5	150-300	No permanent membership; ~200 current, 800 non-active this semester but interested	50+
Outreach College	UH Manoa		59 Outreach College total (5 within Non-credit Programs)	Depends on program and courses (Outreach College does not offer courses for older adults only; in the non-credit self enrichment classes offered by OC, the age of the participants range from 10 (Chinese language classes) to young professionals (PNM) to 60+ (Painting and Art classes)).		None
Na Kupuna	UH Manoa		One 0.5 FTE GA, support from five SEED office student workers	289 (Fall '16)	No permanent membership. ~700 on contact list who have ever enrolled.	60+, state resident, TB clearance

Name of Program	Funding Source(s)	Cost/Fees	Outreach Strategies (email, electronic)	Program Offerings (List types, topics)	Website:
Osher Lifelong Institute	Endowment from Bernard Osher Foundation, membership fees, UHM CSS	\$60 a semester	Email to 1/4 of membership, snail mail to rest. Will consider wider outreach once determine capacity limits for future semesters.	Non-credit, college-level courses and other activities to encourage older individuals to engage their minds, enrich their lives, and serve the community. Fall 2016 offerings include film series, courses on literature, politics, writing, drawing, botany walks, math, travelogues.	http://www.osher.socialsciences.hawaii.edu/index.html
Outreach College	Self-sustaining	Depends on program and courses	Various outreach strategies --> depending on specific Outreach College program; Outreach strategy within Non-credit program: e.g., bulk email, website information	Outreach College presents year-round lifelong learning opportunities for both traditional and nontraditional students. Besides UH Manoa Summer Sessions, credit programs, international programs, as well as community programs, Outreach College offers a diverse array of non-credit classes designed to help participants pursue professional development and personal growth. Most courses are offered during three regularly scheduled terms per year: January-April (Spring), May-August (Summer), and September-December (Fall). Specialized programs for particular groups and contract training for organizations are arranged. Subject area, class length, number of meetings, and locations vary, depending on program objectives and the specific needs of students. Special programs include the Institute for Business and Professional Development, and Pacific New Media.	http://www.outreach.hawaii.edu/ (Outreach College main page). http://www.outreach.hawaii.edu/noncredit/default.asp (Outreach College Non-credit programs)
Na Kupuna	SEED Dept, UH Foundation, donations	Maybe \$50 tbd	Long-standing contact list of 700+ notified each semester by snail mail; transitioning to email only. No active outreach at this time as we evaluate/redesign the program.	4 courses/semester. All courses available except Law School, Medical School, Tai Chi, Yoga, and selected other courses (e.g. creative writing)	http://www.hawaii.edu/diversity/seed-programs/na-kupuna-senior-citizen-visitor-program/

Name of Program	Location	Year Established	# of Staff	# of Older Adult Students Per Semester	Total # of Older Adults in the Program	Eligibility Requirements
Senior Citizen Visitor Program	Leeward Community College					60+, state resident, meets admission/course requirements
Senior Program	Kapiolani Community College	2006	1	75	145/yr	60+, state residents
Senior Citizen Visitor Pass	Kaua'i Community College					1) Is 60 years or older during the week immediately following the late registration period; 2) Is a bona fide resident of the State of Hawai'i as described by University of Hawai'i's definition; 3) Meet course prerequisites, if any; and 4) Does not have any financial obligation.
Kupuna Education Center	Kapiolani Community College	2006	3	NA (program has been inactive for 2 yrs.+)	NA (program has been inactive for 2 yrs.+)	Open
Health Education Non-Credit (HENC)- ("Your Health Matters Workshops")	Kapiolani Community College	2015	2.6	25 for the first workshop series	25 for the first workshop series	Open
Office of Continuing Education (OCET)	Kapiolani Community College	1980's	3 FTE, 3 Casual	NA	NA	Open

Name of Program	Funding Source(s)	Cost/Fees	Outreach Strategies (email, electronic)	Program Offerings (List types, topics)	Website:
Senior Citizen Visitor Program	Office of College Relations	n/a			http://www.leeward.hawaii.edu/registration-types
Senior Program	Tuition Waiver	Some fees	Word of Mouth	Two courses per semester, or six credits	http://wirca.org/senior-citizen-classes-at-kcc/
Senior Citizen Visitor Pass				Visitor passes are issued for each course and may be obtained at the Admissions & Records Office after late registration. Passes are issued only if seats are available.	https://sites.google.com/a/hawaii.edu/admissions/senior-citizen-visitor-pass
Kupuna Education Center	Tuition based for classes, State funding for staff; various grants funded instructors and tuition in the past	Vary by offering	Email, web page, community partners	Active aging, para-professional training, family care classes, Gerontology programming for community paramedics, and other needed programming for Kupuna and the care of Kupuna.	Formerly: http://www.kupunaeducation.com/index.html , but that site will be terminated. This is the registration link for our 1st class: https://continuinged.kapiolani.hawaii.edu/kupuna-education-center/
Health Education Non-Credit (HENC)- ("Your Health Matters Workshops")	Tuition revenue	Vary by offering	Directed mailings to specific individuals	The workshops are intended for personal development and professional growth. The first workshop was a series: "Improve your sleep, Improve your Health", "Keys to Better Brain Health", and "Your Habits and Your Health: Simple Steps for Making Positive Change"	https://continuinged.kapiolani.hawaii.edu/your-health/
Office of Continuing Education (OCET)	Tuition revenue, state funding, contracts	Varies by offerings	Website, email, outreach, word-of-mouth	See website	https://continuinged.kapiolani.hawaii.edu/

Name of Program	Location	Year Established	# of Staff	# of Older Adult Students Per Semester	Total # of Older Adults in the Program	Eligibility Requirements
Office of Continuing Education (OCET)	Hawaii Community College	1992	4 FTE Coordinators	NA (program has been inactive for 2 yrs.+)	NA (program has been inactive for 2 yrs.+)	Open
Emeritus College Program (for Seniors)	Pacific Center for Advanced Technology Training/ Continuing Education (PCATT/CE), Honolulu Community College	1970s	3 (Who also support other PCATT/CE Programs)	290 Total Registrations FY 16 (Duplicated)	101	55+
Office of Continuing Education (OCET)	Windward Community College	1972	3	NA, open enrollment to all community members	NA, open enrollment to all community members	NA, open enrollment to all community members
Office of Continuing Education (OCET)	University of Hawaii Maui College	1965	3 FTE Coordinators	NA, open enrollment to all community members	NA, open enrollment to all community members	NA, open enrollment to all community members
McKinley Community School for Adults	Oahu, Maui, Kauai	1946	16 FT, 55 PT, 195 PT Teachers	274 (duplicated)	822 (duplicated)	60+
Waipahu Community School for Adults	Oahu, Big Island of Hawaii	1950s	23 FT, 30 PT, 280 PT Teachers	304 (duplicated)	913 (duplicated)	60+

Name of Program	Funding Source(s)	Cost/Fees	Outreach Strategies (email, electronic)	Program Offerings (List types, topics)	Website:
Office of Continuing Education (OCET)	Tuition based for classes, State funding for staff; various grants funded instructors and tuition in the past	Vary by offering	Email, Cold Call, Web page, word-of-mouth	Computer and technology, business and professional studies, trades and industry, personal enrichment	http://www.ocethawcc.org/
Emeritus College Program (for Seniors)	Tuition revenue, as all instructors volunteer their time and services, PCATT.	Various tuition rates, with generous discounts for those who join the Emeritus Club for an annual fee of \$25.	E-mail with access to marketing communication software, Schedule of Classes sent via bulk mail, website, participation in community events.	Intro to Computing-type Courses such as: Windows 10, Microsoft Edge, E-mail, Word 2013, Excel 2013, Computer Security and Specialty Courses such as: iPad Basics, Holiday Labels, Plan Your Travels on the Internet.	https://pcatt.org/emeritus/
Office of Continuing Education (OCET)	Tuition revenue	Varies by course	Bulk mail, email, website	Personal enrichment courses available to all community members regardless of senior status. Courses include Ikebana, photography, writing, Tai Chi, etc. Credit course offerings at WCC participate in the senior program.	http://windwardcce.org/about.htm
Office of Continuing Education (OCET)	Tuition revenue	Varies by course	Catalog bulk mail, email, website, e-newsletter, advertising, face-to-face at community events, and partnerships with community organizations.	Lifelong enrichment and workforce development courses offered to all community members throughout the year including computer and technology, business, communications, languages, culture, health and safety, culinary, trades, and sustainability.	http://maui.hawaii.edu/edventure/
McKinley Community School for Adults	Federal & State funding	\$20 Enrollment Fee, Lab fees	Electronic, Face-to-Face, Emails	English Language Acquisition (ELA), Adult Basic Education, Adult Secondary Ed., Special Interest	mcsahawaii.org
Waipahu Community School for Adults	Federal & State funding	\$20 Enrollment Fee, Lab fees	Electronic, Face-to-Face, Emails	English Language Acquisition (ELA), Adult Basic Education, Adult Secondary Ed., Special Interest	wcsahawaii.org

APPENDIX B. ADULT EDUCATION PROGRAMS IN THE U.S.

Our population is aging rapidly, not only in Hawaii or the U.S., but globally. This creates new tasks and challenges for our society and will also have a strong impact on (older) adult education.

Older adults in the United States can choose from a rich assortment of programs and offerings. The educational opportunities that are most common can be divided into: 1) university and college affiliated programs, and 2) non-university and college affiliated providers. A further distinction can be made between age-homogenous and age-heterogeneous offerings. While the former offer educational opportunities exclusively for older adults (e.g., Lifelong Learning Institutes, OASIS), the latter are open to adults of every age group (e.g., continuing education programs at universities or colleges, most adult schools).

1. Programs Affiliated with Universities

Lifelong Learning Institutes

Currently, about 450 Lifelong Learning Institutes (LLIs) exist across the U.S. While all LLIs are independently organized and run, they all have specific characteristics in common. The LLIs typically have a membership structure and offer a very challenging curriculum that is either taught by other OLLI members or external faculty. In addition, strong emphasis is also put on the volunteer involvement of members in all aspects of the learning and teaching process, along with encouragement to become the designers of their own educational experience. LLIs are typically open to learners age 50 or 55 years and older.

Opportunities to Audit Classes

Many universities and colleges in the U.S. offer older adults the opportunity to audit regular classes as guests. The access to the classrooms mostly depends on the policies of the individual institution or guest-auditing program or on faculty's willingness to accept older adults in their classes. While tuition prices and fees vary among the higher education institutions, guest auditing status does not allow elder learners to accumulate credits or to earn a degree. However, it is important to mention that more adults are going (back) to college with the aim to earn a formal degree. According to the National Center for Education Statistics (Hussar and Bailey, 2013), the rate of enrollments of students aged 35 and older at postsecondary degree-granting universities significantly increased (26 percent between 1997 and 2011) and is expected to continue to grow. In this regard, an increase in the percentage of students aged 50 and older pursuing a formal degree is likely.

Other Opportunities within Universities

Older learners also have the opportunity to participate in regular non-credit/continuing education programs that are offered by most higher education institutions in the U.S. Those programs have different names (e.g., some universities use the terms Extension, Outreach, Professional Studies

or Continuing Education) and are typically open to adults of all age groups. Large differences exist in the course offerings, ranging from personal enrichment to professional development, certificate programs, and pricing structure.

2. Non-university affiliated programs

OASIS

OASIS is an organization that provides educational opportunities for adults aged 50 and older¹. Founded in 1982, OASIS promotes lifelong learning, volunteer engagement, and active lifestyles with the goal of healthy aging. The organization partners with over 700 other community programs and institutions, such as schools, libraries and health providers, to provide older adults with educational and community service opportunities. Lifelong learning opportunities are either offered through OASIS education centers or partner organizations and cover a wide range of subjects, such as politics, history, literature, science, technology, and health and wellness. In addition to class offerings, OASIS provides a variety of intergenerational volunteer options for its members. For example, older adults have the option to tutor children for one year (Intergenerational Tutoring) or help them develop healthy lifestyles (CATCH Healthy Habits). In 2015, OASIS was active in 50 cities, offered 24,600 classes, counted 6,500 volunteers, and impacted the lives of 53,000 people (OASIS, 2015).

Shepherd's Centers of America

In 1975, the Shepherd's Centers of America (SCA)² were founded in Kansas City, Missouri, as a network of interfaith organizations that are designed and run by volunteers and that provide educational, social, and community-based services for older adults. The role of SCA is to build and support this network and "to promote a new paradigm of aging - one of the vast potential - infused with vitality, purpose, continual growth and service" (Shepherd's Centers of America, 2015). Older adults can choose from a variety of classes and workshops in subjects that range from health education, technology, personal finance, arts, and intergenerational learning, and are taught by peer instructors. The network is mainly funded by donations, grants, and corporate support, as well as by center affiliation fees. As of 2015, the national SCA network had 56 centers in 16 states across the United States and a total of 36,800 elders participated in the network's educational programs (Shepherd's Centers of America, 2015).

Elderhostel and Road Scholar

The non-profit organization that wants to inspire older adults to "learn, discover and travel" (Road Scholar, 2015) was founded in 1975. The founders were inspired by both the European Youth Hostel-movement and by the Scandinavian "folk schools" where older adults teach

¹ OASIS: <http://www.oasisnet.org/>

² Shepherd's Centers of America: <http://www.shepherdcenters.org/>

younger people in the arts, dance, and music (Bitterman, 2013). Today, the organization offers more than 8,000 courses, educational trips world-wide, and short seminars for adults aged 50 and older and counts more than 100,000 participants annually. Since its creation, Road Scholar looks back on more than 5 million participants (Road Scholar). Prices and course lengths vary and included in the prices are travel expenses, presentations by experts and, depending on the offering, seminars or workshops.

Senior and Community Centers

Senior and community centers are additional providers of educational opportunities for older adults. Some centers also collaborate with local institutions, such as adult schools. Although the course level is typically lower than in the university-affiliated organizations discussed above, many centers try to cover a wide range of subjects that can range from computer classes to wellness, from arts and crafts to writing and history. Due to the oftentimes free or low-cost offerings, participants often consist of financially and educationally disadvantaged elders. However, depending on the individual catchment area, significant differences between the centers exist. Therefore, a generalization of these offerings and the typical participant structure is difficult (von Doetinchem, 2012).

Village to Village Network

Relatively new to the U.S. is the Village to Village Network³, which is a non-profit membership organization that provides support services to older adults with the goal to help elders age in place as long as possible. The first village was founded in 2001 in Beacon Hill, Boston by a group of residents. The self-regulating structure of the villages is similar to the discussed LLIs. For example, each organization is autonomous with a strong sense of community, either staff or volunteer driven, and members deciding the type of offered services. In addition, elders pay an annual membership fee that provides access to offerings such as volunteer services (e.g., transportation, shopping, home repairs), access to vetted and discounted service providers as well as health programs and educational activities. The exact type of offerings and lifelong learning options depends on the individual village. The typical village has between 150 and 200 members that are mostly middle-class women. Currently, more than 200 villages in 45 states exist and more than 150 are in development.

SeniorNet

Founded in 1986, the nonprofit organization SeniorNet⁴ provides computer and technology classes for older adults with the goal to enhance the life of the elderly. Based on a peer-learning structure, members teach each other to use computers and the Internet. The classes are held at the organization's Learning Centers in a variety of locations such as senior centers, schools, libraries or hospitals. Based in Florida, the organization has approximately 6,000 members and

³ Village to Village Network: <http://www.vtvnetwork.org/>

⁴ Seniornet: http://www.seniornet.org/index.php?option=com_content&task=view&id=42&Itemid=61

3,000 volunteers and operates more than 30 Learning Centers in the U.S. It also has international affiliations in New Zealand and Sweden. SeniorNet is funded by membership fees, Learning Center fees, and donations.

Adult Schools

Well-known providers of adult education in the U.S. are the Adult Schools, which typically have a strong emphasis on formal and professional education, such as career preparation, vocational programs, English as a second language, basic education, high school, and GED courses. However, personal enrichment courses that are open to adults of every age are also part of the curriculum. Some schools also offer specific classes and programs for older adults that are very moderately priced. The age eligibility criteria for these classes vary between the schools, but typically 50 to 60. Depending on the schools, classes can include fitness, computer skills, arts and crafts, languages, smart driving, music, and history.

Other Opportunities in the Community

Other institutions that often offer (older) adult education classes are local museums, theaters, and libraries as well as devotional institutions and churches. Voluntary organizations, study circles, hobby and support groups can also serve as providers of education in older age.

Appendix C. Adult Education Workgroup Members

Name	Organization	Title	Contact info
Caroline Cadirao	DOH Executive Office on Aging	Grants Manager	caroline.cadirao@doh.hawaii.gov
Marc Delorme	Kokua Council	Former Member	marcdelorme@outlook.com
Farah Doiguchi	Emertis College, Honolulu Community College	Coordinator	farah@hawaii.edu
Alice Li Hagan	Outreach College	Director, Professional Programs	noncred@hawaii.edu
Carol Hoshiko	Kapiolani Community College	Dean of Community and Continuing Education	hoshiko@hawaii.edu
Joanne Itano	UH Vice President for Academic Planning and Policy	Associate VP	itano@hawaii.edu
Carole Mandryk	Osher Lifelong Learning Institute	Director	mandryk@hawaii.edu
Pat Masters	Na Kupuna Program	Director	pmasters@hawaii.edu
Nora Matsubara	Kapiolani Community College	Secretary to the Chancellor	noram@hawaii.edu
Deborah Miyao	Department of Education	Adult Education Director	Deborah_Miyao@notes.k12.hi.us
Kyle Nakatsuka	Na Kupuna Program	Graduate Assistant	k11kynaka@gmail.com
Christy Nishita	UH Center on Aging	Researcher, Facilitator for Workgroup	cnishita@hawaii.edu
Joni Onishi	Hawaii Community College	VC for Academic Affairs	jonishi@hawaii.edu
Louise Pagotto	Kapiolani Community College	Interim Chancellor	pagotto@hawaii.edu
Christine Quemuel	SEED	Interim Assistant Vice Chancellor for Diversity	quemuel@hawaii.edu
Helen Sanpei	McKinley Community School for Adults	Principal	helen_sanpei@notes.k12.hi.us
Barbara Service	Kokua Council	Member	barbarajservice@gmail.com
Audrey Suga-Nakagawa	AARP Hawaii	Advocacy Director	asuga-nakagawa@aarp.org
Jan Thurman	Kupuna Education Center	Director	thurmanj@hawaii.edu
Sandra von Doetinchem	Outreach College	Research Analyst	sandravd@hawaii.edu
Jessica Yamamoto	Hawaii Community College	Director of Continuing Education and Training	jpky@hawaii.edu
Randall Yasuhara	City and County of Honolulu, Parks and Recreation Department	Recreation Support Specialist	ryasuhara1@honolulu.gov
Edward Yonemoto	Senior Emeritus Program, Honolulu Community College	Volunteer	eyonemoto@yahoo.com

REFERENCES

- DBEDT: State of Hawai'i Department of Business, Economic Development and Tourism (2012). Population and economic projections for the State of Hawai'i to 2040. Retrieved from http://files.hawaii.gov/dbedt/economic/data_reports/2040-long-range-forecast/2040-long-range-forecast.pdf
- Hussar, W.J., and Bailey, T.M. (2013). *Projections of Education Statistics to 2022 (NCES 2014-051)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved from <https://nces.ed.gov/pubs2014/2014051.pdf>
- OASIS (2015). *Annual Report 2015*. Retrieved from <http://www.oasisnet.org/About-Us/National-OASIS/Annual-Report>
- Road Scholar. *How to Start a Lifelong Learning Institute. Under the Auspices of the Road Scholar Institute Network*. Retrieved from http://pdf.road scholar.org/institute-network/RSIN_HowToStartAnLLI_Jun13.pdf
- Road Scholar (2015). *Lifelong Learning: A National Resource for Well-being in Retirement*. Released October 15, 2015. Retrieved from https://www.road scholar.org/globalassets/road scholar_lifelonglearningday_oct15_lores.pdf
- Shepherd's Centers of America (2015). *2015 in Review*. Retrieved from <http://www.shepherdcenters.org/images/2015%20YE%20Report.pdf>
- Tippelt, R., Schmidt, B., & Kuwan, H. (2009): Bildungsteilnahme. In: Tippelt, R./Schmidt, B./Schnurr, S./Sinner, S./Theisen, C.: *Bildung Älterer. Chancen im demografischen Wandel*. Bielefeld, 32–46.
- von Doetinchem de Rande, S. (2012). Education for the elders in the U.S. Opportunities and challenges in the context of the demographic change. *REPORT 4/2012 (35. Jg.)*, 35-54. Retrieved from <https://www.die-bonn.de/doks/report/2012-aelterer-mensch-01.pdf>